**PRINCIPAL’S REPORT**

**Feedback**
As student reports come out later this week it is timely to reflect on what purpose they serve. Whilst they present an opportunity to praise (or perhaps chastise) our children, they also present an opportunity for reflection and growth, regardless of the results – if our mindset is right. A critical element in learning is the provision of effective feedback on student performance and understanding. Student reports are of course just one form of (very) occasional feedback, and we encourage students and parents to use them to identify areas for growth and improvement.

Good learning involves identifying where we are and getting a clear sense of what we need to do next in order to improve. A focus on improvement and learning or a growth mindset is what is required. Feedback, and being open and attentive to it, is critical. I encourage you to view the video at [https://www.youtube.com/watch?v=pN34FnOKXc](https://www.youtube.com/watch?v=pN34FnOKXc) to learn more about the boost to learning from having a growth mindset.

**2014-2017 Strategic Plan**
Over the next term I will be outlining some of our key strategic directions from our 2014-2017 Strategic Plan (of which feedback is one). In this week’s edition we look at one of our Productivity goals.

**To revitalise College land on the Centre Rd frontage**
College Council has recognized that this area has long been neglected and is in need of attention. The College also has a legal obligation to comply with VRQA and DEECD requirements around the safety of school grounds. Consequently, School Council has allocated significant resources to transform this area over the next three years. The first step is making the area safe and developing a Master Plan. We are in discussions with the City of Monash to develop a partnership to improve the area for the school and surrounding community. The first phase of the Master Plan will involve removing identified dangerous trees, reducing the fire danger and removing weed species. We will be briefing and inviting feedback from the local community throughout the process.

**Trevor C. Smith**
**Acting Principal**
ASSISTANT PRINCIPAL REPORT

As Term 2 comes to an end and the holidays begin it is an opportune time for all South Oakleigh College students to do two vital things. Firstly and most importantly all students need to relax, clear the mind and recharge their batteries. It is a time to have some fun, enjoy time with family and friends and also to realistically and honestly assess where you are at in relation to achieving your goals. You need to ask yourself are you on track? Also it is a time to decide on what you can do better and what your goals will be for Term 3.

This Friday you will have your Semester 1 Report, within it there is a lot of valuable feedback for you and your parents, on your learning, skills, attitude and effort. Don’t ignore or reject the comments but unpack them and accept the challenge of continuing to build your capacity and be the best learner you can be!

Let’s be realistic, you have some 40 hours a week of extra time with no school or travel time! Secondly, the school holidays are the only time that you can thoroughly revise summarise and analyse your progress in each subject and you won’t have time in term 3! Without sound revision your brain says what you have learnt is not important and forgets it! Revision is the key to building your memory and connecting your learning, whether you are in Year 7 or in Year 12!

Consider the following tips so that your holidays are both a time for you to relax and recharge but also to build on your successes and address your weaknesses.

- Get out of bed at the normal school day time Monday to Friday, have your sleep ins on the weekends as a reward!
- On the first Monday of the holidays plan your week, include all the things you want to do and need to do!
- Set up a revision timetable that allows you to study each subject daily, make the sessions shorter rather than longer and make sure you set realistic targets for each session.
- Make sure you have good meals and keep hydrated!
- Aim to enjoy one or two leisure pursuits daily!

Remember, you will never get these holidays back again, enjoy them but make a commitment to your learning, your challenges and your future! Have a safe and enjoyable holiday and we will see you all back at South Oakleigh College on Monday July 14th for Term 3.

Helen Koziaris
Assistant Principal
Learning Intentions/Goals - at the end of this lesson students should leave with:

• An acceptance that the intention of researching is to inspire the curiosity to be knowledge creators, not copiers from the Internet.

• A willingness to adapt their thinking for different situations, a preparedness to question the authenticity of information and an awareness of patterns and messages in the information and an understanding of how to compile a Bibliography.

• A proactive approach to use Applying Past Knowledge to New Situations and Gathering Information Through all Senses Habits of Mind and the Exploring Habits of Mind and Answer, Reflect, Share Thinking Tools to sharpen their thinking, enabling them to be self-monitoring.

• A positive growth mindset to adopt the positive behaviours they identified to show the Curiosity Value for Life at school, at home and in the community.

RESEARCHING

Gathering, Analysing and Presenting information are essential skills for you to develop.

• they are called researching;
• the 5Es of Learning are ideal to follow when researching:
  Engage, Explore, Explain, Elaborate, Evaluate
• use the 5Es of Learning Thinking Tool from the website.

Plan the topic you are to research.

Always consult your teacher first:
• what information is needed?
• are there any specific resources available?
• to what depth are you required to research?
• present your findings stylishly using your dominant Multiple Intelligence.

You have many options available to you for research:
• libraries; consult books on the same shelf also
• the internet; beware of accuracy and authenticity of websites
• databases; usually accurate
• talk to other teachers.

Always group information collected under headings and subheadings.

Record where you obtained data from:
• title, author, page number
• database and website details.

This is called the bibliography.

Look at 'Bibliography' (refer to index).

It’s better to ask stupid questions than to get dumb answers. - John O’Grady

PROBLEM

Counting Cubes

In the block pictured there are a number of different sized cubes, 1x1, 2x2, 3x3 etc.

(a) How many cubes of each size are there?

(b) What is the volume of the cube in units?

VOCABULARY BUILDER

vegetation    pleasure    nephew
mysterious    professor    medium
organise      ocean       potatoes

SINGH Student Planner

RESEARCH RESOURCES

When researching you have to judge what resources are useful. There are numerous books, DVD’s and websites available to you, the secret is to be critical.

To do this look at:

The Title
• what is the author trying to convey? Any messages?

The Author/Editor
• how reliable?
• are they an authority on the subject?
• what else have they written or produced and how recently?

Details of Publication
• when written/produced?
• has it been reprinted/reproduced?
• is it out of date?

Contents
• does it cover your needs?
• is there bias in it’s presentation?

Foreword/Preface
• why was the resource written/produced?
• does it approach from certain angles?
• how does it differ from other resources on the same subject?

Main Text
• do the introduction and conclusion tell you anything?
• are there any hints on how to use the resource?

The Layout
• are there graphics, diagrams, charts or tables to help you?
• are the headings and subheadings clear?
• are different text/sectors used to stress points?

The Glossary
• are there any words unclear to you? If so, list them and ask your teacher to clarify them.

Bibliography
• how thorough are the footnotes/sourcing?
• are recently published references used?
• is it divided into topic areas?

The Index
• is it detailed enough for you to find your information?
• does it cover ideas/concepts, people/places?

The key is to be discerning
• if unsure, ask your librarians and subject teachers.

"Discovery consists of seeing what everybody has seen and thinking what nobody has thought." - Albert Einstein

VOCABULARY BUILDER

rigrorous    thermonuclear    purpl
stationary    opaque    wary
unexpectedly    tall

Learning Intentions/Goals - at the end of this lesson students should leave with:

- A positive preparedness to question, check the authenticity of information, search for patterns, bias, inference and messages in the information and a seeding of 'big picture' thinking so that they can be knowledge creators, evaluate their findings critically and make predictions.

- A proactive attitude to use Questioning and Posing Problems and Communicating with Clarity and Precision Habits of Mind and the Exploring Habits of Mind and Relate, Question, Explore Thinking Tools to sharpen their thinking, enabling them to be self-managing.

- A positive growth mindset to adopt the positive behaviours they identified to show the Organisation Value for Life at school, at home and in the community.

**RESEARCH PROCESS**

When information is gathered you must be able to make sense of it.

1. **Defining**
   - what is it all about?
   - do you understand it?
   - put it in your own words.

2. **Organising**
   - put it in a sensible form:
     - tables, diagrams, graphs, Thinking Tools from the website
     - use idea maps to make connections.

3. **Presenting**
   - have it well set out:
     - do it with style
     - power point, colour, etc.

4. **Analysing**
   - what is it telling you?
   - why is something occurring?
   - are things connected?

5. **Inferring**
   - are there any messages?
   - is there a bias towards something?
   - can you make any predictions?

6. **Comparing**
   - how does it relate to the topic?
   - is it relevant?
   - do you need more information to fill any gaps?

7. **Concluding**
   - using all gathered data make a decision
   - what implications does it have?
   - does it fit in the 'big picture'?

You will learn to **recognise** other things such as:
- bias
- prejudice.

Be careful of information you collect from the internet:
- often its accuracy and authenticity are not proven.

From the Thinking Tools section of the website use the thinking tools on offer to improve the **quality** of your researching.

**VOCABULARY BUILDER**

- lying
- omit
- hardly
- medicine
- outback

- dragon
- earth
- educational
- birthday

**VOCABULARY BUILDER**

- disappointed
- occur
- improve

- changeable
- appropriate
- illegal

- formation
- gesture

*"It is far better to ask dumb questions than to put up with dumb answers." - John O'Donnell*


Report from the English EAL Domain

Making a Positive Start to Semester Two
It is essential that all students have purchased the novels required for their English and EAL studies in second semester. They should pre-read these books during the term break to give them a great head start.

The UNSW Writing Competition
The ICAS Writing Competition was held at the school on June 16th. Students from Year 7 to 12 had the opportunity to showcase their writing talents in this prestigious competition. They also gained invaluable exam experience. Results will be available in third term.

How Parents Can Use Feedback from Reports to Help Students Improve
As Semester One reports become available on Compass, the temptation is to have a look and then put aside. The advice contained in the ‘Areas for Improvement’ can be very useful when it is used to guide students as to how they can improve their performance. Rather than reading then forgetting the recommendations, perhaps make a checklist of key points for each subject to place on your child’s desk, or even stick them on the fridge. Revisit it weekly during Term 3 to see if students are following the advice to enhance their results. Then, when Parent Teacher Night arrives late in third term, hopefully you will see the positive impact of forming a partnership with your child’s teachers.

Writing Workshop Extension Class
The Year 7 and 8 Writing Workshop Extension class run by our Writer in Residence recently studied poetry. Students learned about different styles of poetry as well as various poetic techniques, including the use of alliteration, similes, metaphors, onomatopoeia and rhyme. One of the poetry forms studied was the haiku. A haiku is a short Japanese form of poetry, invoking an image in a few brief words. Its three lines must follow a strict pattern; the first line has five syllables, the second has seven and the third has five.

The students each produced a haiku about the sea. Here are a few examples:

The white seagull swooped
Across the salty white foam
As free as the wind
(Anon)

Glistening water,
Smashing into the big rocks,
Stormy out at sea  (Declan)
Clouds watching the sea,
It moves about its business,
Retreating to shore
(Avichal)

The baby blue sea
Shone upon the grey night sky,
Sad clouds surrounded
(Bianca C.)

A seagull searching,
Salted water spreads green waves,
The sun glows in shade.
(Emma P.)

What have our Year 12 students been doing in English and EAL classes?

Here are some excerpts of student writing from our Year 12 cohort. Thank you to Ms. Pelitidis for supplying this example of a language analysis piece on the subject of tattoos. Here is the start of Isabella’s analysis:

Part-time journalist and blogger, Helen Day, writes an opinion piece “The Power of Ink”, in her blog “Street Beat”. “The Power of Ink” contends that the “deviant nature of the tattoo has faded” and that the “power of ink has diminished”. In an informative yet frustrated tone, Day argues the significance and true sentiment of the Tattoo and emphasizes the fact that throughout the years it has been “commodified” and became “fashion’s proprietary mark”. She uses several techniques to appeal to the readers’ sense of identity and individuality and how this must be upheld to signify the true tradition of the Tattoo. Throughout the text, Day highlights the customs and traditions linked with tattoos and convinces the readers that the deviant nature of the tattoo must be respected and must not be just another “ornament as ordinary as any other cosmetic quirk”.

In an attempt to persuade the audience to feel the same sentiment she holds towards tattoos, Day provides background information and an insight in the true history of this practice. She starts off with a strong message, “Once a sign of deviance and criminality, they’re now a fashion statement”, which reminds the readers of the growing lack of sentiment amongst modern society, and then she goes off into her background information discussing the original reasons as to why people received tattoos in past centuries. Day links tattoos with “prisoners” and “slaves” and how this practice continued in Europe throughout the Middle Ages to mark the “deviant” and the “incarcerated”. “Deviant”, meaning departing from usual or accepted social standards, was a word repeatedly used by Day to highlight the real target audience of tattoos: the rebels of
society. By doing so, Day is able to persuade the readers of the real gravity of tattoos and how it must not simply be just another insignificant and meaningless “cosmetic quirk”. Day also manages to relate tattoos with Nazi Germany due to the fact that the concentration camps required each prisoner to be marked with tattoos: a reminder that still remains with those who lived through the Genocide. This method of persuasion affects the audience emotionally and gives them a deeper, more personal understanding of tattoos. With the history that Day has provided, the sentiment she wishes to uphold is clear and this therefore allows the audience to adopt the same connection she has with tattoos.

By Isabella Ferrer

Thank you to Mrs. Zhiv for providing some student writing from her Year 12 EAL class contemplating the concept of ‘Identity and Belonging’. These extracts have students considering the following prompt:

“To be true to yourself in a world that is trying to make you something else is the greatest achievement.”

To be able to stay true to oneself in a world that is constantly forcing you to conform to its standards, is the highest accomplishment that can be achieved in life. It takes years and years for one to find their true self and even longer to be able to showcase it to the world. The decision to take on the journey of staying true to yourself will be full of struggles and sacrifices, which is why it is considered as the greatest achievement.

By Christine Mae Lansangan

We humans differentiate ourselves by our identity. Identity that we all have is what makes us, is what defines us, like physical appearance, social status or ethnicity and background. Our identity was already determined when we were born. As humans, we all strive for happiness. We want to belong in a place where we are comfortable and happy. Although our identity is out of our control, we can choose where to belong. Our belonging is entirely dependent on our free will.

By Agung

One’s identity is usually defined as a condition of being oneself. It is usually determined by our physical appearance, our ethnicity and our background when we were young. As we grow up, we meet and come across people other than our family members, and that’s when we start to feel the need to belong. We yearn to be accepted and valued as a person. Some of us strive to fit in so badly that they risk losing their own identity and integrity. Others struggle to fit in and conform to other’s expectations. Therefore, to stay true to yourself in a world that is trying to make you something else is a great achievement.

By Grace Nguyen

Here, Amanda is exploring the notion of a violent society and lack of moral boundaries impacting on an individual:
Why is it important to establish a culture that has moral boundaries? This can be proven by illustrating the positive impact that a society has which is safe and friendly to its citizens. When you don’t have to worry about your safety, it motivates you to explore yourself. That is because feelings such as fear don’t allow you to concentrate on your personal growth. In my personal experience because I feel safe in my country, that enables me to focus on things such as education and creativity. On the other hand there are many teenagers that live in countries that don’t allow them to focus on their personal development. This happens mostly when the political system is corrupt, causing violence. This proves that there is a deep need to have a culture where moral boundaries exist.

By Amanda Davarinos

Chris Melki-Wegner
English EAL Domain Leader

REPORT FROM THE MATHS DOMAIN

A huge thank you to the Lions Club of Oakleigh!

Maths teachers and students would like to acknowledge a very generous grant to our college from THE LIONS CLUB of Oakleigh. Their kind donation of $3,000 enabled the College to purchase CAS scientific calculators and a docking station. This grant supports students being able to access this technology in the classroom in cases where purchasing their own calculator would be extremely difficult.

We are very grateful for the generous donation from the Lions of Oakleigh, and in particular we thank the President, Mr. Brian Ormsby.

Thank you to Mr Beasley for his description and photos outlining a recent activity undertaken by his Year 10/11 Foundation Maths class:
MODEL MAKING and FOUNDATION MATHS

The following extracts are from the Mathematics Study Design for Foundation Mathematics.

AREAS OF STUDY: Space, shape and design

- two-dimensional scaled plans and diagrams, and plans of three-dimensional objects, including nets and perspective diagrams;
- plans, models and diagrams and how accurately they depict the object represented.

KEY SKILLS

These skills include the ability to

- interpret plans, diagrams and their conventions;
- represent three-dimensional objects in diagrams;
- assemble three-dimensional objects from plans, instructions or kits;
- describe objects using accurate and appropriate geometric language;

Sounds a bit dull? How the Study Design is interpreted and executed doesn’t have to be. The Year 10 and 11 students in the Foundation Mathematics class have a wide range of experiences and mathematical abilities. We have already constructed conventional tetrahedra, octahedra, cuboids and the like, so time to ramp it up a bit! Students went to the site ‘creativepark.com’ and selected models they wanted to make (you can too, – have a go!). Plans were downloaded, colour printed and affixed to card. The pictures below illustrate how and what they achieved – some are finished, others are work in progress. Some are elementary, others are quite complex. All are well executed and we had fun! More to come... By Brian Beasley

Chris Melki-Wegner
Maths Domain Leader
REPORT FROM SCIENCE DOMAIN

"Magnificent Evening Lecture in Physics at the University of Melbourne 12th June 2014"

Eight students, along with Mr Hem and Mr de la Rambelya, attended another marvellous evening lecture in Physics at the University of Melbourne on 12th June. This time an excellent presentation was delivered by Dr. Wayne Rowlands of Swinburne University of Technology on “The Physics of Photonics”. We learned that one single optical fibre can carry over 1 million conversations.

We also learned that the technology of the LED (Light Emitting Diode) is being exploited by the “Light Up The World” project (see www.lutw.org) potentially offering over 1 billion people, without light at night to utilise white LEDs, providing lighting solutions for isolated communities in developing countries. Optical fibres are fascinating, using total internal reflection to efficiently transmit information over long distance, with very little energy loss; allowing Terabits of data to travel at the speed of light over hundreds of kilometres.

Dr. Rowlands delivered his explanations with great passion, clarity and simplicity enabling easy understanding of topics such as how the LED radiates its light due to energised atoms releasing photons of light as the electrons move to lower energy levels, how LASERS (Light Amplification by Stimulated Emission of Radiation) work, and the search for absolute zero temperature by bouncing light off cold atoms. The students and teachers in the partially renovated Laby Theatre (well done Roger Rassool in getting the equipment to work) also learned of Wayne Rowlands’ research into the quantum behaviour of matter at super cold temperatures producing superconductors, superfluids and Bose-Einstein Condensates.

In question time following the lecture Year 9 student Mitchell Wilkin excelled once again – well done Mitchell.

Two year 10 students, Akash Barve and Harsh Modi came by public transport, and six Year 9 students, Leslie Chao, Ryan O’Shea, Mitchell Wilkin, Zoe Lee, Clyde Lariba and Jason Winn travelled with Mr Hem and Mr de la Rambelya in their cars, and were then chauffeur-driven back to their homes at the end of the evening.

These brilliant evening lectures on Physics, delivered by physicists experts in their field of interest, are a wonderful free resource for our VCE students, as well as a great opportunity for students in years 7 – 10 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 enough to have a walk around the university in daylight (especially in winter), experiencing the neo-gothic architecture of many of the buildings, checking out the student facilities, including sporting facilities, and enjoying a light meal in the students’ dining area in the student centre.
The next fantastic lecture will be on “The Synchrotron” with Dr Mark Boland from the Australian Synchrotron, on Thursday 24th July from 6pm to 7:00pm. See Mr de la Rambelya, Mr Hem or Mr Denver if you are interested in coming and for more details. Thanks again to the amazing University Of Melbourne School of Physics and especially to Assoc. Prof. Max Thompson and Dr Roger Rassool, for organising the lectures and generously giving their time to inspire secondary school students in Physics.

Frank de la Rambelya

Physics/Science Teacher
RMIT and Melbourne University Campus Tours.

RMIT is a global university of technology and design offering a range of undergraduate, postgraduate and vocational degrees and diplomas. Their programs are global in focus and practical in application. With more than 120 years of education excellence backed by industry. RMIT qualifications give you the practical skills you need to succeed in a rapidly changing world.

Students were involved in a half hour lecture outlining the range of programs on offer. In the next half hour students participated in a treasure hunt which saw them scour the campus looking for clues with Puru Bhatia and his team winning the first prize! How many pool tables in the room?

We then went onto the University Of Melbourne where we walked through the Department of Education.

Education at the University of Melbourne is ranked 3rd best in the QS World Rankings by subject, and their academic research plays a major role in shaping the future of education policy in Australia. They are at the forefront of innovation in education, working with partners in early childhood settings, schools, tertiary institutions, governments and beyond, seeking new and improved ways to support our education systems.

Their vibrant and welcoming learning environment nurtures the brightest minds. They are proud to be home to eight research centres and have a number of internationally recognised experts.

Kalouda Pelitidis
Year 11 Coordinator
We have had a very busy Term 2. Students have arranged Structured Work Placement and most will complete this during their term break. Special thanks to Mrs Bronwyn Cullinan for all her hard work ensuring that students find suitable placements.

Students are now putting learned skills to use, completing practical exercises in Hair and Beauty each week.

Have a happy and safe term break.

Mrs Maree Pradolin
VET Trainer
VET Hairdressing & Beauty
COMPUTER GAMES - SHOULD I BE WORRIED?

This is a question I get asked a lot. The short answer is – **Don’t be worried but be aware.** Statistics show that 96% of 15 year olds play some form of video games. It is estimated that about 5-9% may be addicted to them. Studies also show that 20% of parents don’t place any limits on the use of games.

These types of games have many benefits – they encourage strategy, problem solving, teamwork, prediction skills and good reflexes. These are all very valuable characteristics for success in a 21st century world. They can also be a positive social environment for many young people.

There are a wide variety of games – the three most common for adolescent use are the online role playing games, the “shooter/action games” and the mobile phone games. None of them are “bad” but they all have dangers associated with them. Estimates say that the computer game industry is worth $80B annually and growing fast. It’s here to stay!

**Online role playing games** – these are often played in teams and team members can be based anywhere across the globe. This means they are often played to US or European time zones which can be problematic for Australian players.

There is also the sense of “I’m responsible to the rest of the team!” which can be a problem if the group wants to play when it’s very late Melbourne time. Membership of these games needs to be monitored carefully with lots of discussion with your teen about the positives, dangers and management strategies.

**Shooter/Action games.** These are a step up from the old arcade games and can be very graphic. They are not as addictive as others but there is a concern about the effects of “casual” violence on a developing brain. It is recommended that the level of exposure be monitored.

**Mobile phone games.** Designed to be similar addictive and often quickly. Some of them are the sleeping giant of games. They are often in appearance to poker machines etc. They are very have many “online purchases” which can add up very carry ads for online gambling services.

**What should I do?**

1. Have a conversation about computer games. Know what games they’re into. Most kids will love to show off how talented they are!
2. Set some agreed limits on their use and monitor the use.
3. Consider a pre paid mobile rather than a plan.
4. Recognise their good points and their attraction to our young people.
5. Use a site such as Cyber Smart online ([http://www.cybersmart.gov.au/](http://www.cybersmart.gov.au/)) to be aware of what’s going on in the online area.

**Simon Clarke  (School Chaplain)**
June 2014

Dear Parents,

As part of the Department of Education and Early Childhood Development’s Health and Safety Management Plan, new labelling will soon be installed at South Oakleigh College. Over time all schools in Victoria with asbestos will be labelled. The labels remind workmen, contractors and the College community members that they need to contact the General office before undertaking any works at the College, to ensure that they have up-to-date information from the College’s asbestos register.

Unfortunately asbestos, which is now banned, was used in the past and our school does have some areas where asbestos has been used as a building material. Asbestos is considered safe unless damaged or in poor condition. In June 2013 we had a Division 6 audit and all asbestos at South Oakleigh College was found to be in good condition and any exposed areas sealed. We have an asbestos register which identifies all areas where asbestos has been used, and this is regularly updated.

Please be assured that our school is a safe place and that this labelling adds an extra level of protection for you and your child. We have an Asbestos Management Plan which outlines the responsibilities, procedures, protocols and systems for the effective management of identified asbestos and minimisation of associated risks. If any works are planned for areas containing asbestos, the asbestos is removed before works begin. This is undertaken by companies who are registered to remove asbestos, and is only completed at times when students and staff are not in the school.

Any queries or concerns can be referred to Helen Koziaris on 9579 2322.

Yours sincerely,

Trevor Smith
Principal
CLAYTON & DINGLEY
WASTE FORUM

Kingston City Council, EPA, Community and Waste Management Operators and members of TOAG
invite you to

FORUM NO. 2

To address community concerns and aspirations regarding odour, dust, contaminated water run-off and other environmental impacts in the general Clayton and Dingley area.

Please join us between 6.00pm and 8.00pm on
Tuesday 22nd July, 2014
Balook Centre
Westall Secondary College
88 Rosebank Avenue, Clayton South

A light supper will be provided, please register with http://www.surveymonkey.com/s/CDWF
Please Note: South Oakleigh College and the DEECD do not endorse or accept the responsibility for any of the products or services of any private advertisements.