In the last newsletter I wrote about the importance of education and that as a school community it was incumbent on all of us to embrace this notion and to articulate that “education matters” at every opportunity. During the last three weeks I have felt confident that this is a strong and healthy belief in education within the South Oakleigh College community.

The first few weeks also saw our Student Leaders lay a wreath on behalf of our school at two Anzac Day Services - the first in Glen Waverley hosted by the Glen Waverley Rotary Club, where Col. John Colston gave a moving account of a young soldier’s time during the Gallipoli Campaign. The second was at the Shrine of Remembrance with Mr Stewart with another moving service to acknowledge the sacrifice of our young soldiers so long ago. As Principal of this College I am immensely proud in the way our students represented the College in an exemplary fashion.

Open Night was the major focus for Week 2 and our theatre was filled with a large and enthusiastic audience, prepared to ask questions about how we deliver education at South Oakleigh College. Our Year 7 Leaders Andrew Leap and Margaret Derzotis and our College Captains Athina Pavlis and Mukul Relan spoke to prospective students and parents about their experiences and the opportunities and support provided for all students by all members of our community; so that all students can achieve the best that they can at all times. The feedback from the night has been very positive with many comments around the quality of students who participated on the night in a variety of roles. This feedback vindicates our work on establishing a culture based on respect and ‘High Expectations’ with everyone working towards a climate of continuous improvement. Having pride in ourselves and our school by the way we represent ourselves to the wider community was very much in evidence during the Open Night.

On the evening I spoke of the College and the strength of our community to support our students and work with them to achieve their personal best. By creating and achieving high expectations; Building strong, robust and trusting partnership between students, parents and teachers and developing confidence and self-esteem, resilience and empathy – building our students’ capacity to be positive productive members of society. Parents and students then had a ‘boarding pass’ to tour around the College proudly led by our student tour guides. I am proud of our school, our students and teachers and the powerful work done to make our Open Night the most successful yet because they believe in ‘Our School’.

At the end of last term and again this term Mr Picone, Mrs Pelitidis and I have visited some of the local primary schools, not so much about publicising our school, but more about discussing the concerns and challenges that the students face as they make this important step in their learning journey. During these visits we were accompanied by current Year 7 students originating from the schools we visited. It was fantastic to see how warmly welcomed they were by both teachers and students. They answered questions and talked about their experiences and I thank them for their efforts.

What a great day at the Athletics Carnival, the sun shone, the House Spirit was strong and students competed in all events, with Waratah finishing first with a convincing win. Grevillea still leads in the house chant with another sterling performance. Congratulations to Mr Teazis, staff and student teachers who worked tirelessly to make this a very successful day.

The Attitude to Schooling surveys has also been completed during this time and I thank all the students who participated in this activity as we value their input greatly.

Helen Koziaris
Principal
It has been an exciting start to the term with our students returning to school eager to learn and positively taking part in a variety of programs provided by the College.

Open Night was an outstanding success and many thanks must be expressed to all teachers for their hard work leading up to the evening and most importantly to our very impressive students who volunteered their services on the evening to make the filling the atmosphere with a vibrant, energetic buzz. Congratulations to Mr Teazis and his team for organising an outstanding House Athletics Carnival that saw many students sprint, throw and jump their way to personal best results and embrace the spirit that is South Oakleigh College. It is with pleasure that we congratulate Waratah for winning their first House Athletics Title.

Our commitment to Rainbow Orphanage in Cambodia continues as we look upon visiting again in June 2016 to uphold our global responsibility in helping those less fortunate than ourselves. We still have some places available for students to take part in this extraordinary experience and should any be interested they can collect an information package from the College or contact Mr. Picone directly for any further information. A $500 deposit is required to be paid to South Oakleigh College by May 13th to secure your position with the remaining balance being paid in 2016.

On May 27th the College will hold a MAD (Mission Action Day) Walkathon to raise money for several charities locally, nationally and internationally. All students from Years 7-12 will take part in this event in our hope to raise over $10,000. All students will have received a personalised sponsorship sheet that explains our cause and to seek sponsors in hope to raise much needed funds for our charities. Sponsors can come from a variety of sources, for example parents, grandparents, siblings, aunties, uncles, cousins, family friends, neighbours, local businesses and many more.

Finally, we would like to congratulate all of our students who are seen wearing their uniform with pride. Many people from the wider community have commented on how impressive our students look when travelling to and from school, on excursions and when visiting the College.

Keep up the good work!

Mr Picone

Mr Katsianos

Study for Assessment Tasks

Half the battle when preparing for assessment tasks is having consistent work habits in the classroom. Using every minute of class time productively, will make preparing for the exam that much easier. It is just as important for students to use their time outside of class wisely as well. Good preparation is the key to performing to one’s best in assessment tasks so it is important to get study right.

Most exams allocate only 25% of the questions to recall (questions that require student to recall information often start with state, define, list or name). That means 75% of the questions on most exams require students to apply their knowledge (application questions start with key words like explain, describe, discuss, justify, compare, and contrast). Most assessment tasks take a similar format to exams. What does this mean for the way your child studies?

Students who prepare for an assessment task by spending hours just reading over their text books or notes are likely to do poorly on the assessment regardless of the amount of time spent studying. All those hours of revision lead to them being very good at only 25% of the assessment task and not as good on the other 75% of the questions. **Effective study in the week prior to assessment tasks needs to concentrate on applying the knowledge gained in class.**

Four strategies that promote effective study

**Mind Maps**

Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. As students are preparing, they should be writing key ideas in their own words then look for branches out and connections between the ideas. The idea is they map knowledge in a manner which will help them understand not merely remember new information.

**Writing practice test questions**

Writing questions gets students thinking of the different types of questions they could get on an assessment task. Encourage students to choose a topic from the course then write five questions that they think could be on an assessment about that topic. Start the questions with these words: explain, describe, discuss, compare and justify. They can choose to answer the questions themselves or test a friend.

**Practice SACs and past exams**

Often the questions that students find in textbooks are not the same as those on assessment tasks or exams. Text book question emphasise recalling information, not applying it. If they don’t have any application style questions to practice, encourage Year 10 and 11 students to ask their teachers for questions that are similar to those that will appear on their
upcoming assessment tasks. For Year 12 students, encourage them to go to their teacher, do questions and practice exams from ‘edrolo or go to the following websites that have free practice exam papers.


50% Rule

If students feel they do need to read the text book or class notes, make sure they apply the ‘50% Rule.’ The key is to halve what they read by looking for key words, phrases, terms and examples. Encourage them to paraphrase the information read. To paraphrase is to express the same message in different words for the purpose of clarification.

Mr I Denver
Senior School Leader

KEYS PLEASE

Good drivers aren’t born. They are made. And the best way to become a good driver is to get plenty of driving experience. But sometimes, learning how to change gears, or even how to change lanes can seem a breeze compared with the challenge of getting your parents/guardians to hand over the car keys. Keys Please can change that! The Keys Please student program covers:-

- Why 120 hours of driving practice?
- Importance of the partnership between supervising driver (parent) and learner driver (student)
- Stages of learning to drive
- Staying safe on your P’s
- Resources that are available for Learner Drivers/Supervising Drivers

There is also an online parent/supervising driver resource to watch by going to www.vicroads.vic.gov.au and searching “Lessons from the Road”.

South Oakleigh College is hosting a Keys Please Student session on 20th May at 1.30pm – 3.10pm in the Theatre.

CAREERS NEWS

OPEN DAY DATES FOR YOUR DIARY - Open Days are a great opportunity to check out tertiary institutions. Most Open Days occur on Sundays in August. A number of dates are listed below. Please enter these in your diary for later on. Year 10-12 students (and their families) are encouraged to visit institutions of interest on Open Days so that you can see their facilities, attend information sessions, collect information, get your questions answered, talk to staff, etc.

DATES:
- Sat 1 Aug – Monash (Berwick & Peninsula campuses)
- Sun 2 Aug – Deakin (Warrnambool); Monash (Caulfield & Clayton); Swinburne (Hawthorn)
- Sun 9 Aug – Australian Catholic University (ACU) (Fitzroy); Deakin (Geelong campuses); La Trobe (Bundoora); RMIT; William Angliss Institute
- Sun 16 Aug – Melbourne; Monash (Parkville – Pharmacy); La Trobe (Bendigo)
- Sun 23 Aug – Box Hill Institute; Deakin & MIBT; Victoria (Footscray)

If your child is unsure about what they want to do when they leave school it is important they undertake research either through the internet, career websites, seeing their careers advisor or through talking to people about their experiences of work.

If your child has no real idea of what they may do after they leave school and you would like to begin a conversation with them about possible career interests they can access the career quiz at www.wirl.com.au

You can access this through the school’s temporary login details available till 22 May:

Login: temp-sosc Password: temp01

The quiz is based around interests and preferences and should be used as basis for beginning conversations required as part of the career journey.

Please contact Ms Cullinan for further information.

YEAR 10 WORK EXPERIENCE

Year 10 students have the opportunity to participate in the College Work Experience Program which is being held during the first week of the school holidays from 29 June till the 3 July. This is an exciting opportunity for students to experience a particular field of work that they may be interested in pursuing as a later career pathway. The benefits of participating in such a program can have a lasting effect on a student and assist them with successful entry into selected courses at tertiary level.

If Year 10 students are interested in participating in the College Work Experience Program they will need to speak to me and complete the safe @work modules. Work Experience Forms will need to be returned by the 4 June. I am available to assist students in finding a suitable placement.

Ms Cullinan
Career Pathways Leader
WHAT’S HAPPENING IN SRC / S.O.C.?

Hey guys. With a major joint planning meeting with the SRC and the S.O.C. (Student Opinion Committee) plans are well underway for some major projects this term and the rest of the year. This term hot chocolate is on the menu for ‘The Biggest Morning Tea’ And the gala event of the term “The teacher auction”! Watch this space for more information.

A reminder to all students that Breakfast Club is on every Thursday morning. Our numbers continue to grow and we must give special thanks to the Holmesglen students for their support in this activity. A FREE pancake breakfast on the 28 May. Everyone is invited to join us.

S.O.C. is the student group which meets regularly with the Principal. It is where we as a student body have the opportunity to raise issues and concerns and make recommendations. It is also a place where we can discuss social justice issues and how we as a student body can work towards making this a better world to live in. We look at how we can support our local community MAD, Rainbow Orphanage, Poverty Awareness – these are important to us, as is our identity to the College and to our Houses. The House spirit will grow as we organised for iron-on House badges to be placed on the back of our sports tops. Congratulations to the Waratah Captains for their work and their recent victory. If you have anything you wish to raise, please do not hesitate to contact one of the SRC or S.O.C. members.

MISSION ACTION DAY (MAD) WALKATHON

MAD is a whole school social justice event raising funds for a variety of charities locally, nationally and internationally.

Both staff and students will be participating on this day!

A walking track/pathway will be making its way around the South Oakleigh area

We look forward to a fantastic event/health competition and some great results in our fundraising.

Rachael McNamara & Jennifer Jaranukul
SRC & Student Opinion Committee working together

CAMBODIA – You CAN make a difference

BREAK THE POVERTY CYCLE! Get involved in our Project today!

In June 2016, South Oakleigh College will be returning to Cambodia with a group of students to continue with our commitment in helping disadvantaged communities help improve their living conditions. Students will help teach students at Rainbow Orphanage ICT and English skills as well as being involved in a major Community Project. 2015 saw our students help build a rainwater facility that helped provide fresh water to the children at Rainbow Orphanage as well as other locals in the village. We look forward to our challenge in 2016!

The experience also provides opportunities to being immersed in the Cambodian Culture- visiting temples and other important historic sites as well as being involved in traditional cultural events and visiting the Night Market.

Several positions are still available for our June 2016 trip. Please contact Mr. Picone for further enquiries into this amazing opportunity before it’s too late!

A paid deposit in May will confirm your place for this trip with the balance of payment due in March 2016.

Please read about last year’s students at Rainbow Orphanage and their life changing experience.
We arrived early at Melbourne airport and checked in. From here we proceeded to the International Departure gate, this is when we said goodbye to our loved ones and took a group photo. Many thoughts flooded through our heads, for most of us this was the first time we were leaving the country without our parents, scary but extremely exciting.

We arrived late at Siem Reap, Cambodia and settled into our hotel and for a good night's sleep. After breakfast we took the mini bus to the Orphanage, where we arrived we were met by the Director of the orphanage and were given a lesson on how things are run there and what we would be doing each day. We also learnt that we had come during a Buddhist holidays and were reminded of this every morning by chants and prayers from local monks at the nearby pagoda. During that day we cleaned up the area around and inside the water storage facility.

Collecting and making piles of wood and bricks which could be reused. After cleaning up we got to spend some time meeting the kids of the orphanage.

Miss Keystone, our teacher and Team Leader was one of the first to interact with the children as we were all shy to intrude but we soon followed her lead, we learnt names and started building friendships by playing games like soccer or volleyball. Before dinner we set up our mosquito nets over our beds, we slept on thin mats on a wooden floor with two fans to keep us cool at night. It was good to experience what they have had to every night and just realise how many materialistic items we have in everyday life. At the orphanage they have no fridges and cook on an open fire, the food was always amazing and there was always plenty to eat so we wouldn't go hungry. They took great care of us.

On day 3, we woke up to the sun rising at 6am and it was the best way to wake up feeling energised and comfy warm, unlike the cold winter mornings in Melbourne. Today we helped grout a newly tiled kitchen floor, it was a new experience working with cement and having to work quickly so the cement wouldn't dry up. After lunch we saw some of the children making origami so we decided to go and join in, we taught them how to make origami chatterboxes and showed them how to use it and all the nice things they can write for messages this would help develop their English skills. We also made paper cranes and hug them up on string so they are able to hang it up for decoration to remember us by. In the afternoon we went on a bike ride around the local village and you could just see beautiful green rice fields stretching out in front of us, the change of scenery was an eye opener and I wish I could see more open space in Melbourne, on the way back to the orphanage we stopped at a store and brought some refreshing drinks and some chips and chocolates for the kids at the orphanage. As we arrived back to the orphanage we walked around handing out the treats we had just brought for them, they were so grateful for something small, something that we would just see as normal in our everyday lives.
On day 4, it was the big celebration of the Buddhist Holiday. In the morning we went over to the girls living area and asked them if they wanted us to plait and do their hair for them, they said yes and in return we got our hair done also. During the day at the pagoda we were on rubbish collection duty, our job was to pick up any rubbish which is lying around and pick it up and put it in rubbish baskets. They don’t have bins so the orphanage made some out of two long branches with a large bag tied to them. They do not have a rubbish collection system like in Australia, there’s no trucks which come around so they must put everything in a pile then burn it. In the afternoon we went on another bike ride to another village, this time to Chu’s (our tour guide) village which was just a couple of kilometres down the road. On our way to his village we came past a ‘party’ so we decided to join in on the celebration. We danced in a circular conga line and had great fun seeing how the local people enjoy their celebrations. We met Chu’s sister and she gave us some sticky rice and banana to try, it was deliciously sweet and smelt amazing. We then visited Chu’s mother’s house they have acres of land all full with rice. Chu’s mother decided to climb a tree to collect fruit for us, it was guava and it was very nice! On the way back we got caught in a storm, seeing that we were already wet and the kids were playing volleyball we decided to join in. After the game we all danced in the rain and the boys finally decided to have their first shower since we have been at the orphanage.

Day 5, today we rendered the outside of the water storage facility, after lunch we cleaned tiles to a newly grouted floor, they only had one brush and a broom so we used rags and scrubbed the tiles with those. What we found surprising is that they used a lot more water than what we would use in Australia. Even though they we using pond water, we felt as if less could have been used to conserve it. After a long day of work we played volleyball with the kids, it was a very competitive game and was heaps of fun.

Day 6, today the boys started rendering the tank while the girls were in the classroom teaching. In the first class we taught girls who were our age but were only at a prep level, we taught them “sh” and “th” words. The next class we taught were aged around 8 yrs old and we were teaching them animals by using what sound they made and matching the word with the sound, e.g. - A cow goes moo. Most of the children didn’t have sharpeners so they used their teeth to bite off the wood to continue using their pencils, most of the children don’t have good dental hygiene already at such a young age. After class was over we helped with finishing of the tank now the outside of the water storage facility looked smooth. Once we finished work, we enjoyed our last bike ride around the neighbouring villages.

The Community Service Project was now almost completed but our time there had come to an end. Since returning we have seen photos of the project completed and feel proud of what we had done and what our school community had achieved. The experience which came from this project was priceless. Seeing and experiencing how people in third world countries live and their customs was life changing. I would hope that South Oakleigh College continues to work with Asia Pacific Youth Foundation to complete more projects and encourage all students to become involved, enjoy this experience and make a difference.
ENGLISH / EAL LEARNING AREA REPORT

The Importance of Reading

Research reinforces the importance of wider reading for all students, from Year 7 to Year 12. Reading novels provides a good model of correct spelling, punctuation and grammar. Reading exposes students to new words in context, expanding their vocabulary and comprehension skills, not to mention broadening their general knowledge and imagination. Students wishing to maximise their results should read regularly, not just the novels being studied in class. There is a strong link between wider reading and success in class and exams, as students are being constantly exposed to a model of how to write well.

An unknown person expressed the importance of reading in a simple, yet accurate way:
‘The more you read, the more you know,
The more you know, the smarter you grow,
The smarter you grow, the stronger your voice,
When speaking your mind, or making your choice.’

Please continue to encourage Year 7 to 9 students to keep up the pace reading for the Victorian Premier’s Reading Challenge. Students can still enter if they speak to their English or EAL teacher. Successful participants will receive a certificate signed by the Victorian Premier and have their name published in The Age newspaper. This Challenge promotes reading for both pleasure and leisure. Students are encouraged to read 15 novels, with at least ten from a recommended list. We will monitor books read and library staff will facilitate students’ online registration necessary for the awarding of certificates. Novels read will also be credited to the Year 7 and 8 Reading Room Program.

Students can also participate in the SOC House Point Reading Challenge established by our Library manager, Kay Wilson. Students can earn points for their House with every book they read.

Please help us to encourage this important, hopefully life-long habit with your child/children.

Extension Activity: Writing Workshops

A group of year 7 and 8 students have been working with our Writer in Residence, Skye Melki-Wegner on a weekly basis. She has designed a program to extend and challenge students to improve their creative writing skills, including lessons on:

1. Structure and Plotting
2. Description and Senses
3. Tenses and Point of View
4. Figurative Language
5. Characterisation
6. Genres: Speculative Fiction
7. Fiction Set in Reality
8. Poetry
9. And ultimately the construction of an Anthology of short stories featuring the students’ work.

WRITING EXERCISE: Describing Food Using the Five Senses

Students in the Writing Workshop Extension program were given food for thought when it came to learning to use all five senses to make their writing more evocative and powerful. All too often student writing describes what can be seen, but what about the sound, smell, taste and texture of objects?

Our Writer in Residence conducted a blind-folded taste test as a brave volunteer had to use all of their senses to describe unseen items such as a segment of lemon. Other students then had the chance to select a variety of foods to describe using all of their senses. This is a fun activity for students to try at home to help them use multiple senses when writing. Here are some of their responses:

Sour Worm (Lolly)

Prathik: It smells like strawberry flavoured medicine syrup. It feels almost rusty or sandy in my fingers, but when I eat it, the texture is chewy. It has a sour taste like lemon juice.

Rasindu: It feels squishy and rough, with bits coming off the outside. It is also sticky. The taste is both sweet and sour.

Karla: The worm is sour, with a faint berry taste. It feels squishy, gritty and elastic. It smells like sugar, artificial raspberry and blueberry.

Andrew: It does not have a sound. It is soft and squishy, coated in sugar. The smell is artificially sweet. It is hard to bite and leaves sugar everywhere.
Rice Cracker

Rasindu: The cracker feels a bit rough and bumpy, as if it has been pumped up. I can hear it crackle and rustle. It has quite a strong taste of vinegar. It starts salty and then turns sweet.

Reyanna: The cracker tastes like salt and vinegar, although it isn’t as strong as it smells. It feels bumpy and rough and it crunches when I put it in my mouth.

Elizabeth: The cracker sounds crackly and crunchy when I bite it. The texture is quite rugged and bumpy and it has a strong smell and taste of vinegar.

Megan: The cracker is salty and grainy, with a strong smell of salt and vinegar. It makes a crunchy sound and feels rough and gritty.

Jade: It has no sound until I crack it. When I bite, the cracker makes a crunching sound. When I chew, the cracker gets mushy. The texture is hard and very rough, with a strong smell of vinegar and a little of salt.

Jim: I can hear the sound of the salt hitting the cracker, the sound of me touching it and the crack of biting it. It feels a little bit rough; it’s not a smooth surface. It smells of salt and vinegar and tastes delicious and crunchy.

Slice of Lemon

Elizabeth: The lemon makes a tiny crunch sound. It feels quite wet and slimy, like pulp. It has a distinctive citrus smell and has a strong, bitter taste.

What have our Year 9 EAL students been studying in class? A big thank you to Inna Zhiv for providing these extracts of student work:

After studying the film “Napoleon Dynamite”, 9 EAL students had the task of analysing how Napoleon’s friendships helped him and his friends grow and find happiness. Some students also explored the themes of identity and belonging. By Mrs. Zhiv

“The film is very inspiring for everyone who is still searching for their path in life. Throughout the film we can see Napoleon becoming much more sociable, outgoing, happier and content because of all the challenges he had to meet and overcome to help his friends.

At the end of the film we could see Pedro, Napoleon and Deb coming out of their shells and making their own group of friends where they felt they belonged as they all felt accepted. From that moment on, their dreams started coming true as their sense of belonging helped them find their identity through discovering their talents and following their interests in life. The film is very inspiring for everyone who is still searching for their path in life”. By Elisavet Stavrinou and Sandi Mehareb

Watching “Napoleon Dynamite” made me think about what identity and belonging really are and why it is essential to know who you are, what makes you tick and how you can connect to the outside world so that you can find happiness and fulfilment in life. For some people it is really hard to fit into their school and therefore they don’t have a lot of friends. The reason why they can’t fit into their school is maybe their image, thoughts, interests or personality. Sadly, without fitting into their school, they feel alienated and drifting in life. To experience the feelings of connection and acceptance is an essential experience for anyone in order to find happiness and fulfilment as belonging means that you feel comfortable with others because you are comfortable in your own skin.

When Napoleon overcomes his fears in order to support Pedro, he allows himself to come out of his shell and show the rest of his school how well he could rap dance. Thus, he connects, for the first time in his life, with the school and the never ending applause of his schoolmates makes him feel accepted and better understood, giving him confidence to follow other dreams in his life. By Anna Rekliti
I came to Australia about one and a half years ago, feeling excited and scared at the same time. I thought I already knew my identity but I found it difficult to belong here as I didn’t know much English, the new way of life and, most importantly, I missed my family, my supportive friends and my country. My new friends and classmates don’t know that I used to be a very introverted and shy person but my new home challenged me and forced me to come out of my shell in order to survive as an individual.

Similarly to Napoleon when he danced in front of the whole school in order to help his friend win the election, I started to always challenge myself trying different pathways in life and making new friends. This has helped me discover who I really am, as well as find acceptance and belonging. Soon I will have to go back to Italy and I find it psychologically difficult as, once again, I will have to uproot myself but I think I have learnt to survive and come up the winner!

By Giulia Sollenni

Ms Melki-Wegner

English/EAL Domain Leader

---

**SCIENCE LEARNING AREA REPORT**

**Visit to NASA**

I, Mr Frank de la Rambelya (Mr Ram) went to NASA’s Kennedy Space Centre near Orlando in Florida during the April holidays to gain professional development and to explore the option of a future school tour. I was joined by teachers from Australia and the United Kingdom for the tour.

NASA provides excellent educational resources including displays explaining their current and future missions as well as highlights of NASA’s past missions including the Apollo ‘Man on the Moon’ programme. See the photo of me dwarfed by the Saturn 5 Rocket which took the astronauts to the moon and back. The teachers viewed the NASA classrooms where school groups were designing rockets, experiencing simulated space vehicle travel and building a lunar rover. Every day at lunch time in a large dining room seating 250, one of the astronauts gives a talk and answers questions from the audience. Afterwards everyone takes a turn at getting their photograph taken with the astronaut. See also the photo of me meeting Space Shuttle astronaut Don Thomas.

While in Orlando the teacher group also went to Universal Studios ‘Island of Adventures’ theme park, where students can participate in an educational workshop designing new theme park rides as well as enjoying the park’s rides. They also experienced indoor sky diving at the iFly venue and went on an airboat tour of the everglades to see Florida’s wildlife such as alligators, herons, bald eagles, vultures and bass fish. All of the above are possible options for a future school tour. I have discussed with the other teachers the possibility of teaming up to organise a tour next year.

At first it seemed incredibly lucky that a rocket launch was planned while the teachers were there, but they just missed out on seeing the launch of the Dragon Spacecraft via the Falcon 9 rocket because weather delayed the launch. The morning after arriving back in Melbourne it successfully lifted off. I watched it live via NASA’s internet TV channel [www.nasa.gov/ntv](http://www.nasa.gov/ntv). See the photograph of the launch. The Dragon space craft took equipment to the International Space Station, including 250 experiments which the astronauts will be doing. One of the experiments is the twin experiment where one of a pair of identical twin astronauts, Scott Kelly, is living in the International Space Station for one year while his twin will be back down on Earth. The year-long experiment which began in March is testing how the human body reacts and adapts to the harsh environment of space, including continuously experiencing weightlessness. Data from the experiment will be used to reduce risks to the health of crew members, as NASA prepares for long journeys beyond, to asteroids and to Mars in 20 years’ time. The [www.nasa.gov](http://www.nasa.gov) web site is highly recommended for anyone interested in Space and Space Travel.

Frank de la Rambelya with astronaut Don Thomas

---

Mr de la Rambelya

Head of Science Learning Area
WELLBEING NEWS – GRAVITY TOUR

On Monday May 4th, we had a group called ‘Gravity Tour’ come and talk with our Year 9 students about youth mental health and student wellbeing.

Through the use of music, short film and stories, Gravity Tour looked at a range of mental health issues that young people may be experiencing during adolescence. The group shared some statistics that highlighted 80% of young males and 70% of young women have not reached out in times of need. The main themes of the talk included empowering young people to understand that we all matter and that each person has their own story to share and in sharing our stories we are not alone. The students were encouraged to write down some questions for the group; some common questions included how to know if a friend is struggling, how to deal with people talking behind your back, dealing with relationship break ups and how can they make a difference in somebody else’s life?

This has provided a great opportunity for both students and staff to start a conversation and we encourage any students, their family or their friends, to reach out, whether that be within the school community through teaching staff, the welfare team or within the wider community, such as local counselling or youth and family services.

Take a risk and share your story, you really are not alone.

Some community contacts:
KIDS HELPLINE 1800551800
HEADSPACE eheadspace.org.au
YOUTH BEYOND BLUE – yountbeyondblue.com

Ms Dennison – Adolescent Health Nurse
Ms Ford – Student Wellbeing Coordinator

THE BIG PANCAKE BREAKFAST

The Big Pancake Breakfast

We are putting together an awesome breakfast for all students with crazy toppings that you can enjoy! It’s our way of thanking the school and the awesome students of South Oakleigh Secondary College for their hospitality.

The Amazing Race!
The event has been designed for 64 students to participate (8 teams of 8 students.) The event will be run during lunch time on the 21st of May and each activity will go for 5 minutes. Each activity will be scored and the team with the most points will be the winners. Prizes will be awarded to 1st, 2nd, 3rd teams, also to the best and fairest player of the whole event. The prizes will be given out on the following week of the 28th of May, due to time constraints. The purpose of this event is for students to get involved, encourage team building, have some fun and learn about youth and support services within the community.

Limited Spots Available!
SPORTS REPORT

SENIOR BOYS SOUTH OAKLEY SOCCER - South Oakleigh Spirit

Respect, Responsibility, Resilience was all shown on the 27th of April at Wheelers Hill Secondary College for the Monash Division Boys Senior Soccer Interschool Sporting competition. We got off to a slow start. Our team being decimated by injury over the weekend, yet our commitment to each other never waned as we were all reminded that this would be the last opportunity that we could play together as a team to represent our College. With the good old South Oakleigh spirit we soldiered on and despite the challenges we faced with fitness and injuries throughout the day, we still gave it a red hot crack to ensure that we would walk away from the pitch proud despite the result. Although the other schools were too strong for us on the scoreboard, they couldn’t match our spirit and support for one another.

Special mentions must go to Michael ‘Scholes’ Golonek for being an outstanding keeper saving many shots that resembled a young Joe Hart, Hayden Everett for his strong defensive work, John Walker for his Beckham like goal and Josh O’Connor for simply just being Josh.

Caleb Qumivutia
Year 12 Student

Throughout the month of April, students and teachers from South Oakleigh College have been participating in the Premier’s Active April. This Victorian Government initiative aims to promote healthy and active lifestyles in our communities by encouraging everyone to be more active during April.

The top 10 schools with the most students and staff signed up for Active April were able to win prizes. Due to the College’s large participation rate we won the prize of having a Victorian Institute of Sport athlete visit and speak to our students!

On the 7th May Rowie Webster, an Australian Water polo player, spoke to the Years 7, 8 and 9 students about the importance of being involved in regular physical activity. She spoke of her journey as an elite athlete and the many challenges and success she has had throughout her career. Rowie won a Bronze medal at the 2012 Olympic Games, and she is currently training for the Rio Olympics in 2016.

Our students were enthralled with Rowie’s talk as it was an inspiring story – the message was clear - you can do it if you believe, are committed to a goal and never give up. The interest of the students was apparent as many asked questions of Rowie. This was a great opportunity for students to interact with an elite athlete and gain a greater understanding of the commitment and dedication involved with being the best in your sport.

We hope to see even more students, staff and their families become involved in the Premier’s Active April next year.

Ms Main
PE/Health Teacher
**SOC Lenovo Mini10 netbook SPECIAL OFFER to Students/Parents**

SOC is offering our pre-loved refurbished ex-student Lenovo Mini 10 netbooks for a nominal contribution to the College. If you are interested, please see/contact school office staff at reception.

The specifications are below and photo of netbook attached:

- Lenovo ThinkPad Mini10
- 10.1 inch display
- 1280 x 720 pixel resolution
- Intel Atom N450 @ 1.66Ghz processor
- 2.0 Gb RAM Memory
- Intel GMA 3150 graphics
- 150GB hard disk
- 3x USB 2.0 Ports
- Intel WiFi Link 5100 ABG Adaptor
- 10/100/1000 Gigabit LAN Port
- Integrated Camera
- Sound adaptor with built-in Speakers
- 6 cell battery
- AC Charger
- All Netbooks, wiped & reimaged with Windows 7 Pro.

Please don’t forget about our SOC Bring-Your-Own-Device Portal to purchase your own student owned laptop:


School Code to enter BYOD Portal is “sosc2015”

---

Going on holiday or just want your pet to have some fun? Let us help you!

- Pet Sitting
- Dog Walking
- Daycare
- AND MORE!

Or call 0432 072 015

---

Please note: South Oakleigh College and DET do not endorse or accept the responsibility for any of the products or services of any private advertisements.