PRINCIPAL’S REPORT

Education is the most powerful weapon which you can use to change the world. Nelson Mandela

Sustainability at South Oakleigh College

The Department of Education’s Sustainability and Conservation Policy states that:

“Schools must reduce the environmental impact of their operations by reducing the consumption of energy and water wherever possible. Environmentally sustainable design principles must be considered in the planning, design and construction of all new and upgraded school facilities to maximise the efficiency of their operation.”

We at South Oakleigh are working to make improvements in this area with the aim of reducing our carbon footprint and minimising waste.

The buildings and grounds committee have ensured that energy efficient features are being added to buildings and rooms when refurbishments are undertaken. Energy efficient lighting is being phased in and all down lights have been replaced with LED, other areas have also seen a review to ensure efficient measures are taken with our lighting. Heat and cooling is monitored to maximise effectiveness and minimise cost. We are also working at increasing natural light by replacing part of a wall in between the staff room and the downstairs foyer, for more natural light. The buildings and Grounds team are also looking at the introduction of a kitchen garden, which will be utilised by the food Technology classes as well as provide opportunities for those interested in this area to participate under the careful watch of John Davis.

Mid Year Exams

Exams are fast approaching for students in all Year Levels. Ongoing revision should occur throughout the semester to consolidate student’s learning. This exam period is a time for our students to show what they know in each subject area. It also lays a strong foundation for success in Year 12 and beyond. Our students should set high expectations for their academic achievements by seeking assistance from our dedicated teachers so that they can achieve their personal best. We support exam revision by:

- Providing Homework Club every Tuesday
- Edrolo Package for students undertaking Units 3 & 4 to consolidate their learning and understanding of the material studied in class
- Opening the Year 12 Room Centre before and after school for exam revision
- Encouraging students to seek additional assistance from their teachers
- Ensuring that students have access to past exams and other resources provided by their teachers

Parents can support their exam revision by:

- Providing a suitable study environment away from distractions
- Encouraging your son/daughter to use the resources at the College, including the homework Club, the library and the Year 12 study room
- Encouraging your son/daughter to stay active, eat well and get plenty of rest
- Encouraging your son/daughter to limit their access to social engagements and social media (Facebook/Instagram etc.) around this exam period

Mission Action Day – Walkathon

Congratulations to all students and staff for their participation for a wonderful day! In particular to Mr Picone, Mr Katsianos and the S.R.C./S.O.C. groups for organising this event.

Helen Koziaris
Principal
This week as I conducted my routine visits of the senior school classes it struck me that I was observing something quite special. Not only did the students look outstanding in the new blazer and tie, the work ethic and focus on learning activities across classes was also the best that I have seen at the school. It was clear that the students felt good about themselves and were striving to raise the bar. I congratulate students, parents and staff for this. Of course, with the mid-year exams fast approaching, it is now time to get the runs on the board. I recommend that all Senior School students go through the VCAA Study Designs for their subjects and make sure that all dot points have been learnt. These can be obtained from http://vcaavict.edu.au

As mentioned in the previous Senior School Report, academic success also depends very much on how one studies outside of class. At most 25% of exam questions involve only recall. The other 75% of questions involve application of the knowledge in varying contexts. Thus, it is important to use revision materials that have the correct mix and balance. At Senior School, this is probably best done by using past VCAA Exams. These can also be downloaded from http://vcaavict.edu.au. It is also important to time oneself to ensure that you can complete the exam in the set time. When practicing at home, you should also train yourself to use the full 15 minutes reading time to look though the whole exam and come to terms with it. Top VCE students gain a real advantage from the effective use of reading time and never ever leave an exam early. Students are encouraged to seek timely assistance from their teachers PRIOR to their examinations if they are experiencing difficulties. Students can gain additional support by attending the homework club. Units 3&4 students are encouraged to use the EDROLO materials.

The General Achievement Test (The GAT) is conducted on June 10 for all Year 12 students and those Year 11 students studying a Unit 3 and 4 subject.

The GAT is an essential part of the VCE assessment procedures. All students enrolled in one or more VCE or scored VCE VET Unit 3 and 4 sequences must sit the GAT.

Although GAT results do not count directly towards a student’s VCE results, they play an important role in checking that school-based assessments and examinations have been accurately assessed, and in calculating Derived Examination Scores. So it is important to sit the GAT and do as well as possible on all parts of it.

The VCAA will use students’ GAT scores as a basis for:

- contributing to statistical moderation of school-based assessment results
- checking the accuracy of examination marking
- calculating the Derived Examination Scores.

Mid-Year Exams are scheduled for the whole school from Tuesday 9 June to Friday 12 June as indicated.

Senior School Exam Schedule follows this report

Mr I Denver
Senior School Leader
**SENIOR SCHOOL EXAM SCHEDULE**

**YEAR 10 CLASSES WILL RUN ON WEDNESDAY 10 JUNE**

**YEARS 11 & 12 CLASSES WILL NOT RUN DURING EXAM WEEK**

Senior School exams, and the GAT, are scheduled over double periods in the LIBRARY & DOWNTASTAIRS FOYER.

Where a student has an exam clash, let us say Biology 3 clashes with General Maths 1, then the more senior subject, in this case Biology 3, is to be sat for and an arrangement is made to sit General Maths 1 in another block where the student does not have a scheduled exam.

When not required in Exams or in Normal Classes Senior School Students may study at school, in the following areas:

Yr12 Study Room, Y11 IT2, Y10 IT3

**DOWN STAIRS FOYER**

**ALL EXAMS – Reading 15min, Writing 90min**

Writing commences at 8.45am, 10.50am and 1.30pm respectively

**TUES 9 JUNE**

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**WED 10 JUNE - 10am-1.15pm - GAT – LIBRARY – ALL UNITS**

**3&4 STUDENTS**

**THURS 11 JUNE**

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**FRI 12 JUNE**

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**LIBRARY**

**ALL EXAMS – Reading 15min, Writing 90min**

Writing commences at 8.45am, 10.50am and 1.30pm respectively

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MIDDLE SCHOOL REPORT

NAPLAN

Last week all Year 7 and 9 students took part in the national NAPLAN testing program. Why do students do NAPLAN tests?

NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and which areas need to be prioritised for improvement. www.nap.edu.au/.../NAPLAN_2014

21st Century Learning or Skills

Exploration of 21st century learning or skills has emerged from the concern about transforming the goals and daily practice of learning to meet the new demands of the 21st century, which is characterized as knowledge and technologically driven. The current discussion about 21st century skills leads classrooms and other learning environments to encourage the development of core subject knowledge as well as new media literacies, critical and systems thinking, interpersonal and self-directional skills. For example, the Partnership for 21st Century Skills (P21) defines the following as key: core subjects (e.g. English, math, geography, history, civics) and 21st century themes (global awareness, civic literacy, health literacy, environmental literacy, financial, business and entrepreneurial literacy); learning and innovation skills (creativity and innovation, critical thinking and problem solving, communication and collaboration); information, media and technology skills (e.g. ICT literacy, media literacy); and life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility). One main learning method that supports the learning of such skills and knowledge is group learning or thematic projects, which involves an inquiry-based collaborative work that addresses real-world issues and questions.


A reminder to parents and Middle Year students that formal exams will be conducted from 7-12 June. A copy of the timetable will be available on Compass.

Ms Pelitidis
Middle School Leader

MAD (MISSION ACTION DAY) WALKATHON

Wednesday 27 May 2015 - The day when we began our inaugural MAD (Mission Action Day) Walkathon. There were clouds in the sky as we headed off – but these cleared and the sun shone through to make it a perfect day for us. The MAD Walkathon is something our school wants to participate in annually to support those around us who need help making their lives a little bit easier. So for us it is the beginning of a tradition!

Our aim to walk 10 kilometres in order to raise money and awareness for things that are important to us. Our focus was to support various local, national and international charity groups such as:

- State School Relief
- Wheelchairs for kids
- Poverty Awareness
- Rainbow Orphanage Cambodia
- Nepal Appeal

Students sought sponsorship from family and friends and returned these to the school prior to beginning their walk, most students had collected their pledges early, but for those who did not the sponsorship form were stamped so they could then collect from supporters.

We made our way around the 10km course, and some of us even tried to keep up with Mr Dyson and Ms Main, who ran the course in under 50 minutes, but we couldn’t so we kept walking to the finish line. The Rotary Club of Wandin had brought us some of the wheelchairs they build and send to children who needed them in third world countries. Some of us pushed the wheelchairs around the course and found that it was difficult at times. This brought home a reminder that we were lucky that we could walk and get out of the chairs – while others can’t.

Once everyone had finished the walkathon the Rotary Club of Huntingdale and College Council members treated us to a BBQ and staff organised activities. Thank you to all our sponsors – and staff for helping on the day and helping us make a difference for others with the money we raise. We look forward to MAD Walkathon next year.

College Captains

Athina Pavlis
Mukul Relan
CAREERS NEW

University Experience Day

**University Experience Day** is a hands-on, fun, free event, where students will be able to participate in a range of activities related to the course area of their choice. Students will have the opportunity to meet ACU staff and current students, mingle with other prospective students, and get a good feel for the Melbourne or Ballarat campus.

The University Experience Day at the Melbourne Campus will take place on **Monday 29 June 2015**. Students can choose workshops from a range of ACU study areas, including nursing, midwifery, business, paramedicine, education, physiotherapy, psychology, public health, exercise science, theology and lots more!

Interested students in years 10 – 12 should register online now as places are limited and fill up fast! Visit and register at [University Experience Day](#)

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News from Victoria University

- **Be You at VU**

  Be you at VU is a fun-filled experience day for current year 10 and 11 students only. Held at the Footscray Park campus, it gives students the opportunity to be yourself and see all of the future study and career options available to you.

  Go along to **Be you at VU** in the school holidays and:
  - explore future study and career options
  - have a fun day on campus experiencing uni life
  - take part in workshops and a free lunch
  - examine current passions or discover new ones

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ENGLISH/ EAL LEARNING AREA REPORT

**UNSW Writing Competition**

The UNSW Writing Competition will be held in the school Library on Monday June 15th. Students who have paid to enter the competition can prepare by challenging themselves to trial tests provided on request by their English teacher.

**VCE Study Skills Sessions**

Year 12 students have had the opportunity to attend Study Skills Sessions after their regular classes conclude every Wednesday. The sessions have been run by a young high achiever who gained four perfect study scores in Year 12, a Premier’s Award, The Australian Student Prize and First Class Honours in Law (Monash University). She has been sharing the secrets of her success with our Year 12 students each week.

**The sessions so far have included:**

1. **Motivation and Organisational skills** including using a weekly Planner, time management and weekly summaries.
2. **How to prepare for essay SACs and essay exams.**
3. **Using your study materials** including note taking, highlighting and tabbing books, summarising readings, compiling an ongoing system for maintaining ordered notes for future revision and tips on how to expand your vocabulary and use words in the correct context.
4. **Memorisation techniques for SACs and exams**

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**Mindmaps** and how to construct them effectively.

6. **How to manage stress and avoid procrastination.**

Writing Styles for the Context response in English and EAL.

8. **Using VCAA Examiners’ reports** and text response and context essay samples to analyse strengths and weaknesses of pieces of writing.

All Year 12 students are welcome to attend.

What have our Year 10 students been doing in class?

**Thank you to Ms. Main for providing this excerpt of a film review from one of her Year 10 English students:**

A Film Review of *Gran Torino* by Leslie Chao

*Gran Torino* is by no means a game changer amongst films considered “deep and thought provoking”. Director Clint Eastwood succeeds in delivering a story that is captivating by conventional film standards, and accomplishes the bare minimum for what constitutes a good drama. Though thoroughly entertaining and interesting enough to keep your attention, my issue with *Gran Torino* is that it does nothing to
separate itself from the competition and ascend to greater 
than ‘just another drama’, though Eastwood’s notorious 
‘pretend pistol’ scenes are memorable enough to warrant a 
watching on its own.

**Gran Torino** tells the story of Walt 
Kowalski (Clint Eastwood), a Korean 
War Veteran haunted by memories of 
killing a prisoner during the war. He is 
bigoted and racist — and is the 
embodiment of White America in 
Detroit. Walt’s character gradually 
 begins to change after he is forced to 
befriend a Hmong family due after 
saving them from a local gang. His character follows the ‘bad 
guy gone good’ cliché that many drama films tend to use 
nowadays, which isn’t necessarily bad, but can suffer from 
being overly ambitious at times for the sake of dramatic effect. 
Though there are many things **Gran Torino** does well, such as 
beautiful cinematography, a solid plotline and good pacing, the 
film falls short in too many other aspects to make my ‘great 
movies’ list. Eastwood’s histrionic homage to his legendary 
character from the **Dirty Harry** movies is however detrimental 
towards the final result of the movie. The film ends up being a 
 jungle of inconsistent themes and confusion, leading to the 
serious ideas of the movie being undermined by silliness and 
poor acting (in some cases). By the end of the film it is rather 
unclear what the film was truly trying to convey and any 
serious messages are quickly forgotten. I was not sure whether 
the film was meant to be taken as a comedy or as a drama, 
nevertheless I still thoroughly enjoyed it. However, from an 
analytical perspective, I can’t give it more than a 3.5/5 stars.

Thank you to Mr. Ioannidis for providing samples from his 
Year 10 EAL students responding to the novel, ‘LOOKING FOR 
ALIBRANDI’.

The Year 10 EAL students were asked to explore, ‘What are 
the themes of the text, ‘Looking for Alibrandi?’ Students were 
couraged to provide detailed responses when exploring 
themes and substantiate their ideas while using evidence from 
the novel.’Mr. Ioannidis

The text, ‘Looking for Alibrandi’, highlights the importance of 
friendship in the lives of teenagers. Josie and her friends bond 
over their love of music and bands. This proves that 
teens’ friendships are formed when friends have similar interests and 
 similar idols. Josie and her friends formed a connection when 
they visited a famous band’s lead singer. This is very realistic 
because it shows how teenagers are affected by celebrity. It 
also proves that adolescents connect with their peers when 
they have similar interests which in this case is music. 
Friendship is an important theme in the novel.

By George Varkas

John Barton’s death teaches Josie 
Alibrandi that the world she once 
desired is not as glamorous as she first 
thought. She initially believed that John 
Barton’s world was very privileged but 
she didn’t understand that rich people 
have problems too. Josie matures due 
to her experiences and accepts her 
Italian culture and heritage. She 
realises that her background can offer 
and teach her meaningful lessons in life. John’s death is tragic 
but helps Josie gain an understanding that you need to 
analyze where you come from. Out of tragedy comes 
learning and acceptance.

By Nicole Qu

‘Looking for Alibrandi’ proves to the reader that even though 
you and your family have gone through a lot, you can always 
push through the struggles and move onto a better life. 
Reading the novel makes teenagers think about how important 
talking with your family is. Communicating with her family is 
how Josie got through the obstacles and struggles through life. 
She only finds true happiness and understands who she is 
when she starts talking about her thoughts and feelings. 
Communication is the key to her growth.

By Irene Makantasis

It has taken a very long time but Josie ends up understanding 
everything she needs to. This includes working through 
arguments with her father Michael Andretti. Josie Alibrandi 
knows that she has to look to her father for strength and 
support. She also knows that if she ever needs help, her father 
will be there for her. It is only when she accepts the 
relationship with her father that she discovers her true 
identity.

By Leonar Legado

Josie Alibrandi thinks that everything in her life is wrong, but 
after a while she begins to realize that she is a girl who people 
look up to, even though she has had a very difficult life. Josie 
grows up as a result of the conflict she experiences. She 
matures and grows as a teenager when she discovers the truth 
about her hidden past. She reflects on the fact that she was 
illegitimate but learns to accept her mother’s decisions. Josie 
also understands what her mother has been through raising a 
child as a sole parent. Through gaining an understanding of her 
background she embraces her Italian culture. She has gone 
through many changes as a character and developed 
dramatically as a person.

By Chau Ly
Josephine Alibrandi thought that she was not popular at school and that everyone looked down on her but she was wrong. Josephine didn’t have a lot of friends at school but she had enough to make sure she had someone to talk to no matter what problems she faced. At Saint Martha’s, Josie had three friends and they were very close to her. They provided comfort and support so that she understood that she had someone in life. Friendship played a crucial part in her life.

By Sovira Chin

Josie Alibrandi matures because she has learnt what her mother has been through. Josie’s mother had gone through more than enough problems in her thirty years than people have gone through in their whole lives. Josie learns not to judge her mother for having an illegitimate child. At first she misjudges and looks down on her family, but then learns to accept and is proud of them. This is the reason why at the end of the story all the family members are very close to one another. An important theme in the novel is the strength of family relationships in difficult times.

By Nadia Ouster

NOBLE PARK LANGUAGE SCHOOL EXPO

On Friday the 22nd of May, 2015, students from South Oakleigh College attended the Noble Park Language School Expo, where they met new students who will be joining our school during Term 3. The aim of the visit included giving our new students the opportunity to meet our current students and therefore help them make the transition into life at South Oakleigh College. Furthermore, the visit allowed our Year 8 students the chance to develop their communication and leadership skills while gaining an opportunity to consolidate their understanding of our school motto which is, ‘Respect, Responsibility, Resilience.’

The following responses are from students currently attending South Oakleigh College:

Christina Varka in Year 8A stated that it was a wonderful experience and a privilege to represent the school. Her pride in our school was evident when she emphasised that, “It was a rewarding experience because it offered us the chance to inform Noble Park Language School students and the community in general what South Oakleigh College is made of. We have a lot of talent at our school.”

Rubí Timilsena highlighted the fact that she enjoys all aspects of school life, especially Creative Writing tasks. Rubí also stated that, “We write persuasive pieces in class and I particularly like voicing my opinion on social issues. You can use your voice in a powerful way in debates and through your writing.”

Anna Lee stipulated that her favourite session during the week was her Tuesday morning session, titled, ‘News and Events’. “I also enjoyed meeting new students from my background. I’m Korean and I was amazed at how many Korean students there were at Noble Park”.

One of the objectives of the EAL program at South Oakleigh College is to develop an awareness and appreciation of the diverse cultural groups represented at our school. The visit was a valuable experience for our EAL students as they met a number of enthusiastic students from the language school.

Congratulations to our Year 8 students, Anna Lee, Christina Varka and Rubí Timilsena, who represented the school at Noble Park Language School. Although they were surrounded by large numbers of people and they were in a new setting, the way they conducted themselves by welcoming our new students, reflected a solid understanding of our school motto because they were respectful, responsible and resilient! Well done to our students.

By Mr. Ioannidis, Year 8 Team Leader and Year 8 EAL teacher

Ms Melki-Wegner
English EAL Learning Area Leader
On Thursday evening of 7th May, at the University of Melbourne Physics lecture for VCE students, Professor David Jamieson delivered an inspiring talk, with lots of amazing practical demonstrations of Electromagnetism. Professor Jamieson took the students on an exciting journey through the history of magnetism and electrostatics, before introducing them to the marvellous discoveries of electromagnetism. These brilliant evening lectures on Physics, delivered by physicists, expert in their field of interest, are on every Thursday fortnight during term throughout the year and are a wonderful free resource for our VCE students.

Monash University School of Engineering is providing 3 days of Engineering Workshops titled ‘Year 8 Challenge’, for interested Year 8 students during the school holidays from July 6th to 8th, from 9 to 3:30pm daily. The cost of $150 will cover the equipment and demonstrations which include designing, building and testing small-scale bridges, constructing electrical gadgets to take home, robots demonstrations, measuring greenhouse gas emissions, work with remote controlled loaders and trucks to meet production schedules and learn about new materials that will change the world. Register at www.eng.monash.edu.au/challenge

Mr de la Rambelya
Science Learning Area Leader
Counting with Frank in Year 7 Maths

Year 7 students have been studying the Maths topic Measurement and finding the perimeter, area, and volume of different shapes. In year 7A recently we decided to find how many peas would fit into our classroom. This is based on a book by Rod Clement called *Counting with Frank*. This is a delightful picture book where the protagonist Frank ponders how many peas would fill his dining room if he knocked 15 peas off his plate every night.

Working in groups, the students found the volume of the room by measuring the length, width and height of the room using a meter ruler. They then measured the volume of a pod of peas. We made all units consistent (centimetres), then divided the volume of the pea pod into the volume of the room.

We then had the number of pods, but not the number of peas that would fit into our Maths class room. We opened our pods, counted the number of peas inside (usually six or seven) and multiplied our result by this number.

We calculated that over one million peas would fit into our classroom!

Ms Jones
Maths Teacher

ART LEARNING AREA REPORT

First we went to see what Ms Gross does on Mondays. She works with a group of mature aged students and the show is a retrospective of the work they have done over the past year. Capturing Form is a mixed media class where her students create forms from observation, using a variety of techniques, drawing, painting and sculpture. We were introduced to the history of the work and the group. We explored dynamic shapes and forms that can be created using the body, as not all poses are dynamic.

Agideas was amazing. What an opportunity for the students to get an understanding of what happens in the industry. Designers with a whole range of personalities and abilities. Flavia Cocchi’s English is poor, she owned this, she is from Switzerland but managed to communicate using type and image only and still manage to keep us all engaged. Lisa Strausfeld an American design professional and Information architect who collates and designs how information will be distributed to Bloomberg. Combining Maths, Art and Science
to be able to consolidate and present data, describing her work and employed him to create the cover of a magazine.

Interesting to know how people create different outcomes in different professions within.  

**Briony Burke-Mattson**

I liked Madeline who drew monsters. She made them out of clay and drawing, but mainly uses a program on the computer called Z-brush.  

**Ebony Fieldus**

Ms Gross

**Arts Teacher**

**THEATRE STUDIES REPORT**

**“Oh, a Rhinoceros”**

Here is an example of a syllogism: humour is by far the most significant activity of the human brain. The Rhinoceros was the most significant production the human mind can comprehend. In an absurd world where citizens are inexplicitly being transformed into Rhinoceros, our cast and crew did an amazing job to bring this existentialist world to life. Directed by Katie Head, our students were in charge of every aspect of production and made this performance a reality.

To analyse the success of the play, one must look for the positive examples of acting and humour. Such examples include:

- Leading protagonist Berenger (Lambros Konstantellos) struggling to come to terms with one or two horned Rhinoceros.
- Jean (Robin Maraviles) charging at our hero horn first through the fount door.

South Oakleigh VCE Theatre Studies production was hysterical. Therefore, the performance of Eugene Ionesco’s
The Housewife (Katrina Soto) lamenting over her recently rhinoceros-flattened cat.

The logical businessman (Elijah Buckland, Matthew Jansen and Miguel Malapitan) watching Mrs Boeuf (Athena Pavlis) riding her Rhinoceros husband to freedom.

Other Rhinoceros-related incidents that are too numerous to list.

With that, my opinion has been corrected posed - **THE LOGICIAN**

It’s quite the absurdity, don’t you think? One day everything is normal and everything is fine in your life. Then, in the blink of an eye, everyone in town is turning into a rhinoceros.

On Friday 15th of May I found that all my family and friends were transforming into giant, green, single and double horned creatures; everyone except Berenger... Oh my dear Berenger. He had struggled so hard to not conform to the growing majority of the Rhinoceros herd. In the end, I wanted to stay loyal to him and remain by his side. But it can be difficult to stand up against the pressures of society. I may seem like a strong-minded woman, but a girl can only take so much before she goes storming around like a crazy... well... rhinoceros...

By (Cassie Goff) DAISY

Ms Close
Arts Learning Area Leader
South Oakleigh College held their annual Athletics Carnival on the 29th April 2015. As usual, the venue was the Duncan-McKinnon Reserve at the corner of North and Murrumbeena Roads, Murrumbeena.

Fortunately, the weather was a treat as was the sausage sizzle put on by the SRC. The brilliant sunshine just “topped it off”, making the day all that more enjoyable for all involved.

Some notable performances among the girls included Megan Robinson of year 7 winning no less than 7 events. A fantastic effort! Samantha Miller of year 9 also had a successful day out winning 4 events.

In the boys section, Jake Shannon (Year 8) was also impressive. He dominated on the track in the 13 year age group, winning 4 events – 100m, 200m, 400m and 800m.

House points were hotly contested all day. The final results are as follows:

4th place - Banksia 657 points
3rd place – Acacia 818 points
2nd place – Grevillea 920 points
1st place – Waratah 983 points

Well done to all competitors and a very big thank you to all the staff and students that helped out to make it a successful and rewarding day.

Thank you to Ms Main for organising this event as part of our participation in Actie April. We were fortunate to have Rowena Webster out to inspire our students to greater heights. Pictured below in the Leader Newspaper article is Rowena Webster with Ms Main, Bianca and Elizabeth.

Mr Teazis
Sport Coordinator
LOTE LEARNING AREA

**The Greek Report**
As part of our Greek language extension/enrichment activities, this year Native Greek speaking students were offered the opportunity to attempt and complete the Certificate of Attainment in Greek.

Our Language assistant, Kathey Zinelis promoted the Initiative and organized registrations of our Greek speaking students. Preparation for the exams in Greek Language proficiency were carried during class time as well as online and out of school hours.

The Certificate of Attainment in Greek Language extends our College’s commitment to providing for and developing our Greek students’ language capacity.

The following students registered and completed all exams in all areas of Writing/Listening/Speaking/Reading and Responding in B1, B2 and C1 levels.

1. Efrosini-Eudoxia Amoutzopoulou-YR 7
2. Maria-Panagiota Panopoulou-YR 8
3. Panagiotis Charalambidis-YR 8
4. Despina Kirketsou-YR 8
5. Joanna Katakou-YR 9
6. Anna Rekliti-YR 9
7. Vasilios Ntontopoulos-YR 9
8. Chrysanthi Gialama-YR 9
9. George Dakos-YR 9
10. Elisavet Stavrinou-YR 9
11. Chrysi Litsiou-YR 10
12. Magdalini Maligani YR 11
13. Stella Dakos-YR 11
14. Emmanuel Kapanidis YR 11
15. Georgia Kazis YR 11
16. Anastasia Stavrinou-YR 12

We wish them all every success in attaining their Greek language proficiency certificate.

**The utility and usability of the Certificate of Attainment in Greek**
The Certificate of Attainment in Greek:

- allows citizens of European Union member states to participate in the examination of the Supreme Council of Personnel Selection (ΑΣΕΠ) for civil service positions (The Supreme Council specifies the required level of certificate in every announcement)
- at Level B2 allows foreigners to register at a Greek institution of higher education, in case they do not have a Greek secondary education certificate (M.R. 152/B6/1504/30-5-2001 – Official Government Gazette 659 vol.B’)
- at Level C2 allows citizens of European Union member states to prove complete knowledge and fluent use of the Greek language and thus be employed in a Greek institution of higher education.

**Choosing the appropriate level**
Before choosing the appropriate level of examination, candidates may consult either their teacher, who should know the level of Greek taught and each candidate's abilities and the samples and all relevant material uploaded on the respective website of the CGL. Please see [http://www.greeklanguage.gr/greekLang/certification/index.html](http://www.greeklanguage.gr/greekLang/certification/index.html).

**For sample test, please see:**

[http://www.greeklanguage.gr/certification/node/12](http://www.greeklanguage.gr/certification/node/12).

Ms Dimakakos
LOTE Learning Area
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.
HOMESTAYS NEEDED – CAN YOU HELP ???

CALLING FOR EXPRESSIONS OF INTEREST FOR 2016

South Oakleigh Secondary College is an accredited International School. Currently we are looking for households to host students from China in 2016. A homestay family is provided with financial support for food and accommodation. Homestay families provide an important role in assisting the student’s cultural adjustment and support their community and social integration.

If you are interested in finding out more about this role please contact the Principal Mrs Koziaris at the College.

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Financial Assistance
Information for Parents

Camps, Sports & Excursions Fund (CSEF)

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund will ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities.

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount per student will be:

- $425 for primary school students
- $425 for secondary school students.

How to Apply

Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef.

Closing Date

You should lodge a CSEF application form at the school by 26 June 2005.

For more information about the CSEF visit www.education.vic.gov.au/csef.

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.