ACTING PRINCIPAL’S REPORT

Term 3 is always a busy term especially for our Year 12 students who are coming up to the end of their Senior Schooling year. All our students recently received their semester one reports via Compass at the end of last term.

The Senior School Parent/Teacher Interviews were conducted during the week and we were very pleased with the number of parents and students who attended this important event. These interviews are critical in providing honest feedback about how the students are going. After this it is time for all students to stop and reflect on their progress in learning. While each student is responsible for his or her own learning, parents and guardians too can play an active role in supporting their child’s education by discussing the work and providing an environment which is suitable for study and concentration. Teachers instruct, guide and support students but, ultimately, it is each student’s efforts and perseverance that will lead to success. In order to gain the maximum benefit from their learning, each student should ensure that they attend regularly and participate in all learning activities in their classes.

The Year 12 Formal Dinner was held on the 26th June at the Brighton International. This was the night that our most senior students have been waiting for since they commenced their secondary schooling! This evening wouldn’t have been possible without the help of Mr Denver and a number of our senior school students who were working tirelessly to make it a memorable evening. The student’s behaviour was exemplary as the staff of the Brighton International were quick to point out as we headed out the door. It is this behaviour which demonstrates our key value of Respect as our students represented their College with dignity and pride in themselves.
We are also looking forward to Wellfest Week next week. Annette Ford our College Wellbeing Counsellor has been hard at work organising 2015, WELLFEST 'LIVE YOUR DREAM'. The activities begin on the 3rd of August and run for five days. WELLFEST is a trademarked event at our College that hopes to connect with young people and families and encourage them to make positive choices in their lives. I am confident that both students and staff will participate with enthusiasm in the host of activities planned for the week.

Lastly, if any parent wishes to discuss their child’s progress at any time of the year I am more than happy to speak with them, working together is a way to ensure that all students have the best possible chance to be the best they can be at all times. If you have any concerns, please feel free to contact me at the College. When teachers and parents work together, we achieve success.

Tony Katsianos
Acting Principal

Our Year 12 student Rachel McNamara was interviewed by the Herald Sun (21/7/15). Rachel spoke about her VCE studies, her aspirations for future studies and her career prospects.
Year 12 Formal

Semester 1 concluded in grand style with the Year 12 Formal at Brighton International on Friday 26 June. It was a wonderful fun night for all who attended and a great celebration of the work done by our Year 12 students to date. On behalf of all, I would like to thank Athina Pavlis, Ashlea Laurenson, Rachel Low and Robin Maravilles for their assistance in organising the event.

The Year 12 Formal also marked a significant time in the Year 12 Calendar. From this this time on, it is study, study, study in the run up to the Units 3&4 Exams. In fact, the Countdown Clock in the Year 12 study room says 90 DAYS TO GO as I glance over to look at it while writing this article.

Online Survey – Yr12 Student Study Habits and Aspirations

Thankyou to those Year 12 parents who completed this survey over the Term break. The survey link was emailed to all Year 12 parents. If you did not receive it, you may need to update your email address with the school office.

Education expert Mr John Roodenburg presented the results to our Year 12 students in his follow up to the Year 12 Retreat at which he was the guest speaker in February this year. The theme at the retreat was “If it is to be – It is up to me ”

The parent impressions of how their son/daughter is studying provided some interesting data for Mr Roodenburg to present to the Year 12 students.

For example, a large number of students seem to study on their bed. Mr Roodenburg pointed out to students that studying on your bed is not a good idea unless you intend going to sleep!

Furthermore, according to parents some students still don’t have a regular study regime. Mr Roodenburg suggested that, in the run up to the final exams, all Year 12 students need a study regime of at least: 3-5 hours per week night, 1-2 hours on Friday night, 2-3 hours on Saturday and 5 hours on Sunday.

2016 Course Selection

By the time this article is being read, Senior School Parents/Guardians and Students will be sitting down with the 2016 Course Selection Sheet and 2016 Senior School Course Guide and most likely have attended the already mentioned Teacher, Student & Parent Conferences and Information Session on Tuesday 28 July.

Key changes for 2016 include

Year 10 All students will study Science and Humanities all year
Pre-VCE Years 10 & 11 students may commence at most 2 VCE subjects at Pre-VCE level (Please refer to the Handbook for explanation of the Pre-VCE concept)
It is expected that current Years 10 & 11 Pre-VCE students will study the corresponding VCE Units in Years 11 & 12 respectively next year. Parents may wish to contact the following staff, at the school on 95792322, re assistance with course selection.

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<thead>
<tr>
<th>Careers &amp; Pathways Leader</th>
<th>Ms Bronwyn Cullinan</th>
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<tr>
<td>English / EAL Leader</td>
<td>Ms Christine Melke-Wegner</td>
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<td>Maths Leader</td>
<td>Ms Lily Vrettos</td>
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<td>Science Leader</td>
<td>Mr Frank De La Rambelya</td>
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<td>Health &amp; PE Leader</td>
<td>Ms Louise O’Neill</td>
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<td>Humanities Leader</td>
<td>Mr Paul Stewart</td>
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<tr>
<td>Technology Leader</td>
<td>Ms Renata Tilby</td>
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<td>LOTE Leader</td>
<td>Ms Phyllis Dimikakos</td>
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**2016 Course Selection Timeline**

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<th>Yrs 9,10 &amp; 11 Info Night</th>
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<tr>
<td>Tues July 28th</td>
<td>Selection Sheets to GENERAL OFFICE signed by parent/guardian</td>
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<tr>
<td>Fri August 7th</td>
<td>Yrs 9,10 &amp;11Course Counselling students only (parents not required)</td>
</tr>
<tr>
<td>Mon 10th-Wed12th</td>
<td>Course Confirmation / Fee Payment parent / guardian &amp; student</td>
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**Semester 1 Student Reports**

At the Teacher, Student & Parent Conferences and Information Session held Tuesday 28 July we noticed that a few parents did not have the son’s / daughter’s Semester 1 report.

In fact a few were still using the mid-semester report. All student reports are available on Compass via the “Reports” TAB on the student dashboard. Any parent who does not have or has forgot their logon details should contact the school office on 95792322.

Should parents or students have any general queries re the very important course selection process please do not hesitate to contact one of the coordinators involved Ms Sara Downs – Yr9 Coordinator, Ms Andrea Carmody – Yr10 Coordinator, Ms Renata Tilbey – Yr11 Coordinator or myself.
At South Oakleigh College we value positive conversations.
Ask yourself these 5 simple questions before speaking...

BEFORE YOU SPEAK...

THINK
T – is it true?
H – is it helpful?
I – is it inspiring?
N – is it necessary?
K – is it kind?

So before you speak the next time... remember, think!

1. Is it true? Make only comments that are true — true to what you feel, true to your beliefs, and true to what you know about the world. When everyone communicates in truth, it allows us to forge connections in openness and trust.
2. Is it helpful? Always give the most helpful comments, especially when someone is asking for your opinion/advice. That’s because the person may heed what you say, and giving someone badly thought-out or random advice would lead the person on a wild goose chase, in turn wasting their time. “Helpful” here includes helping the person feel better, helping them gain clarity, helping them take action, and/or helping them reach a decision.
3. Is it inspiring? There are 2 ways to trigger people into action — first by force (fear), second by power (love). The first is done through manipulation, coercion, negative triggers, and/or punishment. The second is done by inspiring people to their true potential and power. The inspirational way is the most powerful way as that’s when you help others discover their true power from within. Being “inspiring” doesn’t have to come from making big statements or promises — all you have to do is speak from your heart and speak with the intent to uplift others and the rest will take care of itself.
4. Is it necessary? What is necessary is subjective. For me, necessary means something that I feel the person must hear, that will add value to the person’s life, and that will further the conversation. (It doesn’t include gossip, overt focus on formalities (rather than the connection), or tactless remarks.) When you focus on the necessary, conversations become more meaningful; people also appreciate what you have to say because they know there’s a reason behind everything you say.
5. Is it kind? As we live in a digital age where everyone is quick to make knee-jerk reactions and criticize vs. appreciate, being kind is more important than ever. With every comment you make, online or off, strive to be kind. Don’t speak with the intent to hurt or wound; but rather, speak with the intent to connect and love.

“Keep in mind that part of growing up is dealing with difficult issues, and the benefits can be great if you have the courage to ask for help. Human beings are not designed to go through life alone. No one has to bear the burden of tough times all by themselves.”
— Jack Canfield
Many enrichment activities are being provided again this term to enhance student learning.

**UNSW English Competition**

The UNSW English Competition was held at the school on Tuesday 28th July. Students from Years 7 to 12 who paid to enter the competition answered comprehension questions requiring them to locate, identify, interpret, infer and synthesise information. They read a variety of texts with extracts from picture books, novels, poems, scripts, transcripts of interviews, letters, diary entries, advertisements, web-pages, feature articles, opinion pieces and comics. These texts covered a range of topics and included tables, diagrams, maps and other visual information. The texts became increasingly complex for higher year levels. This competition provided excellent training for working under exam conditions and time constraints as well as great preparation for external testing such as NAPLAN and the GAT.

**Summer of the Seventeenth Doll** On July 23rd, Year 12 English and EAL students studying ‘Summer of the Seventeenth Doll’ had the opportunity to see the play being performed. Students and their teachers attended Carrum Downs College to view a professional production of the play. Seeing a live performance reinforces the dramatic elements of the play and facilitates understanding of the characters and themes. It was also very beneficial for Theatre Studies students. Thank you to Ms. Peltidis for organising this very worthwhile event.

**Chief English Examiner** Year 12 students were fortunate enough to hear words of wisdom and exam advice from Bob Hillman, The Chief English Examiner on July 29th. His advice and insights into the best preparation students can do between now and the exam were incredibly valuable. Thank you to Ms. Peltidis for organising Mr. Hillman’s visit for the third year in a row and for providing this amazing opportunity for our students.

**What are our Year 11 English Students doing in class?**

*Thank you to Ms. Dimakakos for providing these excerpts of work from her students as they contemplated and responded to the question: “How much does your neighbourhood define who you are?”*

I believe the neighbourhood that I live in does not define who I am as a person…. It’s the way you look at things; if you let it change who you are then you will be more vulnerable to letting your neighbourhood define you. You define yourself, not your surroundings. *By Briony*

Clayton North is an area that Taylah has watched change from her childhood days. It is a constantly expanding region that welcomes people of all cultures. It is surrounded by flourishing businesses and places of education that bring many people to the area, including loved ones. Oakleigh South is an area that is filled with multiculturalism and memories... *By Taylah and Terese*
When you're an infant growing up, the world around you shapes the person you will become, and yes your neighbourhood has an impact on this. If you were to grow up in the projects where drugs are around every corner and there are quite a lot of shootings, you will most likely grow up to be a violent person because you have to fight to survive... **By Hayden**

My opinion on ‘Neighbourhood Identity’ is that it does define who you are....You become more comfortable living in an area where you believe you fit in.  

**By Jasmine**

I think what defines you as a person isn’t based on where you live or what kind of neighbourhood you were born into, but how you react to that environment. The reality, however, is that we don’t choose where we are born or what the economic status we are raised in is, so why does where you live define who you are individually? **By Vas**

The neighbourhood that you live in does not completely define who you are. It does influence the schools that your children can attend and the amount of peace that a family can have; however, some people choose to have quality of life experiences above working hard to ‘pay for a house in a nice neighbourhood’. Some people are born into a family that is less fortunate and may not live in the best of areas, but do not let that define them. I believe that if you work hard and are willing to put in the effort, then you can succeed no matter where you live.  

**By Ryan**

Oakleigh South is a friendly and accessible area filled with lots of entertainment options. It defines us in a way because we both have shaped plenty of memories while growing up, but it doesn’t define who we are as individuals. Oakleigh South offers easy access to school, work, friends, family and transport. It is a multicultural suburb where everyone knows each other in the streets or in central Oakleigh. It is a welcoming, safe suburb where we are happy to have been brought up. **By Georgina & Elana**

Personally I don’t think that my neighbourhood defines me in the slightest. Usually people and places around you influence you in the way you think, speak or act, but it’s entirely up to you as an individual to think, speak or act how you want to. It’s good to be open to new cultural influences, travelling and experiences but you don’t have to let it change you as an individual.  

**By Christopher**

Thank you to Mr. Columbus for sharing these posters constructed by his Year 11 English class as they explored themes and issues shaping Australia in the 1960s. This was to enhance their understanding of the era serving as a backdrop for their text study of 'Jasper Jones'.


At Thursday evening's lecture on physics at the University of Melbourne, Professor Max Thompson posed the question as to why a magnet does not lose its magnetism whereas a battery eventually goes flat.

Only one student had an answer and that was one of our year 10 students, Mitchell Wilkin. His answer, although not perfect (a perfect answer requires knowledge beyond VCE) was brilliant for a secondary school student. Mitchell was awarded a 1st year University Physics text book for his answer.

Mitchell’s win follows on from last year's winner, Josiah Walker. SOSC students have won two years in a row!

If you get a chance, please congratulate Mitchell and if you're interested, ask him for his answer, it's pretty good! (Mitchell’s answer next issue)

On Thursday evening of 23rd July, at the University of Melbourne Physics lecture for VCE students, Professor Andrew Melatos, delivered an inspiring talk on Astrophysics as well as the recent New Horizons space craft flyby of Pluto. His lecture was very engaging with a lot of audience participation. Our students were enthusiastic participants.

Our youngest student Aneesh Yellishetty of Year 7 was an excellent participant too and stayed behind to ask questions of the lecturer, as did most of our students: they always do, gaining maximum value from their experience. Along with Mitchell and Aneesh, our other students who enjoyed the evening lecture, were Year 10 student Ryan O'Shea; Dimitri Gahtidis, Nabid Rahman, Olivia Graveson from Year 9; and Year 8 students, Declan O'Shea and Josiah Walker.
Science Enrichment Activities:
1. **Emerging Sciences Victoria.** Currently three Year 10 students: Mitchell Wilkin, Jason Winn and George Varkas are participating in an Astrophysics course for 2 periods a week, taking advantage of Emerging Science Victoria's online virtual classroom. They link up with other students from around Victoria and the teachers conducting the program, with occasional online visits from research academics from around the world.

2. **Mission to Mars Excursion to VSSEC.** All Year 8 students are expecting to go on the ‘Mission to Mars’ excursion at the Victorian Space Science Education Centre (VSSEC). 8C will be going on 5th August, 8A on 11th and 8B on the 17th August. The students will work as a team in Mission Control and as Astronauts, communicating with each other via audio-visual links. The Astronauts will don spacesuits, stepping onto the Mars surface, where they will collect real soil, ice and rock samples. Mission Control will monitor the Astronauts’ progress, as well as environmental conditions on Mars. The students will then analyse their samples and data in VSSEC’s Research Laboratory.

3. **Scientist in Schools Programme:** Coming up in Science Week we will be visited by immunologist Dr Catherine Kennedy who will be delivering a talk on how bacteria make light. Catherine visited us on a number of times last year, sharing her knowledge of the immune system, running pracs on bacteria collection and giving us an insight into the world of science research. Catherine has returned from maternity leave and is back for this special talk during Science Week. We are also looking forward to the return of Mr Yakindra Timilsena to lead us in conducting experiments in food chemistry.
4. **International Master Class in Particle Physics** on Monday 7th September: The Centre of Excellence in Particle Physics (CoEPP) based at the University of Melbourne have kindly offered to run an International Master Class in Particle Physics for our school. This is the first time CoEPP has run one in a school. They normally run only one a year at Melbourne University. This year's took place on 9th July for students from Vic, NSW and SA based at the Universities of Melbourne, Sydney and Adelaide, linked up via video with CERN Geneva, but we missed out as the students from our school had not applied in time. It is very popular with schools and we missed the deadline this year. Academics will be visiting South Oakleigh Secondary College on the day to run the program with a video link at 4pm for half an hour with *ATLAS team members at the Large Hadron Collider at CERN, Geneva* (it will be 8am in Geneva), to enable our students to ask questions and view the ATLAS control room in real time. We expect keen science students in Years 7, 8, 9, 10 and 11 to be in it. Year 12s will probably have to miss out, as they will be too busy with their VCE Exam preparations. See Mr Ram if you wish to participate in our first International Master Class in Particle Physics.

5. **Next** evening lecture in Physics at the University of Melbourne will be delivered by the Head of Physics, Ray Volkas on Quarks and other mysterious particles which make up our world. See Mr Hem, Mr Lee or Mr Ram if you are interested in going with them by car on Thursday 6th August for the lecture at 6pm and then returned home by 8:30pm.

**UNSW Science Competition Results:**
The University of New South Wales Science Competition results were good again this year. In Year 7 Prathik Balachandar, Aneesh Yellishetty and Ethan Walker gained a distinction, while Dhruv Parikh and Megan Robinson each gained a credit. In Year 8 Bianca Ciavarella, Declan O'Shea and Josiah Walker each gained a credit. In Year 9 Mitchell Powell gained a credit and in Year 10 Ryan O'Shea and Mitchell Wilkin each gained a distinction.
Well done!
NASA’s Journey to Mars Cont... (from Issue 6)

As the Martian night is very cold, insulation will be required to retain heat at night. The Martian day can reach 30°C so insulation would be removed during the day when the temperature rises.

Another of the robot functions should be to extract nitrogen from outside the enclosure to raise the concentration of nitrogen inside the enclosure. As well as increasing nitrogen inside the enclosure, carbon dioxide will need to be removed. In this way air similar to Earth’s can be prepared inside the enclosure, before the first humans arrive. Oxygen tanks should be filled with 23% oxygen and 77% Nitrogen for the future human occupants, when they need to explore and work outside the enclosure.

Robot experiments on producing concrete with regolith and water would enable walls to be prepared to form flooring and steps and to line the underground rooms to make them airtight.

Radiation damage to living cells is a key issue for humans and plants living on Mars. Research will need to take place to find radiation resistant varieties of edible plants to be grown hydroponically in the greenhouse enclosure. Mars has no magnetosphere which on Earth protects us from most cosmic rays including the solar wind. No ozone layer means there will be a serious ultraviolet light hazard. Therefore it seems that most of the time humans will be living underground. Therefore a network of tunnels and rooms will need to be constructed by the excavating robot. It may be possible to design a form of magnetosphere around the enclosure to deflect the charged particles from penetrating the walls and ceiling. This would require significant equipment though, such as metal wiring and need enough solar-electricity to generate the magnetic field.

Produce from the edible plants, such as long storage life beans and lentils, should then be stored below ground for when the first humans arrive.

In the more distant future it could be anticipated that advances in bio-technology would result in genetically engineered humans as well as plants, to become more resistant to the cold through incorporating perhaps antifreeze genes, as well as introducing to the genome, genes conferring resistance to radiation damage.

Once the environment has been established, the first group of 4 humans can arrive via the Orion Spacecraft. They can work with the robots on tasks such as erecting additional solar panels and enclosure spaces for producing oxygen, extracting water from the soil and growing edible plants. Humans will wear traditional spacesuits with sun visors, oxygen tanks and carbon dioxide elimination processors, similar to the spacesuits worn by the astronauts on the ISS. One of the challenges for the humans when they arrive will be acclimatising to Martian gravity, which although only a third as strong as that on Earth, will be difficult to get used to at first, as they will have been traveling for 9 months in a weightless environment in the Orion space vehicle, partaking of limited exercise while on board to try to keep their muscle and bone tissues intact.
One of the Robot functions should be to assist the astronauts to transfer from the spacecraft to the enclosure as the astronauts may be unable to walk at first. Once in the enclosure they will be able to gradually regain their sense of balance and their muscle strength. They will need to pass through at least two rooms before reaching the main enclosure, to ensure minimal loss of the precious Earth-equivalent atmosphere in the main enclosure.

Cooking facilities will use electricity derived from solar panels. Maximum recycling of materials will be needed. It would be advantageous to design a filtration system for recycling water used for taking showers, cleaning food utensils and clothes as well as recycling astronaut urine. Human waste should be used as fertilizer for growing plants for food. All containers should be reusable. Nothing should be wasted on Mars.

Another possibility for collecting water is during the journey from Earth to Mars, if liquid Oxygen and liquid Hydrogen are used for rocket propulsion, it may be feasible to collect some of the expelled water as long as it does not defeat the purpose of providing thrust.

To produce Oxygen on Mars, it may also be feasible to sidestep the use of plants and use synthetic chlorophyll to capture sunlight to provide the energy to drive the reaction of CO₂ with H₂O to produce Oxygen and glucose. As well as solar panels on the surface of Mars, it may be feasible to have solar panels on satellites in orbit around Mars in geosynchronous orbit, transmitting energy via microwave to ground, collected by rectennas on the Martian surface.

Consider using Mars’ two moons to install communication transmitter/receivers as back-up for communicating between Mars and Earth. Communications from Earth would include entertainment packages. Mars would broadcast its own news and entertainment back to Earth. As much experience of living on Mars as possible should be recorded on video and stored on Mars and broadcast to Earth for both entertainment and collective knowledge. Interactive sessions between Mars and Earth would be cumbersome though, because due to the speed of light and the distance it has to travel, the turnaround time between send and receive would be on average 30 minutes.

Solar powered space vehicles should be designed to be transported to Mars for use by the community to travel to other regions of the planet in search of water, minerals and signs of life.
At least one of the earliest inhabitants should be an astrobiologist to research signs of life on Mars, as the question of whether life exists or existed in the past, beyond this planet remains unanswered.

A geologist would also be needed to analyse the Martian rocks and soil for water and minerals. A horticulturalist’s expertise for growing plants would team up with the geologist for finding the best soil for optimal plant growth.

A medical doctor would be needed along with a dentist, psychologist and nurse to optimise health and well-being. It would be difficult to deal with a medical crisis without equipment and with such a long journey back to Earth, so in reality there may be casualties. To minimise this likelihood, rigorous screening of astronauts would be advised, to ensure only the healthiest (physically and personality) candidates make the journey, with stays of no longer than 4 years, in the early decades.

Each astronaut should be skilled in conflict mediation. Overlap between team-members’ stays, would enable hand-over of current knowledge and experience. If successful a permanent community would be established with children born there and occasionally visiting Earth for a holiday.
Mathematics – the Way Forward!

Students in year 9 are in the process of learning about trigonometry and its applications. One application is the use of an orienteering compass to navigate their way around and find specific landmarks. 9A are shown here in the process of honing their skills to obtain a true bearing so that they can participate in a treasure hunt (that will be held when the weather clears and outdoor activities are more enjoyable).

The Master of Treasure Hunts is Mr Hem who uses triangulation techniques for year 10 hunts and grids (Cartesian Diagrams) for lower year levels. Mr Carroll is also well known for his Junior Measurement activities around the school and Pythagoras measurement activities.

Students and their parents / guardians are also reminded that the Maths Department is well represented at the Homework Club that is held in IT3 nearly every Tuesday from around 3.20 to 5.00 pm.

Brian Beasley
SOUTH OAKLEIGH COLLEGE presents

Book and Lyrics by
Sir William S. Gilbert

Music By
Sir Arthur S. Sullivan

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Pirates of
Penzance
Jr.

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7th AUGUST
12th AUGUST
14th AUGUST
@ 6:30pm
The City Experience

In the last week of term 9A went into town with the City Experience. We went to the Eureka Tower where the lovely personnel took us up the elevators, all 88 levels while they discussed all the wonders of our city. We then divided into groups to do the Amazing Race. The girls won!

The next day we went on a river cruise. We went up to the Bolte Bridge and saw all the beautiful yachts. We then visited Urban Seed, a centre for homeless people. The centre was first opened by Tim Costello to offer homeless people a place to chill out away from the cold.

Our thoughts:
Walking around the city was fun! Chris Vissariou
I thought the view from Eureka Tower was fabulous! Tasia McLaughlin-Auora
I liked the river cruise because I had never seen that part of town. Samantha Miller
The Eureka Tower and visiting Urban Seed to talk about homelessness in Melbourne.

Georgia Pavlou
I liked walking down all the alleyways...it was sort of dangerous! Luigi Rubinic
I would definitely recommend the City Experience to other Year 9 students.

Ebony Paolini
My favourite part of the city experience was the river cruise. I felt free and calm.

Harry Sakeslidis
Design Technology goes to Monash University

With a group of Design Technology students and Miss Gross, South Oakleigh College visited Monash University's Materials, Science and Engineering department. WHAT NOW? Design students visiting the Engineering department? This sounds too good to be true.

Actually it is a complete oversight by students that design is "drawing pictures" and "just" coming up with ideas. What is often forgotten is that the process is the most important aspect of the course. Understanding the qualities of materials, the durability, strength and innovation of the materials and the application of that material to an object.

Today we visited the university to see where the materials come from and what the university is doing to experiment with materials to develop new materials for our future. We looked at the existing materials like copper, glass, metal, aluminium and fibre glass while the head of the faculty explained that though ALL of the materials come from the earth, it is the process that these materials go through in the lab that allows these materials to be used in Civil, Structural, Mechanical, Chemical and Electrical Engineering.

The materials that these students explore and experiment with help to create our tallest buildings, our widest bridges, the most advanced cars and our basic tools for living in the 21st century. Mobile phones, computers and the furniture we often take for granted.
Professor Nick Birbilis and his team were kind enough to give us demonstrations of the materials in purest form and then allowed us to explore their amazing 3D printer. Perfect timing as we, here at South Oakleigh, prepare to create files in class to print on our very own 3D printer that arrived earlier this term.

Students loved seeing the printer lay each ribbon of material over the top of the other creating objects such as lightweight chess pieces made from plastics. Metal objects were also presented to us, these prototypes are used to explore the materials for much larger projects such as aeroplane engines and rocket ship parts.

Students came away with an understanding that to be able to design, they need an understanding of a wide variety of ideas and processes.

**RMIT Excursion**

On Tuesday 21st July, Design Technology students spent the afternoon on the 10th floor of the RMIT Design Hub in the city. Our facilitator Narelle Desmond from LEAP Design was incredible. Introducing us to a local Industrial designer, who got us motivated and active!
In Japanese class, we use online language learning tool called "Language Perfect". This year, we took part in The Language Perfect World Championship.

I am very delighted and proud to announce that our school came 4th in Victoria. (categorised in student size) I would also like to congratulate the following Awards winners;

Gold Award (3000+ points) Rasindu Samaranayake
Silver Award (2,000+ points) Jerusha Buckland, Jade Short
Bronze Award (1,000+ points) Juliette Criticos, Ethan Delaney, Aurelia Topolska

It is not easy to get points in this challenging language game and it is very exciting and engaging for the students. In order to win one point they need to answer each question correctly. This is certainly a good way to learn vocabulary and next to each student's name is the total points which is ranked with others in the class as well as where they’re ranked in the world. Also, this site can be accessed through any device and anytime, anywhere.

I would like to see more students taking advantage of this language learning utility.

Greek Cinema of the 50’s

Students in YR 7 Greek Combined (Beginners/Advanced) have explored the theme of “Greek Cinema of the 50s” by watching a significant film, ‘Punishment Came from Heaven’, starring many famous actors in the history of Greek Film and Cinema; the most popular being Aliki Vougiouklaki and Dimitris Papamihail.

Students watched the film over 3 fortnightly single lessons and responded warmly to the school settings, teacher/student relationships, themes of discipline and education and were able to acknowledge what aspects of school experience have changed and what have stayed the same since the 50s.

Beginners were able to view the film without the aid of subtitles and there was invaluable interaction between beginner and advanced groups. Students understood the comical scenes and undertones. They were also entertained by Aliki Vougiouklaki and her antics.

Assignment work is still in progress, although various students have completed response questions and IT Research.

Overall, the study of Greek Film and Culture was an enjoyable language and cultural experience for all involved YR 7 Greek students.
Results at the Regional Cross-Country 2015 – Yarra Glen
16th June

**13Yr Male**
Jake SHANNON - 87th
Ethan DELANEY – 94th

**13Yr Female**
Megan ROBINSON – 34th
Sarah SUMMERS – 98th

**14Yr Female**
Eujeane LEE – 80th

**15Yr Male**
Shaun VAPP – 72nd

**16Yr Male**
Adam CARVER – 40th

**16Yr Female**
*Eirini MAKANTASIS – 8th Qualifies for the State Cross-Country finals in July
Samantha MILLER – 14th
Chrysanthi MAKANTASIS – 45th
Louise GORDON – 65th
Chau LY – 70th

**20Yr Female**
Terese VELLA – 53rd

State Cross Country – Bundoora 16th July
What a fantastic effort by Eirini Makantasis who competed at the State Cross Country Championships. Eirini ran strongly and completed the hilly 3km course in 11.40mins placing her 26th in the State. Well done Eirini!
University Open Days
All senior students are expected to attend open days which are held throughout August. It is a college expectation that all year 10 students will attend one Open Day, year 11 and 12 students are expected to attend two Open Days. Open Days are a great way to check out courses and facilities, talk to staff and students, collect information, and to attend relevant information sessions.

The Dates
Sat 1 Aug - Monash University (Peninsula campuses)
Sun 2 Aug - Deakin (Warrnambool), Monash University (Caulfield, Clayton), Swinburne University (Hawthorn)
Sun 9 Aug - Australian Catholic University (ACU) (Melbourne), Deakin (Geelong), RMIT (Bundoora, Brunswick, City), La Trobe (Bundoora), William Angliss Institute
Sun 16 Aug - La Trobe University (Bendigo), University of Melbourne, Monash University (Parkville-Pharmacy)
Sun 23 Aug - Box Hill Institute, Deakin (Burwood Melbourne), Victoria (Footscray)
Sun 30 Aug - ACU (Ballarat), Federation Uni (Ballarat & Gippsland)

Parents and students can set up email reminders through our college website by clicking on the Careers and Pathway tab under Curriculum tab, scroll down and click on South Oakleigh College Careers: www.southoakleighcollegecareers.com

We have listed all University Open Days on a calendar with the added function of being able to set up alerts sent to your email box.

HOW TO GET THE MOST OUT OF OPEN DAYS
Don’t wander aimlessly....try the following:

- Obtain an Open Day Guide and plan beforehand (eg from websites like www.deakin.edu.au/openday, or www.openday.unimelb.edu.au) - some hard copies of the Guides are in the careers room and outside the Careers Office
- Plan to be at Open Day when relevant information sessions are conducted
- Allow sufficient time for your visit; two hours or so would be advisable
- Speak to staff about courses that interest you - note your questions beforehand
- Get a student perspective - speak to students studying courses that interest you
- Collect information/brochures. Remind students of the wealth of information outside the Careers Office.
- Ask about industry based-learning (IBL) opportunities; these can assist with gaining employment
- Ask about international study opportunities – a very popular option
- Consider transport issues; is the campus accessible from where you live?
- Check the environment where you will study; will you be happy there for three/four years?
- Consider the facilities/clubs offered at your preferred institution
- Consider visiting a rural campus, especially if you think you won’t obtain a high enough ATAR for a metropolitan campus. ATAR’s are often lower and they often offer more personal assistance, accommodation, and a lifestyle which will suit some students.

IMPORTANT NOTE: Planning to apply for a course involving an interview/folio presentation/ audition? As part of the selection process you may be asked what you learnt/found of interest about the course at Open Day. Attendance is A MUST!
Our annual Wellfest week this year is from August 3rd - August 7th. Over the course of the week many activities will be held for every year level. The timetable will be on Compass.

The Wellbeing Team would like to thank the following businesses who have kindly donated to our Wellfest Week.

1 Swanston Street, Mentone Vic 3194
9583 6402

501 – 505 Main St Mordialloc Vic 3195
9580 8150

Annette Ford
Welfare Leader

Simon Clarke
Chaplain/Student Leadership

Debbie Dennison
Adolescent Health Nurse
What’s better than a good cup of coffee?
Answer: A good book to read with it.

For less than the price of a cup of coffee the lions Club of Wheelers Hill have just the book for you to buy at their Second Hand Book Sale at Blackflat Community Centre, Cnr Springvale & Waverley Rds, Glen Waverley on 1st – 2nd August 2015. There will be at least 9000 books for sale and all readers are catered for. To make is easy to find your favourite authors, all fiction books are sorted alphabetically by author. Our non-fiction books are sorted into 25 subjects groups, including Art, Travel, DIY, Cooking, Gardening, Sport, Biographies and many more.

All funds raised from this sale will be returned to the community through our Lions Projects. The doors open from 8am until 4pm Saturday and 9am until 12noon Sunday.
Please Note: South Oakleigh College and DET do not endorse or accept the responsibility for any products or services of any private advertisements.