PRINCIPAL CLASS REPORT

Farewell to the class of 2015 and best wishes for your exams!

Last week our Year 12 students undertook practice exams. This was an excellent opportunity for all students to review their knowledge and seek extra support to ensure they are well prepared to undertake their final exams for 2015 later in the month. While their performance during this time can impact on their future plans, it is also a time to review their choices and consider the variety of options available to them to pursue success from 2016 onwards.

Wednesday 21 October saw a breakfast and then final assembly for our year 12’s who were presented to the student body in recognition for their time at South Oakleigh and a wish for all of them to perform to the best of their ability, pursuing opportunities in the future. The students were presented with a musical performance from Kyle Gutterson and Cassie Goff and then our Year 12s retreated to their own assembly in the theatre to the sounds of Graduation by Vitamin C.

I would like to take this opportunity to thank families for supporting their children, not only for this year, but throughout their time at South Oakleigh College. As a School we are always here to support our students present and past.
**Teach For Australia (TFA)**

South Oakleigh has partnered with the TFA program for the first time in 2015 with the recruitment of our first TFA Associate – Jared Dyson. The program focuses on attracting high quality candidates from outside of the teaching profession to fast track them into the classroom as ‘Associates’, while they complete their teaching qualification. These Associates are placed in schools with a low-socio economic base, helping to address education disadvantage and working to improve learning outcomes for all students. Our school plans to continue this partnership with a further two associates to be joining school staff in 2016.

Recently the Teach for Australia (TFA) annual conference was held and South Oakleigh was well represented by staff, students and members of the wider school community. The conference known as ‘TransformEd’ focused on the issue of raising the status of teaching as a profession contending that ‘teaching is rocket science’.

A variety of sessions and workshops were held throughout the day which focussed on three pillars of development that can raise the status of the profession. They were:

1. **Changing policy** to support the attraction, recruitment and retention of quality teachers.
2. **Changing perceptions** of the community to support and advocate for the notion that teaching is rocket science and therefore teachers should be valued in a similar way to other high status professions.
3. **Changing Classrooms** to embrace the complexities of teaching and promote engagement among students through wellbeing, neuroscience and parental engagement.

**South Oakleigh participated in a variety of sessions across the day.** I would like to thank:

- **Mukul Relan** for representing the interests of students in a panel focused on what makes a great teacher.
- **Andrew Robinson**, parent of Megan Robinson (7C), who addressed what parents expect and value in the education process.
- And finally, a special thanks to **Jared Dyson**, current TFA Associate and South Oakleigh Teacher, for his work facilitating a session centered on authentic advertising to attract quality candidates into the teaching profession.

I cannot express how proud I was to have our school represented by the calibre of these persons as Ambassadors of the South Oakleigh College Community.
Principal Class Report Cont...

75 minute periods

Next year the College will be changing the structure of the day, having 4 x 75 minute periods daily instead of 6 x 50 minute periods. A long and rigorous process was undertaken to look at how best to deliver the curriculum to our students and improve student learning outcomes. No instruction has been lost and the 75 minutes timetable will allow for more face to face time with teachers and better continuity for all subjects and students from Year 7 -12; it also provides longer sessions and promotes in-depth learning. The 75 minute timetable will start during ‘Head Start’ to help students and staff in their transition to the new model.

The Education State

Last week I attended the first of Departmental Briefings outlining the Victorian Government's series of landmark reforms to build and define Victoria as the Education State. The announcements included a focus on strong school leadership, better teaching, more collaboration between teachers and schools and resources targeted at student need.

Next year all government schools will receive extra needs-based funding to better respond to every student's needs. You can find out how much extra funding every government school will receive next year on the Find Your School's Equity Funding Amount website:


Our teachers will receive training to implement the new Victorian Curriculum, which will include new subjects like digital coding and respectful relationships. The government also set new state-wide education targets – goals for our students in areas like maths, reading, science, the arts, resilience and critical and creative thinking. This is an exciting time for Victorian schools, and these new initiatives will inform our planning for 2016.

I encourage you to visit the Department's website to find out more about the Education State initiatives:


“Make bold choices and make mistakes. It's all those things that add up to the person you become.” Angelina Jolie

Written by Ms Helen Koziaris on behalf of the principal class.
**Farewell to Class of 2015**
The school lives of our Year 12 students, the elders of our school, are rapidly drawing to an end. We are very proud of our Year 12 students. The school community, and most importantly the younger members of the school, have witnessed;
- the respectful relationships they have with their peers and teachers
- the work ethic of the best of our Year 12s around the school
- their continued community work, Friends of the Children, Recycle for Tomorrow, Lions and Rotary Club activities
- the support and organisation of Year12 House Captains and other Year 12 students with sporting, cultural, debating and other events
- the fun and good personal qualities of most of them... no doubt having seen the formal photos on social media...I know I almost died when I saw them.

However, the Year 12s, as the elders of our school, are about to shape to one of their biggest ever challenges.

Over the coming weeks our Units 3 and 4 students, in particular the Year 12s will be sitting the externally set VCAA VCE Examinations. As elders of the school they go to these exams, not only to benefit themselves, but also tasked with showing the younger members of the SOC tribe what success looks like.

The exams will test the work that they have done over many years at school, as well as testing their patience and persistence. The exams will test their bravery in battle in reaching for the best scores that they can possibly get, no matter what purpose they will be used for in the future. It always seems to me there is no point doing something if you do not do it as well as you can and the VCE Units 3 and 4 exams will certainly give our students that opportunity no matter what their natural abilities are. This is at the core of what we mean by HIGH EXPECTATIONS.

I am sure that students from the Class of 2015 will make new marks in history. Numerous SOC students have gone to a plethora of different universities, TAFES and occupations.

I say to the Class of 2015,
“Whatever your pathway, you will make history. For some your history will be public and high profile. For those whose history is more private and is centred on just being a good person, doing everything you can, as well as you can, being a great parent, friend or relative in our world that is just as important.

I am certain that all of you in your own way will leave here capable of making a difference to a world which would benefit from compassion, empathy, cooperation, respect, integrity, happiness and the capacity to learn from the past and to look forward and plan for generations that hopefully will follow.

As you move on, I wish you a wonderful future and feel confident that the opportunities provided to you at SOC will hold you in great stead. I applaud your generous and determined leaders who have well represented the school, and that means you, with intelligence and passion.

As this part of your journey ends a new one begins and it will provide a whole new set of opportunities and challenges. IF IT IS TO BE - IT IS UP TO ME.”
**Year 7 Excursion Marvellous Melbourne**

During the last week of Term 3 all Year 7 students went on an excursion to the city. This was in connection with our unit on Marvellous Melbourne.

First we visited the art gallery of Victoria. The students thought the building was amazing and the art work inspiring. We then walked cross to the Flower Clock and down towards Federation Square. We looked at graffiti in Hardware Lane, visited Larry Latrobe (the bronze dog in the old City Square) and imagined we were in the crowd in 1964 when the Beatles stood on the balcony of the Melbourne Town Hall. We shopped and had lunch in Melbourne Central and watched Gog and Magog strike the clock in the Royal Arcade. We pressed our noses at the windows of the Hopetoun Tea Rooms and walked grudgingly back to our bus and came home.

**High Tea and Parent Information Night**

What band instrument will you play in 2016?

Have you ever noticed how your favourite music can make you feel better? Well, new research studies now show how music can make you smarter too!

At South Oakleigh College we encourage all students to play a musical instrument. At our High Tea night in September our aim was to offer all our prospective Year 7 students an opportunity to sample a woodwind or brass instrument for the amazing introductory price of $70 (service fee) for the first year! The first 50 lucky students will be given this wonderful opportunity in 2016.

**What is the Mozart Effect?**

A book called *The Mozart Effect* by Don Campbell, has condensed the world's research on all the beneficial effects of certain types of music.
Some of the hundreds of benefits of the Mozart Effect are:

- Improves test scores
- Cuts learning time
- Calms hyperactive children and adults
- Reduces errors
- Improves creativity and clarity
- Heals the body faster
- Integrates both sides of the brain for more efficient learning
**English/EAL Exams and Revision**

Our Year 12 students will soon be sitting their final exams with the crucial VCE written exam period commencing on October 28th. Year 7 to 11 students will be sitting their English or EAL exam in early November. Experiencing exam conditions and strict time limits enables younger students to progressively build up their skills and confidence prior to VCE studies.

At this stage, students should re-read the texts that they have studied during second semester and then construct mind-maps to enhance their understanding and revision of key elements. They should also be honing their language analysis skills by reading newspapers, particularly the ‘Letters to the Editor’, Editorials and opinion pieces, noting the way that persuasive techniques are used by writers to manipulate the reader.

Students will be guided through the best way to revise by their teacher, choosing key quotes to utilise as evidence for text response essays. They should also refresh their repertoire of ‘metalanguage’- specific terms used for language analysis tasks.

Remember, preparation is the key to success in the end of year exams and it’s not too early to start.

**What are our Year 7 students doing in their English and EAL classes? Here is a snapshot of work from every Year 7 English class that their teachers have kindly shared with us. We hope that you enjoy reading this selection of student work.**

*Thank you to Ms. Pelitidis for sharing a creative response from her Year 7 class inspired by the study of the novel, ‘Boy Overboard’.*

**Escape**

I dry my tears. Suddenly I’m determined to do it. Find a way for us to stay. I’ve got lots of memories here. I like living in this place and I don’t want to leave. I don’t want to leave our house. I don’t want to leave Yusuf. I don’t want to leave anybody. The government has to let us stay.

“You sticky balls of camel fur!” I yell. I start to feel like I’m turning into Bibi.

“That’s my thing!” Bibi growls.

“Sorry,” I whimper, as I hold back tears. It’s not Bibi who makes me feel like that. It’s just simply because I remember the situation we are in. We are getting kicked out of our house. We are moving to Australia. God knows where that is. Mum didn’t teach us that at her illegal school. I don’t think I was even concentrating then. Yusuf and I were probably talking about how Manchester United assigned a new player onto their team.

“Quick Jamal run!” I hear Dad shout as I wake up.

“What’s going on?” I whisper.
“No time to explain,” Dad says as he tries to keep calm. But I can see the expression on his face. Even in this dark I can work out something’s wrong. Did the government find out Dad’s taxi isn’t actually registered? Maybe the government found out that Bibi had been playing football with us. No, it must be about the school. Dad holds me close to him as we exit the room. I see Mum holding Bibi. We go around the back door.

“Jamal,” Dad whispers.
“Yes,” I whisper back.
“We have to leave now,” Dad whispers.

I hadn’t even said goodbye to Yusuf and his grandpa and thanked him for letting me watch football on the TV until late. I didn’t get to give my spare football to Yusuf. Suddenly I feel that doesn’t matter anymore. We hear gunshots being fired near the entrance of the house. There are screams. It goes silent. Mum, Dad, Bibi and I are still running towards the taxi. As Dad starts the engine we hear shouting. Probably from the military that came to find us. As Dad starts driving, he finally tells us what’s going on.

“The government has come to our house to get us,” Dad explains.

“I hate those camel warts!” Bibi says angrily.
“We are safe now,” Dad says to calm her down.
I know we’re not though. We still have to pass the border. I don’t say anything. I don’t want Bibi to worry……. By Kaan

Thank you to Ms Zhiv for these extracts from her Year 7 EAL class also responding to the novel ‘Boy Overboard’.

‘Boy Overboard’ is a story about courage in the face of trouble”
The book teaches us that anyone can accomplish anything with just a “handful” of courage and faith, even in the worst situations.
For example, Jamal and his family had to leave their country and make a new start, a new life. It wasn’t easy but they made it, because they were resourceful, courageous and optimistic.
Also, when Jamal and Bibi were on an old boat without their parents, trying to survive and make it to Australia, they never gave up! And it was their loyalty to each other that gave them strength to endure lots of hardships and survive.
Reading this book makes us stronger and more dedicated to our goals in life. I can clearly see now that people can achieve everything and that nothing is impossible if they truly believe in it, like Jamal and Bibi did. By Eva 7 EAL

‘Boy Overboard’ is a book about loyalty and hope…
I like this book because it contains some very important messages such as to never to give up on your dreams and goals in life, as well as the importance of loyalty to the people we love and our values in life.
Loyalty to our family and the values we hold dear gives us extra strength to endure and overcome difficult and dangerous situations. Jamal and Bibi’s adventure made me understand that even when things are tough we should always be brave, never give up and be resourceful, as Jamal and Bibi were all through the book.
By Georgiana 7 EAL
We love this particular story because it gives us great insight into the word ‘courage’. Courage is not giving up but always trying to give your best through hard times. Even though Jamal went through more than anyone could imagine, he always tried to stay positive and resourceful.

This book tells us about courage in the face of trouble and the importance of loyalty to one another. Jamal and Bibi are very brave. They support and help each other and they always believe in themselves. All through the book they face trouble, but they always find a solution to the problems. A great example of it is when Bibi stepped on the landmine and Jamal saved her, risking his own life. Another example is when their dad went inside the soccer field and saved mum from the soldiers or when Jamal and Bibi were separated from their parents but survived by staying optimistic and supportive of each other. By Maria & Margaret 7 EAL

In 2017, the Year 12 English course will include a ‘Comparative Essay’ which is a new style of writing for VCE students. Mrs. Stamatelatos has introduced this style of writing to her Year 7 students, asking them to consider the similarities and differences between two texts. The following piece is an excerpt from Andrew Leap’s Comparative Essay.

‘Chinese Cinderella’ vs ‘Oliver Twist’

The novels, ‘Chinese Cinderella’ and ‘Oliver Twist’ include a wide variety of similarities and some differences. ‘Chinese Cinderella’ is set in a time and place where communists were rapidly taking over China, forcing citizens to migrate to other countries in order to secure the safety of their families. This text, written by Adeline Yen Mah, is a true story and is gripping as it traces a young girl’s determination to survive hardship and suffering. ‘Oliver Twist’ written by Charles Dickens, is set in England during the 1830s where rich people ruled society and the poor and underprivileged experienced misery and despair. Both texts have one clear message—that the human spirit can’t be destroyed no matter how gruesome the circumstances. Both Adeline from ‘Chinese Cinderella’ and Oliver from ‘Oliver Twist’ develop strong relationships with people who help them overcome the obstacles they face in life. Adeline meets many helpful people along her adventurous journey including the pupils at Sacred Heart, who at every turn support her and develop her self-esteem. When she is brutally ‘punished’ by Niang during the surprise party incident, she feels like an outcast, lonely and unwanted. Her wishes are simple—compassion, understanding and to be given some attention. When her teacher asks what she wants in life, her most basic request is, “To receive a letter addressed to me. Just one letter. From anyone.” There are several people who provide the love and attention Adeline craves.
The Schilling family, including Aunt Renie, Jean, Victor and Claudine, treat her as an equal. During their trip to Hong Kong they boost her self-esteem constantly and invite her to be part of the family. The person who supports Adeline the most is her beloved Aunt Baba. She is the one that keeps Adeline going, raising Adeline’s self-esteem and keeps believing in Adeline, even when no one else did. Furthermore, she is the one who encourages Adeline, through a heartfelt, detailed letter. Finally, her desire to be accepted and acknowledged is not a dream but her reality.

Oliver Twist also experiences hardship as he is unfortunately an orphan and has limited people to turn to. He’s forced to live day to day until one day, Mr. Brownlow takes him in and treats him like he was his own son. He gives him food and a roof over his head and gives him a sense of happiness and security. This improves the overall health of Oliver and finally Oliver is both delighted and very grateful to Mr. Brownlow. Furthermore, although his life is dark and bleak at the orphanage he does experience a sense of tranquillity and peace when he visits the countryside with Mrs. Maylie and Rose. We see Dickens’ mastery of words when Oliver states, “Who can describe the place and delight. The peace of mind and soft tranquillity.” Although both Adeline and Oliver face the harshest of circumstances there are people in their lives who guide them through their misery. By Andrew Leap Yr. 7

Finally, Mr. Ioannidis has provided some excerpts of debate speeches from his Year 7 English class:

Opinions----------Opinions----------Opinions. Should uniforms be compulsory at school?

Schools should make uniforms compulsory because this is the most effective way to represent a school. In society today your appearance matters as you are judged by the way you look and how you present yourself. Isn’t it a necessity to always present the best version of yourself? Why not present the best version of your school?

Secondly, not wearing the school uniform and wearing casual clothes can make students late to school. Have you ever heard of dress to impress? Well students will want to dress to be ‘cool’ for their friends and their peers, spending unnecessary time in front of the mirror and ignoring their studies.

Finally, if a school doesn’t make school uniform compulsory, students will be wearing a greater variety of clothes. There will be no uniformity and each class will fail to look like a cohesive whole. School uniforms are a neat, inexpensive option that allow all students to take pride in their appearance. By Andrew Parer.
There is no doubt that uniforms should be compulsory in all schools. Uniforms are essential, effective and a suitable alternative to casual clothing.

A major concern about students not having to wear school uniform is that it could create an environment where students are bullied purely because of the clothes they wear. If a student is wearing something that someone doesn’t like, it could make that student feel that they’re not accepted or supported. If students don’t have to wear uniform it would make students think that they can do whatever they want and bully whoever they feel like bullying. How unfortunate would it be to be bullied because you don’t wear designer clothes or don’t have the right labels? Is this a system that is equal and fair? Due to economic restrictions students may simply not be able to afford the clothes that are considered ‘cool’ or ‘fashionable’. Uniforms take away the stigma of being poor and not being able to afford designer clothes. **By Nicholas Anagnostopoulos.**

The school uniform should be compulsory at all schools. It’s a way of being able to identify which students are from which school. We can see which schools have well behaved students by seeing what they wear outside of school.

When students wear school uniforms they don’t get judged by one another. They are all the same. They don’t say to someone, “Your clothes are not right,” because they are all wearing the same things.

Students should feel proud in wearing the school uniform. When students are wearing the same uniform everything becomes easier. We’re all equals. There is less bullying between the students of the school and there is no judgement. An environment where there is no judgement is a productive environment where real learning can be encouraged and developed. **By Ery Tachmatzidou.**

In school, one of the most important factors teenagers focus on is your style. The more you have, the more popular you will probably be. With uniform, there’s no discrimination because of what you’re wearing. Everyone is united because there is no discrimination based on your appearance. The reality is that we’re not at school to make fashion or style statements. Uniforms create an environment where your style isn’t the focus but you’re learning is!

Uniforms help create an environment where real learning can take place, where what is in your brain is given greater value than what is on your back! **By Joshua Vapp.**
**Biomedical Sciences Program**

Benjamin Cheng and Anthony Nguyen attended a special program designed for year 10 students. The program was the collaboration between GTAC (Gene Technology Access Centre) and the University of Melbourne School of Biomedical Sciences. The students met with four University of Melbourne student ambassadors and learnt about the six departments within the school of biomedical science and they discussed how each school has a role in exploring the body.

Benjamin and Anthony worked alongside young scientists using compound light microscope to capture images of brown stained insulin producing cells in islets of Langerhans. The fluorescence microscope captured images of animal cells infected with rabies and muscle cells of the diaphragm. The scanning electron microscope captured images of a mosquito’s leg hairs and abdomen. Benjamin and Anthony entered two of their photographs into the competition, “Under the coverslip – Science meets art”. The images taken by the microscopes are below.
There was also a tour of the Harry Brookes Allen Museum of Anatomy and Pathology. The Museum includes anatomy and pathology specimens, skeletal remains and plastinated body parts. Access is not usually open to the public. Only current anatomy, physiology and pathology students attending the University of Melbourne have regular access to the Museum.

**Synchrotron Visit**

On Thursday October 8th, the VCE Physics 4 class visited the Australian Synchrotron in Blackburn Road, Clayton for the day. They were given a lecture and guided tour of the Synchrotron and then went to the Synchrotron’s teaching laboratory to carry out experimental investigations of the interactions between Light and Matter. This excursion was valuable for the students in preparation for their end of year VCE examination.
YR 7 Greek Beginners/Advanced Group

The Yr 7 Greek class was treated to a traditional pastry making class on Wednesday 14th October. The group has just completed a Food unit in their Greek language class and it was a good way to end the unit by showing them first hand, ‘how Greek filo is rolled out traditionally’.

Students were interested in the procedure and watched attentively. Some students asked, ‘how long does it take to learn?’ Of course the answer to that question is that it varies on individual grasp of the skill. Other students stated that their grandmothers roll out pastry the traditional way. Traditional pastry making is a dying art as there are many varieties of pastry on the market, although nothing compares to homemade Pites.

Stacey Varsamidis and Lefteri Tsitouridis were very useful in assisting in the demonstration and showed exceptional leadership skills. I wish to thank them for their maturity and support. Overall, the students enjoyed the session immensely.

Greek Oral Exam

On the 6th of October, 8 VCE Greek students attended the venue for their Oral Exam in the Greek Language.

The Language Oral Exam runs for 15 minutes and is divided into 2 parts.

The first Part is a 7 minute Conversation which covers aspects of the students’:
School Experience, Family Life, Career Pathways, Hobbies, Interests and Future Pathways.

The Second Part runs for 8 minutes and covers the Detailed Study Topic studied in Term 3 was The History of Greek Music and Song with a specific focus on The Rebetiko-Vasilis Tsitsanis.

Students have 1 minute to present the sources and the 3 different text types they covered in the study. What follows is a discussion between examiners and students on those 3 text types the student has chosen to present.

The Oral Exam is worth 12.5% of the Overall assessment for Greek and is an essential assessment component.

We wish them the best results.
Senior School Art Exhibition

It was amazing to see all the hard work the senior students have put into their practical artwork finally up on the walls of the Poppi O’Connor Art Gallery last week.

Ms Gross organized all the fabulous Visual Communication posters to be printed on a grand scale, and we worked hard to get all the artwork mounted and on display. ‘Team Katherine’ prepared the snacks and drinks for the Monday night opening.

Several parents, students and teachers came to see what was displayed and it was great for the students to see what they could achieve. It’s also good for younger students to see that their senior colleagues were working on in the senior art room.

Thanks to all the students for their hard work and effort, and thanks especially for teachers and parents for turning up to see the work!
On Friday the 9th October a total of 8 students represented South Oakleigh College at the Regional Athletics held at Knox Athletics track. Below is a list of the events each student entered and their results.

Zion Nelthropp – 4th in the boys 16 years Long Jump
Treasure Newport – 5th in the girls 13 years 80m Hurdles
Jimaima Yabaki – 3rd in the girls 17 years Javelin, 4th in the Shot put and 3rd in the Discus
Teagan Laurenson – 7th in the girls 14 years Discus
Samantha Miller – 3rd in the girls 16 years Javelin
Megan Robinson – 9th in the girls 13 years 800m and 13th in the 1500m
Irene Makantasis – 10th in the girls 16 years 800m and 5th in the 1500m
Eujeane Lee – 14th in the girls 14 years 1500m

Congratulations to all students on representing the school at such a high level.

It is also important to mention here that Megan Robinson and Eujeane Lee were "Age Group Champions" at the Division level. This meant that they achieved more individual points than anyone else in their respective age group whilst competing against students from 4 other schools. They will both be presented with a medal at our next school assembly.

Well done girls!
Guest Speaker Comes to South Oakleigh Secondary College

On Friday 9th October the Australian and Global Politics class were privileged to have a solicitor from the Refugee & Immigration Legal Centre (RILC), Brunswick Street, Fitzroy speak to them about international and Australian refugee issues. Her name was Sally Szmerling.

Sally spoke about what defines a person as a refugee and some of her case studies. The Refugee and Immigration Centre relies heavily on Amnesty International in supporting their Refugee cases with documentation/evidence that builds stronger cases.

The Politics class learnt that the RILC has been assisting asylum seekers, refugees and disadvantaged migrants in the community and in detention, for more than 25 years and has substantial casework experience and expertise. RILC continues to be the largest provider of such services in Australia, and Victoria’s only specialist community legal centre in the jurisdiction. Each year they assist around 5,000 people.

Sally spoke about the Refugee Convention and explained a refugee is somebody who leaves their country and seeks safety in another country because they fear being harmed just because of what they look like, what they think, what they believe or where they are from. The VCE Politics class was amazed at how some very small countries took in so many refugees.

Top refugee hosting countries:

1. Turkey (1.59 million) 2. Pakistan (1.51 million) 3. Lebanon (1.15 million)
4. Islamic Republic of Iran (982,000) 5. Ethiopia (659,500) 6. Jordan (654,100)

The class learnt about some of the case studies Sally had been working on including one refugee who was only 8 years old and travelled with older people to Australia by boat and then was left by himself to try and seek asylum. Another case study was of a young man from Burma who told his parents he was homosexual and as this was against the law, the village alienated him but then he fled Burma fearful for his life because the police had been informed. He had been beaten and treated very poorly in his own country.

Sally explained she worked on 100 cases at a time and not all were successful. She explained to the students that she always found it hard when a case was lost and she had to tell the refugee that they had to go back to their country that they fled from.

Having Sally speak to the students about the Refugee Crisis reinforced what they had been studying in VCE Australian and Global Politics.
Meet your new Chaplain – Dylan Redman

Hi! I am the new Chaplain at SOC.
I am at the College on Thursdays and Fridays and I am here to support the SOC community as part of the Well-being Team, by being available to talk through any issues (and celebrate good things that happen too), run programs, support activities running in the school and assist wherever else I can help.

I have a background in education and also music – I am a drummer (someone who hangs out with musicians) and I play a little bit of bass and acoustic guitar. I have played the drums for more than 15 years and enjoy having a jam with other musicians as well as writing/composing songs and producing music.

Landscape photography is another thing that I love to do and I enjoy playing cricket, soccer and other sports as well as trying not to fall off my longboard.

It would be great if you could introduce yourself and have a chat (my office is near the staff room or if you see me around the school). If you want to get in touch you can catch me on Compass or leave me a message at my office.

I am thrilled to be your Chaplain and be a part of the South Oakleigh College Community!
Have a Browse of the aLife Website
As many as 84% of Australians describe themselves as having “no real idea” about what they really want to do with their careers!
aLife gives real life examples of career opportunities with a simple, video based starting point for all viewers whether they are school or university students, job seekers, currently employed or return to work mums.
Passionate people talk about their job and explain what they love about it, how they got where they are and where their job will take them in the future. Students get to see them in their actual work environment, it could be in an office, on a boat, in a bus, in a factory - the jobs are almost endless! Visit aLife for a browse!

The college community can also access the following website where prospective careers can be investigated.

WIRL Career.
This website covers a broad range of prospective careers through the eyes of a young person beginning their own career. Through using the WIRL Career tool students can investigate a huge range of careers through watching video clips and obtaining firsthand knowledge on what different careers are like.
To access WIRL Career login using following credentials;
Website: http://www.wirl.com.au
Your School Login : s t h 0 a k l e i g h
Your School password : s t h 0 a k l e i g h 1 5

Our Year 12 students need to be aware of the following upcoming VTAC dates. They can access the full list of cancelled, amended and new courses to insure there has not been any changes to their VTAC preferences. The link is http://www.vtac.edu.au/courses-inst/courseupdates.html

Reminder: VTAC 2016 Key Dates

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<tr>
<th>ATARs</th>
<th>Monday 14 December 2015</th>
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<tr>
<td>COP for Early International Offers closes</td>
<td>Wednesday 16 December 2015</td>
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<td>Change of Preference (COP)</td>
<td>Monday 21 December 2015</td>
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<tr>
<td>Early Round International Offers</td>
<td>Monday 21 December 2015</td>
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<td>Main Round International Offers</td>
<td>Friday 8 January 2016</td>
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<td>Main Round Domestic Offers</td>
<td>Monday 18 January 2016</td>
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<td>Further Offer Rounds</td>
<td>Thursday 4 February 2016</td>
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www.vtac.edu.au
VCE VCAA Units 3 & 4 Exam Timetable

The VCAA Examination Rules and the specific materials permitted for each examination have been posted on a Compass newsfeed under “VCE Exam Navigator 2015”

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<tr>
<th>Tuesday 20 October</th>
<th>2.00 pm – 4.40 pm</th>
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<tr>
<td></td>
<td>Armenian, Bosnian, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, Ukrainian, Yiddish</td>
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<td></td>
<td>Each examination commences with a <strong>10-minute reading</strong> period.</td>
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<tr>
<td>2.00 pm – 4.15 pm</td>
<td>Arabic, Korean First Language, Korean Second Language</td>
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<td></td>
<td>Each examination commences with a <strong>15-minute reading</strong> period.</td>
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<tr>
<th>Wednesday 21 October</th>
<th>8.00 am – 6.00 pm</th>
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<td>Students are scheduled in one of the three two-hour sessions. Each session is preceded by <strong>10 minutes</strong> of reading/viewing time.</td>
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<th>Friday 23 October</th>
<th>1.55 pm – 5.00 pm</th>
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<td>Classical Greek</td>
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<td>This examination commences with a <strong>5-minute reading</strong> period.</td>
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**VCAA Units 3&4 - Emergency Special Examination Arrangements / Derived Scores**

**Emergency Special Exam Arrangements** Schools can submit an emergency application, for Special Exam Arrangements, if a student experiences a sudden illness, accident or personal trauma immediately before or during the assessment period.

**Derived Scores (DES)** Students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. If their application is approved, a DES will be calculated by the VCAA.

Applications for Derived Scores must be made within 7 days of a student’s final exam. Please note that the VCAA have very strict application rules and procedures to ensure fairness to both the individual and the whole VCE cohort.

Should you require further information, or wish to make such an application please contact Mr Denver at the school on 95792322.
In preparation for 2016 South Oakleigh College have arranged programs to assist students to comfortably settle into their new environment.

**COURSE CONFIRMATION**
On Thursday 19th or Friday 20th November, students **together with a parent/guardian**, will be required to attend South Oakleigh Administration office to confirm Course Selection for 2016.

Staff will be available during these days from **12 noon till 7.00pm**. An appointment time is not necessary; however, **your attendance is**, as you need to confirm course/subject selection, update, receive and sign College documentation, and pay subject fees. Please allow up to 1 hour of your time in case there is a queue. If you are unable to attend please contact us to make alternative arrangements.

**HEAD START PROGRAM**
The “**Head Start Program**” is an early commencement of our 2016 curriculum which will provide each student with an additional two/three weeks’ study prior to breaking up at the end of year. Reading and set work is then carried out over the holiday period. This also provides our Senior students a much longer study period leading up to their VCE exams and the all-important revision phase.

All students will be required to attend South Oakleigh College on the dates listed below relevant to your child’s Year level for 2016 between 8:35am – 3:10pm. All students will be required to attend in full school uniform.

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Year Level required</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Course Confirmation</td>
<td>All future students</td>
<td>Thur. 19th &amp; Fri. 20th Nov.</td>
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<tr>
<td>Head Start Program</td>
<td>Year 11 &amp; 12 of 2016</td>
<td>Mon. 23rd Nov. – Fri. 4th Dec</td>
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<tr>
<td>Head Start Program</td>
<td>Year 8 – 10 of 2016</td>
<td>Mon. 23rd Nov. – Fri 11th Dec</td>
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</tbody>
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Please contact the College if you have inquiries on 9579 2322.
CHILDFREN, CHALLENGES & CHOICES
For parents with children aged 5 to 12 years

- Want to get your head around why children behave as they do?
- Would you like to develop discipline strategies that are effective?
- Want to learn why children behave as they do?
- Want to help your child learn to take responsibility for their choices?

DATES:
Wednesday Oct 21 to Nov 15
TIME: 7pm to 9pm
VENUE:
Arabbi Community Centre
42 Allambana Drive, Baywater North
COST: Gold coin donation
For more information & bookings contact: Johlie 9735 7350 or Kim 9735 6146
BOOKINGS ARE ESSENTIAL

DADS MATTER

- Want to develop a closer relationship with your child?
- Want to get new parenting skills?
- Do you want to know why kids behave as they do?
- Would you like to develop rules and consequences with your kids that work?
- Do you want to learn how to talk so kids will listen?
COME ALONG AND JOIN OTHER DADS IN THIS SIX WEEK PROGRAM

DATES:
Tuesdays October 20 to November 24
TIME: 7pm to 9pm
VENUE:
Craig Family Centre
7 Samastrica Ave, Ashburton
COST: FREE (Craig F.C requires participants pay $10 membership fee to their centre)
For more information & bookings contact: Kim 9735 6146
BOOKINGS ARE ESSENTIAL

anglicarevic.org.au
**Exploring important issues in our community**

Violence against women and understanding ICE

Monash Multicultural Settlement Services

**Program**

2.00pm  |  James Egan  
      |  Leading Senior Constable, Monash Crime Prevention Officer  
      |  Topic: ICE awareness - community information

3.00pm  |  Rohan Shandary  
      |  inTouch, Multicultural Centre Against Family Violence  
      |  Topic: inTouch services and family violence in culturally and linguistically diverse (CALD) communities, barriers and challenges

3.25pm  |  Jessica Di Pasquale  
      |  Department of Human Services  
      |  Topic: Introduction to Department of Human Services' Family and Domestic Violence Strategy

9.30 pm  |  Close of forum  
      |  Refreshments and information stalls in adjoining room

**Forum Details**

Date:  |  Wednesday 14 October
Time:  |  2-4 pm
Place:  |  Clayton Community Centre Theatre
         |  9-15 Cossedie Street, Clayton
RSVP:  |  Wednesday 30 September  
      |  Amaral Henry - Multicultural Community Development Officer  
      |  9518 3141 or 9518 9167  
      |  a_heary@monash.vic.gov.au

This partnership event is sponsored by Monash Council

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**PARENTING ADOLESCENTS 10 - 15 YEARS**

Parenting Adolescents is a program for parents of young people aged 10-15 years of age. Over 5 weeks the program will cover a number of topics including:  
- Understanding adolescent development  
- Setting boundaries & limits  
- Consequences  
- Strategies to deal with adolescent behaviours  
- Respectful communication  
- Problem solving  
- Anger  
- Self care

In addition to these topics areas, the program will give parents the opportunity to share their experiences and learn from each other.

**When:**  
3, 12, 19, 26 November & 3 December 2015  
**Time:**  
Thursdays, 7pm - 9.30pm  
**Where:**  
Monash Youth and Family Services  
14 Bogong Avenue, Glen Waverley.

There is no fee but bookings are essential as places are limited. To book call Libby or Emily at MYS on 9518 3900

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**Autism Counselling Presents:**

**New 8 Week Course: Teens & ASD - Helping your child into Adulthood**

**Program Description:**  
An intensive 8 week program designed to enhance parents' knowledge and skills with ASD children.

**Goals:**  
To build parents' confidence and knowledge of how to support and nurture children with autism.  
To support parents to understand the unique ways of communication and social interactions.

**Contact:**  
T: 0411487088  
Email: catherine@acs.org.au  
Web: www.autismservices.com.au
What is the theme this year?
The theme for Mental Health Month this year is Value your Mind.
The main message is to encourage all individuals to think about how mental health exists in their daily life & promote the need for all individuals to make mental health a priority in their daily lives. When we make our mental health a priority, we are practicing self-care which is an important part of our daily living to ensure the maintenance of a balanced wellbeing.

A social support program for young people aged 14 - 18 who identify as gay, lesbian, bisexual, gender diverse or questioning.

Contact Monash Youth and Family Services on 9538 3900 or email yrca@monash.edu.au for more information or to register your interest.

Check out www.my.fcs.monash.edu.au for further free and confidential support services.

Lights Camera Shorts
Monash Youth Film Festival

Finalist Screening & Awards Presentation
Saturday, OCT 7
6:15 - 9:00 PM
Monash University Film Factory, 451 Dandenong Rd, West Dandenong

Join night only - tickets on sale now at Monash Youth & Family Services Community Centre or $10 at the door

These films will hit the mark!
Waverley Meadows Primary Spooktacular Funfest

Saturday 24th October
12pm - 5pm
Don't Miss it!!

11 Columbia Drive, Wheelers Hill

Fun for all the family!

2015 Syndal South Primary School Fete!

- Great rides
- Lots of stalls
- Yummy food
- Entertainment
- Silent Auction

Saturday October 24
11am - 5pm

Be part of the fun and help support this important fundraiser!
NEWS

CLAYTON COMMUNITY MULTICULTURAL FESTIVAL
OCTOBER 31, 2015
12 Noon to 4pm @
Clayton Community Centre
Cooke St,
Clayton.
Free entry. Community information and craft stalls. Theatre shows, music, dance, cultural displays. International food available to buy.
Enquiries: Lizzy
info@londonhouse.org.au
Ph: 9543 8919

LIVINGSTONE PRIMARY SCHOOL
Family Fete
Awesome Rides • Delicious Food • Lots of Stalls
Live Entertainment • Silent Auction • Animal Farm
Devonshire Tea Cafe and so much more!
SATURDAY 7 NOVEMBER 2015, 11am - 5pm

LIVINGSTONE ROAD, VICTOR HAPTON. 3135 www.livingstonepublicschool.com.au
Please Note: South Oakleigh College and DET do not endorse or accept the responsibility for any products or services of any private advertisements.