The importance of healthy sleep

Life is busy. Whether you’re running a household, completing homework, representing sporting clubs or studying for exams, the importance of being refreshed is vital to be able to work effectively. For some, the ability to ‘switch off’ and rest, to give your brain the opportunity to repair and recover, is a difficult task. As Year 12 students prepare for their trial exams, here are some tips for them and for all of us, to ensure healthy sleep in order to prepare for the next day’s commitments.

Sleep Hygiene— 5 steps to develop a ‘Sleep Plan’

**Step 1: Prepare to close for the day**
Sit for twenty minutes, enjoy herbal tea, avoid coffee eight hours prior, use soft lighting, put away your electronic devices, surround yourself with soft noises and low stimulus.

**Step 2: Pay attention to your body and develop a routine to prepare for sleep**
Change into your bed attire, go to the bathroom, brush your teeth and tune your attention to your body.

**Step 3: Stretch and Breathe**
Just before you get into bed, stand upright, take two or three gentle breaths and gently roll your shoulders and neck. Breathe from your heart as it shifts your cognition.

**Step 4: In Bed**
Lie on your back momentarily and use a positive affirmation and breathe. Then exhale with gratitude.

**Step 5: Toward Sleep**
Once you are in sleep position, fix your pillow and close your eyes. Let your forehead drop, feel the comfort of your sheets/bed, drop your shoulders and release your neck and head.

Mind sleep

**Step 1: Attention**
Put away your ‘to do’ list. Make a conscious decision that you will not reflect or plan your ‘to do’ list.

**Step 2: Use Visual Imagery**
Visualise a soothing image that relaxes you.

**Step 3: In Bed**
Use mindful presence. Focus on sheets, weight of the blanket, how it feels against your skin, temperature—use all five senses.

**Step 4: Focus on your breath**
Feel the cool air enter your nose and the warm air exiting. Imagine that your breath is passing along your airway and filling your lungs

**Step 5: Toward Sleep**
Stay in your body, refuse your thoughts and remain in the moment.

Sweet Dreams.....  
(Source: Maria Ruberto)
As I toured the College this week with a visiting parent, the overwhelming feelings were of positivity and a sense of pride in our students and staff. The parent continually commented on the high level of student engagement, the calmness and cooperation in our classrooms, how well students were working in different study areas and the excellent spaces and facilities that we have at the College.

**Attendance and Achievement**

A number of studies demonstrate that there is a direct correlation between school attendance rate and academic performance. The results from one study ‘School Attendance: Dr Stephen Zubrick, University WA, 2014’ demonstrates that:

- achievement on NAPLAN tests decline with any absence from school and continued to decline as absence rates increased
- even small amounts of unauthorised absence from school were associated with substantial falls in average NAPLAN test scores.

**NAPLAN Online Trials**

South Oakleigh College was selected to join in the trialling of online NAPLAN Testing with both ACARA and VCAA. During August, our Year 7 and 9 accelerated groups participated in the trial.

The online trials were highly successful and well suited to the skill set of these students. From 2017, NAPLAN will transition from being paper based to becoming an online assessment across all schools.

The 2016 NAPLAN results for South Oakleigh College were pleasing and in line with the Strategic Plan Goals for the College. Parents should have received their child’s 2016 NAPLAN results. Please feel free to contact the College should you have any questions.

**Berry Street Educational Model (BSEM)**

During the recent Curriculum Day, South Oakleigh College staff received their second day of training with the Berry Street Educational Model. This research-based positive education framework supports teachers, enabling them to meet the specific needs of all young people, particularly those students who may be less engaged and resilient than others. The intended outcome is for young people to achieve their intellectual, personal and social potential through educational achievement.

Between now and the next Curriculum Day with the BSEM staff, students and parents can expect to notice particular emphasis in the classroom on the following strategies:

- **Brain Breaks** – Small mental breaks within a lesson involving specific activities, intended to energise the student or provide relaxation.

- **Tracking** - Use of the word ‘tracking’ by the teacher when gaining the attention of a class. Students should be watching the speaker; either their teacher of another student.

- **Unconditional Positive Regard** – Facilitates an environment where all students feel valued. Each lesson is considered a fresh start.
Units 3 and 4 Study Skills Sessions
The final of three VCE Study Skills Sessions was delivered to VCE Units 3 and 4 students on 31 August. These sessions were, by design, delivered by three of our younger staff members: Mr Jared Dyson, Ms Kait Morris and Mr Tom Sharp. All three had sat their VCE in the last six years and achieved high ATAR’s in the 90’s.
On behalf of the students, I thank them for sharing their strategies for success.

Book Week
August 20 – 26 was Book Week with the theme Australia – Story Country. Congratulations to all students who participated in the week-long activities, with special thanks to our Librarian Ms Kay Wilson as well as the English teachers for organising and running activities to celebrate literature.

College Uniform
The College uniform is an important aspect of the South Oakleigh College identity and helps promote a sense of belonging. Members of the community and visitors commend our students on the way that most are wearing their uniform; a demonstration of both self-respect and pride at being a member of the college. Regretfully, some students continue to arrive at school out of uniform, despite ongoing discussion and support. 

College policy requires:
- In the event of uniform emergencies, students provide their Year Level Coordinator with a parent/guardian signed explanatory note before Period 1 and obtain a uniform pass for that day.
- Students out of uniform, without legitimate reason, to be issued with a Friday after school detention.
- Senior school students to be sent home to change into correct uniform and return to school following contact with a parent/guardian.

I thank parents and guardians for assisting the College in achieving the best outcome for their child.
Unit 3 and 4 Trial Exams
All unit 3 and 4 students will be completing trial exams during the September holidays. These exams are compulsory. It is important that students prepare effectively for these exams to enable their teachers to provide them with detailed feedback. This will optimise our students’ preparation for their final VCAA exams by providing them with three weeks of teaching following the holidays.
Please refer to Compass for the exam timetable.

Attendance
Parents and students in the senior school are reminded that the minimum attendance requirement to successfully pass VCE is 80%. If a student is absent parents/guardians should notify the College and provide a medical certificate as appropriate.

Important dates
19, 20 and 21 September - Unit 3 and 4 Trial Exams
6 October – Year 12 class photo
18 October – Year 12 final day
2 – 9 November – Year 10 and 11 exams
Parent/Student/Teacher Conference
Thank you to all parents and families who attended the recent parent/student/teacher conference. It was a highly successful evening with all sessions fully attended. It was an opportunity to meet new families and to re-engage with others. Any families that were unable to attend should feel free to contact staff to discuss their child’s progress to ensure their child achieves success in their studies.

Chasing the Valley
Our year 7 students went on a journey recently with Ms Skye Melki-Wegner but actually never left their seats. Skye Melki-Wegner is an author and Arts/Law graduate from Monash University. Skye’s fantasy trilogy *Chasing the Valley* has sold internationally, and *The Hush* was shortlisted for an Aurealis Award.
As a child, Skye always had a book in her hand and loved to read fantasy books like *Lord of the Rings* with her dad. Her earliest creative writing included magic and rainbows. As a child, these books came to life for her, and when she was eleven she was disappointed not to receive a letter from Hogwarts. While studying law she continued to write: two or three manuscripts a year. *Chasing the Valley* was born during this time.

What is a genre? When we discuss books like *Chasing the Valley*, it is considered speculative fiction as it deals with writing that is outside reality such as sci-fi, zombies and fantasy.

What is dystopian? It is a world where things have gone very wrong; such as with the government or environment. In *Chasing the Valley* the government is tyrannical and autocratic, operating in a mystical way and using propaganda to manipulate people. The protagonist of the novel, Danika, is compelling and vulnerable. The story is told through her perspective. As a first person narrator her views are biased and do not present all characters in a good light, such as Clementine and her sister Maisie. Ultimately, the novel is gripping and keeps us hanging on until the last page.

What motivates students to learn?
In 1943 Maslow researched motivation and how best to recognise peoples’ needs. He believed that motivation was unrelated to rewards or unconscious desires. Maslow (1943) stated that people are motivated to achieve certain needs and that some take precedence over others. When one need is fulfilled, a person seeks to accomplish the next, and so on. The earliest and most widespread version of Maslow’s (1943, 1954) *Hierarchy of needs* includes five motivational needs, often depicted as hierarchical levels within a pyramid.
This five stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety) and growth needs (e.g. love, and esteem) which relate to fulfilling our human potential (self-actualization).

http://www.simplypsychology.org/maslow

**South Oakleigh Primary school**
This term we worked with Grade 5 students from South Oakleigh Primary School. One hundred and twenty-five year 5 students participated in a comprehensive program under the umbrella of the human body. Each week, students trialled a different activity as a taste tester. The activities included:
- Science and dissecting
- Wellbeing and dreamcatchers
- Food technology and apple turnovers
- Health and Bollywood dancing
- Fine Art and the human form.
Science students recently sat the University of New South Wales Science Competition. Congratulations to the following students for their excellent results.

Students who achieved a High Distinction were in the top 1% of participants, those who received a Distinction in the next 10% and those who attained a Credit in the following 25%.

**Year 7**

**Distinction:** Isabella Adamson, Van Nguyen  
**Credit:** Christine Lansangan, Anubroto Saha, Samyuktha Sharma

**Year 8**

**Distinction:** Prathik Balachandar  
**Credit:** Andrew Leap, Dhruv Parikh, Megan Robinson, Jade Short, Mathew Vellamcheril, Ethan Walker, Aneesh Yellishetty

**Year 9**

**Credit:** Bianca Ciavarella, Josiah Walker

**Year 10**

**Credit:** Dimitri Gahtidis

**Year 11**

**High Distinction:** Ryan O’Shea  
**Distinction:** Mitchell Wilkin
Standby on Floor! We are thrilled to announce that SOCTV has uploaded its sixteenth video to our burgeoning YouTube Channel. The latest two videos are ‘supercuts’ of our delightful Year Seven students’ Semester One recordings. There are some truly classic moments so subscribe to our channel by searching YouTube for ‘SOCTV Supercut’. Enjoy!

KLA REPORT – ARTS AND TECHNOLOGY

Mr Aiden Prewett
Arts/Technology Teacher
Shioya High School students visit South Oakleigh College
On 17th August ten Japanese students from Shioya Junior High School in Japan visited South Oakleigh College. The Shioya district, 150km north of Tokyo, is an area surround by nature and is famous for its river fish. The students, who were in Australia for six days, went to Sydney before visiting our College. We were fortunate to host students from Shioya High school.

Connecting through experience
The Japanese students arrived early and participated in a Year 8 Japanese class. They nervously sang ‘Waltzing Matilda’ then played the Australian National Anthem on their recorders. SOC students, initially bewildered, applauded enthusiastically and both groups of students made their first connection. SOC students then introduced themselves in Japanese to the Shioya students. All students then worked on activities together.

After the Japanese class the Shioya students observed Science, PE and Humanities classes, an experience that was both stimulating and challenging for them. They then toured the College and were both surprised and interested to observe many things different to their Japanese school. They were particularly impressed with the TV studio room.

Overall, the Shioya students visited the College for four hours; a short time but many precious experiences and memories were enjoyed by them.

The opportunity for cultural exchange
Both Shioya and SOC students were initially nervous but both groups gradually warmed to the encounter. The Japanese students observed and learned many new things and all students, both Australian and Japanese, made a good effort to communicate in Japanese with each other.

We hope our students will be interested in visiting a foreign country in the future.

Mr Shingo Takayama
(Japanese Teaching Assistant)
Hellenic Museum

On 12 August the VCE Greek classes, accompanied by teachers Arnie Ioannidis, Dimitra Maniatis and language assistant Kathey Zinelis, visited the Hellenic Museum. They explored with a tour guide the ‘Gods, Myths & Mortals’ exhibition; a collection of objects from various periods in Greek history. The exhibition was divided into four chronological periods spanning nearly 8,000 years: the Prehistoric, Greek and Roman Periods; the Byzantine Period; the Post-Byzantine Period; and the Neo-Hellenic Period. Each era was one of change, conflict and achievement. Investigating the role of gods, the ideas within myths and Hellenic achievements, the exhibition showed the progression of Hellenic culture and how it impacts on society today.

The collection is significant both in its preservation of the past and its contribution to our understanding of the world around us. Students benefited from the educational program and viewed the exhibits with considerable interest.
Mr Ross Alatsas, Deputy Chairperson of the Victorian Multicultural Commission, informed our students about the importance of the Hellenic museum within both the Greek community and Australian society generally.
The idea of identity is both complex and problematic as it is not simply a matter of ‘who we are’. It is a work in progress from the day we are born. Does this mean, then, that our identity is in a state of constant instability? Does our identity depend on our belonging? Our families, clubs and workplaces, play an important part in our sense of self, but to what extent?

The students in Year 12 EAL have explored this challenging issue—the following are excerpts of their work.

**Ms Inna Zhiv**

My personal challenge of finding a sense of identity and belonging occurred when I came to Australia from Egypt. My sense of self was totally uprooted because I didn’t speak English and didn’t understand the culture. When I first attended SOSC I felt alienated. My inability to speak English made me feel inadequate, inferior and disadvantaged. I was a misfit, excluded from other students and felt that I shared minimal beliefs and values with the school and students. The two cultures, my past and present conflicted, causing me sadness and pain. However, I was not prepared to give up my hopes for a happy future. I tried to push the sadness and negativity away, allowing myself to embrace the new life through studying the language, understanding the new country and connecting to people around me who were kind enough to stretch a helping hand and include me. Inevitably, a new sense of identity and belonging gradually started to take shape.

Now I can look at my past experiences with a sense of pride and achievement as I have overcome my challenges and am grateful for the opportunities presented to me at SOC. Today I identify as an Egyptian Australian. I am proud of my Egyptian heritage, as well as being a member of SOC, an Australian citizen, and part of the broader community. I have a strong sense of purpose and belonging and am proud to celebrate Australia’s motto that ‘We are One’ in a multicultural nation.

**Mirna Mehareb 12C**
Our way of behaving and our ability to relate to things and people around us is based on our sense of identity. While our identity is heavily influenced by our past experiences, it is important not to think of this as something static, but as something that shifts over time with maturation and future experiences. In the same way that identity is important, a sense of belonging is central; the urge to belong is natural. We tend to seek out groups and individuals who share our views, values and interests in life. Such groups provide goals, support, or relief from feeling lonely and unappreciated. However, the groups that we belong to change over time, and unless people are driven by the same goals and values, they may become limiting and suffocating. Then it becomes essential for us to accept another of life’s challenge—not to be motivated by inertia—and undertake the plight of self-discovery so that we can find our true belonging.

Dean Rampoortab 12B

It is difficult to process a sense of belonging if we are unsure about our identity. Shaping a strong identity requires many experiences, both good and bad. However, discovering the traits of our identity can be a challenging journey because identity is never static. Most people need to possess a moderate feeling of belonging, while others feel confident not to belong to specific groups at all.

In my opinion we only own a true identity when we belong to ourselves and not others. Solely relying on belonging to a group can make us feel vulnerable when we are on our own.

Georgina Kazis 12B
BOOKWEEK 2016

Every August, with the support of The Children’s Book Council of Australia, libraries across the country celebrate Book Week. This year’s designated theme was ‘Australia – Story Country’.

The Library and English department collaborated on a weeklong celebration with Year 7, 8, and 9 students. Held in the library, students got creative with photo booths, fridge poetry and never-ending stories.

In the photo booths, students photographed each other and dressed as book characters.

With fridge poetry, they created inspiring prose with an Australian theme.

The never-ending stories became progressive, funny tales of zombies and chicken nuggets.

Finally, everyone formed house teams and took part in a quiz to earn points for their house.
Our students attempted various sports throughout term 3 including wheelchair basketball, ice skating and group participation in the fitness centre.
Fitness Centre

The SOC fitness centre is open for student use every week at the following times:

- Tuesday 3.30 – 4.30pm
- Thursday 7.30 – 8.30am
- Thursday 3.30 – 4.30pm

All sessions are supervised by Health and PE staff and students are encouraged to come along and improve their fitness.
The South Oakleigh College 2016 Chess Olympics commenced on 10 August, running until 19 August.

Twenty-three students competed in the games that were competitive and played at a high level.

1st Place was awarded to Arpit Puri with 438 points
2nd Place was awarded to Dimitri Gahtidis with 363 points
3rd Place was Tyler Seddon with 266 points

Honourable mentions as follows:
4th place to Jy Sneesby with 229 points
5th place to Gyan Singh with 216 points.

The top three students received canteen vouchers.

CONGRATULATIONS!

Mr John Davis
Chess Referee and Coordinator

CHESS AT SOUTH OAKLEIGH COLLEGE
World Education Program (WEP) Australia is offering year 9 students an Early Bird Discount for a semester or year student exchange program departing in July - September 2017.

To apply this discount to their program, students will need to apply for their exchange before 30 November 2016.

We would be grateful if you could include the attached image in your school newsletter or any school broadcasts to alert your year 9 students of this opportunity. The image could also be included on your school’s Facebook page along with the following blurb:

WEP Student Exchange Early Bird Special
Year 9th! What are your plans for 2017? Spend semester two on exchange and gain memories and skills for life! WEP is offering students in year 9 a $600 discount off their student exchange program fee for programs departing in 2017! Don’t miss out! Apply before 30 November 2016!
For more information head to: https://wep.org.au/student-exchange/early-bird-special/

Host an exchange student
For some of your students now may not be the best time to head overseas. Hosting an exchange student is a wonderful alternative. Hosting allows Australian families to experience another culture and language, make intercultural connections and show off their own backyard. We are currently looking for host families to welcome students arriving in Australia in February 2017. Your students can request a free information pack on our website at wep.org.au/host/

Best wishes for the upcoming school holidays and once again, thank you for your support.

Annie Taylor
Communications

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www.wep.org.au
www.volunteerabroad.com.au

A not-for-profit student exchange organisation registered/approved by the education departments/regulatory authorities in New South Wales, Queensland and Victoria.

New Dance Studio
Open in Oakleigh South

Bollywood
Hip hop
Bhangra
Dhol
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Term 3 Early Bird Registrations Now Open
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www.jalwadancecompany.com

Dance Studio Now Open
Phone: Babushka: 0423 652 338
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