2016 has again been a busy year for our College Community. We live on an ever-changing planet; a planet totally different to that inhabited by our students’ parents and grandparents. The world is altering at an accelerating rate and as educators we must pause, reflect, and commit to preparing our students to face the challenges of the future. This year we have contemplated our practice and addressed factors that will improve student connectedness as well as implement a well-balanced curriculum to ensure all students are provided with the opportunity to succeed as they prepare for life’s challenges.

During the past year at South Oakleigh, students have had numerous occasions to partake in both academic and extra curricular activities to enhance their learning opportunities. Year 7 students attended camp at Marysville, Year 8 students at The Summit, Trafalgar East and Year 9 at Camp Jungai in the Rubicon Valley. Our Year 12 students participated in a positive Study Camp at Cowes, Philip Island with the theme of ‘Crossing the line’ which was reinforced with them at every opportunity, both during camp and throughout the year.

All students have had the chance to be involved with leadership responsibilities at every level in the school and our College Captains, Melissa Claydon and Elijah Buckland, have led assemblies during the year.

The College Production of ‘High School Musical’ led by Mr Adam Platenkamp was an enormous success with some outstanding performances by our talented students, as were the weekly performances of our VET music and instrumental program capably led by Mr Aidan Prewett.

Our school has a strong commitment to global citizenship and improving the world. Every student has had the opportunity to support this obligation through their participation in the Community Action Day (CAD walkathon) and other local fund raising activities.

As part of this social justice program students have had the opportunity for international travel to Cambodia with APYF (Asia Pacific Youth Foundation). This program has focused on rural, community-based activities aiming to improve the lives and education of local primary students as well as the surrounding village community. My thanks go to Ms Louise O’Neill and Mr Dylan Redman for their commitment to these activities.
We have continued to build and improve the physical resources of our school with the opening of the Fitness Centre, a refurbished Food Technology Area and innovative Science Complex. We plan to continually improve our facilities, thereby ensuring our students are provided with optimum opportunities to reach their potential.

Because of our dedicated and committed staff South Oakleigh College has had another outstanding year. I would like to thank our parents for their support and look forward to working closely with all members of our community in 2017.

Best wishes to the class of 2016. They are an exemplary group of young people who will undoubtedly make their mark as they ‘cross the line’ into a new world with both amazing and daunting opportunities. Take each challenge offered to you and always be proud of your achievements at South Oakleigh College. Remember ‘Education is our passport to the future, for tomorrow belongs to people who prepare for it today.’ Malcom X. You are now ready to make your mark on the world through the choices you make and the opportunities you have had at South Oakleigh College.

Merry Christmas and best wishes to all members of our South Oakleigh College community.

Ms Helen Koziaris
Principal
The safety of all students is paramount to South Oakleigh College. The College wishes to share our Child Safe Policy that has been endorsed by College Council and is now in effect.

**Child safety policy**

**Rationale**

South Oakleigh College’s Child Safe Policy will help raise awareness about the importance of child safety in schools and demonstrate our commitment to protecting our students from abuse. It will be available on the school website, staff handbook, and form part of our induction practices for new staff, including volunteers.

**Aim**

**Commitment to child safety**

South Oakleigh College is committed to the safety and wellbeing of all children and young people.

South Oakleigh College has zero tolerance for child abuse and all allegations and safety concerns will be treated seriously and consistently with our policies and procedures.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Our school is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

We have a legal and moral obligation to contact authorities when we are concerned over a child’s safety.

We support and respect all children and are committed to the cultural safety of all including children from Aboriginal backgrounds and those from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

South Oakleigh College has a robust human resource and recruitment practice for all staff and volunteers.

We are committed to regularly training and educating our staff and volunteers on child abuse risks.

Every person involved in South Oakleigh College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

**If you believe a child is at immediate risk of abuse phone 000.**

In its planning, decision-making and operations, South Oakleigh College will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and Professional Development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of, and communicate regularly with, families and carers.

Our Children
This policy is intended to empower children who are vital and active participants at our school. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.
We promote diversity and tolerance at our school and people from all walks of life and cultural backgrounds are welcome. In particular we:

• promote the cultural safety, participation and empowerment of Aboriginal children
• promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
• ensure that children with a disability are safe and can participate equally.

Our Staff and Volunteers
This policy guides our staff and volunteers on how to behave with children in our organisation.
All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

Training and Supervision
Training and education is important to ensure that everyone in South Oakleigh College understands that child safety is everyone’s responsibility.
Our organisational culture aims that all staff and volunteers (in addition to parents/carers and children) feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.
We also support our staff and volunteers through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.
New employees and volunteers will be supervised regularly to ensure they understand South Oakleigh College’s commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (please refer to South Oakleigh College’s Code of Conduct to further understand appropriate behaviour). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

**Recruitment**
We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. South Oakleigh College understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We welcome applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check.

We carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant’s criminal history affected our decision-making process.

If during the recruitment process a person’s records indicate a criminal history then the person will be given the opportunity to provide further information and context.

**Fair procedures for personnel**
The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form(1), including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised we provide updates to children and families on progress and any actions we as an organisation take.

**Privacy**
All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone’s safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.
Legislative responsibilities
South Oakleigh College take our legal responsibilities seriously, including:

- **Failure to disclose**: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police(2).

- **Failure to protect**: People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so(3).

- **Any personnel who are mandatory reporters** must comply with their duties(4).

1 See Incident Reporting Form.

2 A person will not commit this offence if they have a reasonable excuse for not disclosing the information, including a fear for their safety or where the information has already been disclosed.

3 Further information about the failure to protect offence is available on the Department of Justice and Regulation website <www.justice.vic.gov.au/home/safer-communities/protecting+children+and+families/failure+to+protect+offence>.

4 Mandatory reporters (doctors, nurses, midwives, teachers (including early childhood teachers), principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.


Risk Management
In Victoria, organisations are required to protect children when a risk is identified (see information about Failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in South Oakleigh College on social media).

Regular Review
This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

Allegations, Concerns and Complaints
South Oakleigh College takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff are trained to deal appropriately with allegations and volunteers are briefed of processes during their induction.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.
We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).

**Definition**

**Child** means a child enrolled as a student at the school

**Child-connected work** means work authorised by the school governing authority and performed by an adult in the school environment while children are present or reasonably expected to be present.

**Child abuse** includes-

(a) Any act committed against a child involving-
   (i) A sexual offence
   (ii) An offence under section 49B(2) of the Crimes Act 1958 (grooming);

(b) The infliction, on a child, of –
   (i) Physical violence; or
   (ii) Serious emotional or psychological harm; and

(c) Serious neglect of a child.

**Child safety** encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

**School environment** means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside of school hours, including:

(a) The campus of the school
(b) Online school environments (including email and intranet systems); and
(c) Other locations provided by the school for a child’s use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events)

**Evaluation**

This policy will be reviewed every two years with recommended changes being presented to College Council.

This Policy was ratified by College Council in 13/9/2016.
Date of new review: 2018 or as directed by DET.

Mr Mark Picone
Mr Tony Katsianos
Assistant Principals
2016 Year 12 VCE Results
As I write this report we have just received our VCE results for the Year 12 Class of 2016. The results are pleasing. They are a just reward for students, parents and staff who have worked hard to provide the best opportunities for our students.

I am delighted to present the Class of 2016 with their VCE Certificates as well as awards to individual subject winners at Presentation evening.

Course Confirmation
I thank Senior School students and parents for their diligent participation in the recent Course Confirmation process and welcome the 2016 Year 9 students and parents to the Senior School. All students have now been placed in the most relevant courses for 2017 based on their aspirations, skills and results.

All VCE students have been provided with VCAA Study Designs for their subjects, along with Holiday Homework.

Further information about VCE subjects may be found at the VCAA website www.vcaa.vic.edu.au

Mentor Program
The College has introduced a Mentor Program which commenced during Head Start. Students met with their mentor teacher and group on a daily basis for 20 minutes, the focus being student wellbeing and the building of relationships. Research shows that Mentor Programs have a positive effect on student welfare and learning.

Students and staff are already encouraged by the positive aspects of the Mentor program evident during Head Start. In 2017 parents will be contacted by their child’s mentor teacher in relation to matters such as attendance, uniform, learning and achievement.

I wish everyone a Merry Christmas, a safe holiday and all the best for 2017.
“YES, VIRGINIA, THERE IS A SANTA CLAUS”

Eight-year-old Virginia O’Hanlon wrote a letter to the editor of New York’s Sun, and the quick response was printed as an unsigned editorial Sept. 21, 1897. The work of veteran newsman Francis Pharcellus Church has since become history’s most reprinted newspaper editorial, appearing in part or whole in dozens of languages in books, movies, and other editorials, and on posters and stamps.

Virginia O’Hanlon, c. 1897 (Courtesy James Temple)

Dear Editor: I am 8 years old. Some of my little friends say there is no Santa Claus. Papa says, ‘If you see it in THE SUN it’s so.’ Please tell me the truth; is there a Santa Claus?

Virginia O’Hanlon
115 West Ninety-Fifth Street.

DEAR EDITOR: I am 8 years old. Some of my little friends say there is no Santa Claus. Papa says, ‘If you see it in THE SUN it’s so.’ Please tell me the truth; is there a Santa Claus?

Virginia O’Hanlon
115 West Ninety-Fifth Street.
THE EDITORIAL

VIRGINIA, your little friends are wrong. They have been affected by the skepticism of a skeptical age. They do not believe except they see. They think that nothing can be which is not comprehensible by their little minds. All minds, Virginia, whether they be men’s or children’s, are little. In this great universe of ours man is a mere insect, an ant, in his intellect, as compared with the boundless world about him, as measured by the intelligence capable of grasping the whole of truth and knowledge.

Yes, VIRGINIA, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus. It would be as dreary as if there were no VIRGINIAS. There would be no childlike faith then, no poetry, no romance to make tolerable this existence. We should have no enjoyment, except in sense and sight. The eternal light with which childhood fills the world would be extinguished.

Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all the chimneys on Christmas Eve to catch Santa Claus, but even if they did not see Santa Claus coming down, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not, but that’s no proof that they are not there. Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world.

You may tear apart the baby’s rattle and see what makes the noise inside, but there is a veil covering the unseen world which not the strongest man, nor even the united strength of all the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love, romance, can push aside that curtain and view and picture the supernal beauty and glory beyond. Is it all real? Ah, VIRGINIA, in all this world there is nothing else real and abiding.

No Santa Claus! Thank God! he lives, and he lives forever. A thousand years from now, Virginia, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood.

Ms Kalouda Pelitidis
Middle School Leader
There is a saying: ‘Call him at the right time and William Shakespeare can be a powerful ally’. My year 10 English class who were inspired to study ‘Romeo and Juliet,’ and William Shakespeare really was an ally whose powerful work triggered their curiosity, prompting them to speak freely about the important issues raised in the play. It also developed their critical thinking by comparing and contrasting two adaptations of ‘Romeo and Juliet’, one by Franco Zeffirelli and the other by Baz Luhrmann.

Ms Inna Zhiv

Friar Laurence was the most loved and trusted man in Verona and if he had been wise enough, could have prevented Romeo and Juliet’s death. Friar Laurence and the Nurse were the only two in Verona who knew about Romeo and Juliet’s wedding, but both seemed careless. They could have tried to unite the families together by making their relationship public. The Nurse, who was trusted by the Capulets, could have tried to persuade Juliet’s parents to give her more support.

Friar Laurence was knowledgeable as well as being trusted and respected by both families. Unfortunately he made many mistakes that lead to the deaths of Romeo and Juliet. He gave a poison to Juliet and then expected someone else to deliver Romeo a letter, explaining about Juliet’s fake death. As Romeo never received the letter he freaked out on seeing Juliet and decided to kill himself.

Alcan Dogan Year 10B

The differences in the ‘Romeo and Juliet’ films are based on how seriously and romantically they are depicted. Zeffirelli’s version contains a traditional feel which pertains to the original play. It’s about the aesthetic qualities and romantic feelings of each character. This version is timeless, exhibiting the film in the era it was set. The choice of old clothes, ancient buildings and 15th century traditions matches the expectations and stereotypes people have of that time. Use of classical music throughout the film almost makes you feel you are in 15th century Verona

In Luhrmann’s version everything feels more sarcastic and overbearing. The camera movement is erratic and energetic and things are more sexually and dangerously explosive. The colours and styles of clothes and gender roles varied through each film. While the Zeffirelli version also doubles as a type of history lesson by showcasing how different everything was back then, no one will look at the modern Luhrmann style and remember it. The film is like the millions of Hollywood movies set in a similar time frame that follow a similar story path.

Emma Parker Year 10C

Two films depicting Romeo and Juliet express William Shakespeare’s play in different settings. In Zeffirelli’s version the setting is depicted as originally written, with a few minor changes. In Luhrmann’s interpretation, major changes to modernise the film have been made.
Both films depict the well-known story of Romeo and Juliet. The scenes have changes that cause significant differences in creating the atmosphere and emotion within the play. Casting for both films was different.

In Zeffirelli’s film, his method of casting had a huge impact on its success. His actors were of similar age to the characters from the original play. This attracted many viewers and was a popular choice and helped the characters act and express their emotions more naturally. Luhrmann cast popular and famous actors and actresses; like Leonardo DiCaprio and Claire Danes to perform as the main protagonists. He also used diverse casts to play supporting roles, causing inconsistency.

Both films chose different methods to present the characters, affecting the way each was portrayed as well as their ultimate success.

**Kelly Muhamadzen Year 10C**

**Published!**

Jason Winn of Year 11 has written a short story titled ‘For Once’, which was recently published in the Teen Writers’ Challenge organised by the Monash Public Library Service. The theme for this edition of poems and stories was ‘The Music in Me’. In the editor’s words, music can be ‘Captivating, Releasing, Awakening, and Healing’.

Here is the opening of Jason’s story:

‘This place is simultaneously tenebrous and ill-lit. Copious numbers of people have metaphorical storm clouds hanging over their heads, raining down their hopes and dreams. Melancholy people, bereft of hope, walk the messy streets to live their usual dull, routine lives. Here the birds do not chirp and the sun is always playing a pointless game of Peek-a-boo with the dismal clouds. I am sick of this repetitive life style and the bleak landscape.

….. In the centre of the church lay an archaic brass organ. I stepped up to the monster instrument. I sat on the torn velvet stool, pondering what to play. I placed my hands on the black and white keys….suddenly my entire being felt almost possessed. My fingers started running along the keys, making a harmonious melody that echoed through the pipes. It was almost as if the music was coming from within me…. I heard something that mystified me. The birds chirped along to the heavenly song and then the colours followed. I glanced out of the window and saw lush green hills and cloudless skies which brought with them the sun. A veritable spectrum of colours showered down. People’s eyes strained to adapt to this new found glory. They started to cheer…’

**Congratulations Jason!**
VALUES
We were told to write something,
About our school values,
It could be anything,
Anything we choose.

The first one was respect,
Something that we all need,
It’s something you expect,
In order to succeed.

Responsibility went next,
Taking lead in things you do,
It’s your choice if you do or not,
It’s really up to you.

Thirdly was resilience,
Trying over if you fail,
You could achieve brilliance,
If you are a girl or male.

Teamwork was after that,
Working together to achieve,
Whatever we are working at,
We can if we believe.

Finally, high expectations,
Taking pride in things you do,
Test or examinations,
How hard you try is up to you.

Our values mean a lot to us,
They make us who we are.

Megan Robinson and Sarah Summers
Year 9
My SOSC
Going to a new school, somewhere I never went.
Meeting new people, I never dreamt.
Embracing new challenge makes me feel content.

To South Oakleigh College I head direct.
One of their main values is respect.
Respect is what the school expects.

Responsibility is expected from all,
No matter how big or small,
That is the school’s protocol.

The expectations of the students are very high,
To think of others and not I.
Team Work is as easy as pie,
Don’t hesitate - get involved and try.

The efforts of all students will display brilliance,
This can be achieved with their resilience.

I was excited to join this school,
Success is what I gained by following the rules.

Brian Brady
Year 11
Year 9 Science students visited Melbourne Zoo recently as part of their study of Ecosystems. Students had to choose an animal from the Melbourne Zoo’s ‘Save Our Species’ endangered list and investigate why the animal had become endangered. They then had to make suggestions regarding ways to protect their animal in the future.

Students attended zoo keeper talks as they investigated environmental and human impacts and the alarming changes in many ecosystems and environments. Exploring this real life issue helped students connect Science to the natural world and provided them with a unique learning experience.

Ms Noor Asyo

Our zoo experience was educational and discovering fascinating facts about these endangered animals was exciting. Zookeepers talked to us about threatened animals and the human contribution, both negative and positive, to this issue. We learned a lot from the zoo talks and became more aware of the rising issue of animal extinction. With the warm and sunny weather we had a memorable experience at Melbourne Zoo.

Janna Fortaleza and Kenny Wang

Our excursion to the zoo was interesting and eye opening. Instead of being merely spectators to beautiful animals we got the chance to learn about the problems these animals face and how we humans have had a negative impact on them, without even realising.

Many animals can become extinct at any moment because of deforestation, oil plantations, pollution and industrialization. The zoo helped me realise that we gain many things from our earth but we give nothing back; we waste many of our resources and think nothing of it because we’re not informed properly.

The metallic ore Coltan, which is needed for our phones, is obtained from gorillas’ habitat. We dig the ground to find it and destroy their home, which is a reason why they have become endangered. We can do many things to help, like recycle our mobile phones or find other sustainable ways to get our needed resources. Unfortunately this issue doesn’t have enough exposure to be considered important and the growing problem that it is.

The excursion gave me a whole new perspective on animals and their life. It made me understand how critical it is to keep them safe. Even though many think that it’s not something to be concerned about, it will affect all of us in the long run. So everyone can take the initiative and help in any way they can by donating money, recycling and raising awareness.

Despina Kirketsou
On the 20th October, our year 9 group visited the Melbourne Zoo as part of our research on endangered animals. We had done prior investigation on this topic and stormed into the zoo, ready to ask our questions.

In groups we walked around the zoo collecting information about animals, asking for more facts and taking as many photos as we could. The day was very beautiful and we enjoyed watching penguins swim in the outdoor pool. The butterfly house was one of the most exquisite places, all the butterflies were flying around, sitting on peoples’ fingers and some would land on your head or your shoulder and just stay there for a while.

We had the chance to sit down and participate in activities that taught us about how seriously these animals will affect the world if they become extinct. There was a suggestion one of the zoo keeper’s told us that really interested most of us. If schools helped collect old phones and ‘donate’ them to the zoo our school could really help protect gorillas.

We definitely enjoyed this excursion and loved what we learnt! Thank you Science teachers for organising this.

Kyri Derzotis
Mission to Mars

Year 8 students visited VSSEC (Victorian Space Science Education Centre) for an inspirational day of Space Science called the 'Mission to Mars'. Students donned space suits, space helmets and breathing gear to step onto a simulated Martian environment looking for signs of life, signs of water and any minerals in the rocks on the Martian surface.

Meanwhile in Mission Control student experts guided the astronauts using wireless communications. When a disastrous sand storm with solar flares struck unexpectedly, skilful problem solving by the students at mission control ensured all astronauts were able to safely exit Mars. Students then tested their discoveries from Mars in the laboratory.
The Art and Technology department have introduced several extra-curricular clubs to provide opportunities for students to work on their own projects.

At Fun Club running on Thursdays during lunch students work on their own projects making a variety of things, from Halloween costumes to pyjama pants. Students wishing to have extra time in the textiles room are welcome to join.

Construction Club runs on Thursdays after school and students are able to make use of our many fantastic resources, including the laser cutter. Once again, this is a time and space for students to work on their own projects and develop their ideas with the help of Mr Lee and myself.
Lunchtime Concerts
During the year SOC was rocked by nine extraordinary lunchtime concerts featuring a host of talent from all year levels. More than 100 students attended each concert.

The concert series was curated by the VCE VET Music Industry class. They featured incredible solo performances from concert veterans Liam Short, Harry Sakeslidis and many others. Also featured were the Year 8/9 music classes who wowed the crowd with everything from 21 Pilots to Ariana Grande.

And of course, our professional team from the VET Music class hit up some challenging classic hits like Ballroom Blitz, The Pina Colada Song, Little Green Bag and Rick Astley’s Never Gonna Give You Up.

We also thoroughly enjoyed the final of the Chess Championship, acting and dancing events, and our wonderful and supportive audience, always swaying clapping and cheering us.
**TV Studio Broadcasting**

The TV Studio broadcasting club hit its stride in 2016 and now has 22 highly entertaining Videos uploaded to the SOCTV YouTube channel. The channel has been augmented to include a number of amazing broadcasts from our Year 7 students, all of whom have taken part in the specialist subject SOCTV (TV Studio Broadcasting) throughout the year. Make sure you subscribe to the channel to allow us to bring even more quality programming to your screen in 2017!
Rebetika Songs
VCE Greek students were fortunate to have a guest speaker, the musician Mr Pantelis Krestas, visit their class. He described and sang ‘The Rebetika songs’ and students were fascinated about the Rebetes and their influence, not only in Greece but also within Australia. Rebetes are the musicians who play Rebetika songs and with language assistant Kathey Zinelis the class first discussed, then sang well known Rebetika songs.

VCE Greek students with Mr Pantelis Krestas

History of Rebetika
Greek rebetiko or rebetika songs are the Greek urban laika songs that made their initial appearance towards the end of the 19th century and developed into the third decade of the 20th century. The Rebetiko genre of Greek music was born at the harbours where the Greek labour class lived – Piraeus, Thessaloniki and Volos – and then moved to other urban centres.

Musical instruments: bouzouki.

After 1922 and the influx of numerous refugees from Asia Minor, Rebetika songs merged with the songs of Vosporos and Asia Minor and became more popular and diverse. They incorporated the famous amanes, a long and passive sound that originated on the shores of Asia Minor. During the 1920s songs were associated with hashish and other substances and a particular genre of rebetika songs, called hashiklidika, developed.
During the early 1930s, rebetiko became a more sophisticated music genre as cafés and taverns, such as Café Aman, appeared. However while rebetiko expanded and developed, Greek society was influenced by political conditions and events of the time. Rebetiko was considered to be ‘of Turkish influence and origin’ and prohibited in 1936. Ironically, at the same time amane songs and rebetika, considered to be of ‘Greek Origin’, were banned in Turkey.

Despite the ban, major composers kept recording rebetika songs although they could not play them publicly. Recordings stopped completely during the German Occupation of Greece and the subsequent civil war. During the 1960s rebetika was resurrected and this beloved genre brought back to life.

Student Yvonne Davarinos with Mr Pantelis Krestas

Rebetika today

Rebetika songs reflect the lives of the common people describing poverty, love, social injustice, struggles of the labour class and the freedom of Greeks from Fascists. Considering its contribution to Greek Music, rebetiko is placed among the most important genres of artistic creation and is unique to this part of the world.

Initial rebetika group of players Athens, early 1930’s.

Dancing to Rebetika.
Reminder: VTAC 2016 Key Dates

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<th>Event</th>
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<tr>
<td>Early Round International Offers</td>
<td>Monday 19 December 2016</td>
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<td>Change of Preference (COP) Closes</td>
<td>Tuesday 20 December 2016</td>
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<td>Main Round International Offers</td>
<td>Monday 9 January 2017</td>
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<td>Main Round Domestic Offers</td>
<td>Wednesday 18 January 2017</td>
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<td>Further offer Rounds</td>
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***Students who missed the SEAS deadline can add information to their course application about how their studies have been affected or disadvantaged by circumstances out of their control. This can be done through the VTAC Personal Statement. The Personal Statement is not a replacement for SEAS. The Personal Statement is not equivalent to submitting a SEAS application, however it is an opportunity for you to outline impacting circumstances.

What if you think you won’t get a place at university?

There are many alternatives. Some suggestions are:

- Make an appointment to see Mrs Cullinan, Career Pathway Advisor
- Apply for a related TAFE course if you have not done so already
- Apply for a course at Monash College or Deakin College (see VTAC Guide)
- Complete a Diploma in Tertiary or Foundation Studies – e.g. at Monash University, RMIT and Victoria University
- Nursing - complete a Diploma of Nursing at TAFE
- Aim for a Supplementary Offer in January (see VTAC website)

Where can a Biomedicine Degree take me?

The Bachelor of Biomedicine provides a supportive environment which allows students to realise their potential and work towards their long term goals, and graduates from this degree have a high rate of success in gaining entry to a diverse range of competitive postgraduate courses, or enter careers in a number of industries. Bachelor of Biomedicine students also receive ongoing support and advice throughout their degree from the Faculty of Medicine, Dentistry & Health Science (MDHS) Student Centre in planning their future pathways.
It is important to note that graduates of the Bachelor of Biomedicine develop important skills in **scientific method, critical thinking and problem solving, the analysis of data and evidence, written and oral communication and the ability to work collaboratively in teams**. These graduates also possess specialist scientific knowledge and technical skills for further research. They are equipped for a range of careers in industries including business, science, health, education and technology.

Students who choose to enter the workforce after completing the Bachelor of Biomedicine often find employment as a

- Hospital Scientist
- Laboratory Technician
- Microbiologist
- Pharmaceutical and Medical Supplies Representative
- Scientific Equipment Sales Representative
- Pharmaceutical Scientist
- Diagnostic Technician
- Forensic Scientist

Alternatively, graduates of the Bachelor of Biomedicine go on to further study in

- Medicine
- Dentistry
- Physiotherapy
- Engineering
- Law
- Nursing
- Social Work
- Public Health
- Genetic Counselling
- Clinical Audiology
- Optometry

Visit Biomedicine Pathways to find out more.

**Interview Tips**

As the Christmas Break approaches many students seek part-time or casual employment. The following interview tips will assist this process:
Useful Tips for Successful Interviews

Many candidates lose the job in the first minute of the interview by not thinking carefully about their initial impact. John Lees shares his expert interview tips.

1. Don’t waste the opening moments
Many candidates lose the job in the first minute of the interview by not thinking carefully about their initial impact. Interviewers make a quick initial decision about your personality from the moment you arrive, based on how you look and sound. Dress as if you already work there and you’ve just been promoted. Make those initial seconds relaxed and upbeat as you can, even if you’re just talking about your journey.

2. Don’t over-deliver
Most candidates say too much. Interviewers are not that interested, and will usually accept a short, positive answer and move on. Practise compressing your evidence into good short stories no more than 3 minutes long setting out what problem you were handling, what you did, how you did it, and what the result was.

3. Don’t try to wing difficult questions
Don’t duck predictable questions about your know-how and skill level – think carefully about good examples. Equally predictable questions cover things like strengths (talk about qualities that match the job) and weaknesses (talk about skills you are improving, and make it clear that you’re a fast learner).

John Lees has written a wide range of career books. His 2013 titles are ‘Just The Job!’ his first systematic guide to job searching, and ‘Knockout CV’, a comprehensive guide to writing a winning CV.

Finally I wish our year 12 students all the best and invite them to make an appointment with me regarding pathway options.

Have safe and restful Christmas.

Ms Bronwyn Cullinan
Career Pathway Advisor
SOC Chess Club

At the end of Term 3 the SOC Chess Club held its annual Chess Tournament, attended by over fifteen competitors.

Dean Saltas, one of the new members of the club, advanced to become first place winner of the SOC Chess Tournament for 2016. Dean competed against the reigning two-time tournament winner Leslie Chao, and also Dimitri Gahtidis, who has consistently held first, second, and third place rankings in various minor tournaments. Between these top ranking competitors the winner was determined by playing the best of three chess matches.

Honourable mentions for the 2016 SOC Chess Tournament go to Arpit Puri (4th Place) and Gyan Singh (5th Place).

All competitors in the 2016 SOC Chess Tournament received participation prizes and first, second and third place winners collected trophies.
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