



**Newsletter Issue No 7  
November 2017**

**IMPORTANT DATES**

**November**

13	VCAA Units 3 and 4 Exams Middle and Senior School Exams
14	VCAA Units 3 and 4 Exams Middle and Senior School Exams Unit 3 Accounting AOS 2 Depreciation
15	VCAA Units 3 and 4 Exams Middle and Senior School Exams Unit 3 English AOS 1 Text Response
16	VCAA Units 3 and 4 Exams Middle and Senior School Exams Early Dismissal 2:30pm Unit 1 Foundation Maths AOS
17	VCAA Units 3 and 4 Exams Middle and Senior School Exams
18	SOC Trivia Night
21	Year 10 Sport Day
22	2018 Year 11 and 12 Course Confirmation
23	2018 Year 11 and 12 Course Confirmation
24	2018 Year 10 Course Confirmation
27	Head Start Commences
29	SOC Art Exhibition
<b>December</b>	
8	Year 11 and 12 Last Day of School
11	Year 7, 2018 Parent Information Night Years 7 – 11 Presentation Night Rehearsals
12	Orientation Day Year 7, 2018
13	Years 7 – 12 Presentation Night Rehearsals
14	Presentation Night 7:00pm
22	Last Day of School

**PRINCIPAL'S REPORT**



**NASA**

I am thrilled that a group of SOC students had the marvellous opportunity to visit NASA at the Johnson Space Centre, Houston.

The following are some of their remarkable experiences:

- Students completed Space Centre University including a program centred entirely on NASA's Mission to Mars.
- They visited the original Mission Control which managed the Mission to the Moon as well as NASA's robotics lab.
- They went inside a Replica Space Shuttle and the original Boeing 747 used to transport the space shuttle.
- Students met Astronaut Leroy Chiao, who went into space four times and was Commander of the International Space Station for six months.
- Students visited Kennedy Space Centre, Cape Canaveral, where all NASA rockets are launched. There they saw the original Atlantis Space Shuttle which is open, on full display, and toured the base which has a multitude of launch pads and facilities to prepare rockets for space.
- Students enjoyed the magical experience of Disneyworld and the exhilaration of Universal Studios in Orlando, Florida.
- The group had a tumultuous ride home, being grounded in Orlando due to bad weather and then nearly missing their flight from Los Angeles. They were relieved to make it back to Melbourne after more than thirty hours of travel!

**Farewell to the *Class of 2017***

Every year as the school calendar ticks over into Term 4 we begin a process of farewells: to students, families and staff who, for different reasons, won't be with us next year.

The first of these was, of course, the Year 12 *Class of 2017*. As we have traditionally done for many years, we marked the occasion by holding a celebratory whole school assembly. Our school community came together to acknowledge the enormous contribution our graduating students made to the school over their journey from Year 7 to 12. At the assembly we celebrated their achievements, both individual and as a year level, as we formally farewell them. We are immensely proud of these amazing young adults who display maturity and a compelling sense of community. They are leaving our school, but are welcome to return and always remain part of our South Oakleigh College Community.

On behalf of the staff, we acknowledge and thank the parents of our Year 12 students for their support of the school, and congratulate them on the significant role played in their child's achievement in graduating from secondary school.

**End of year examinations**

Year 12 exams commenced across the State on 1 November and this week, the rest of the school also face exams. These are an important learning experience for all students; building confidence and abilities that will determine, to a considerable extent, their future pathways. To gain the maximum benefit from exams students should take them seriously and consider them as learning tools to hone and develop their skills.

## Head Start

Following exams, all students will begin the *Head Start* program and commence their 2018 academic year. This provides a solid introduction to work requirements for next year and includes learning outcomes, so that all students have a flying start to 2018.

## Individual achievements

I want to acknowledge several outstanding individual student results and achievements:



**Louise Gordon** became a Queen's Scout, the highest youth award achievable within the Commonwealth.

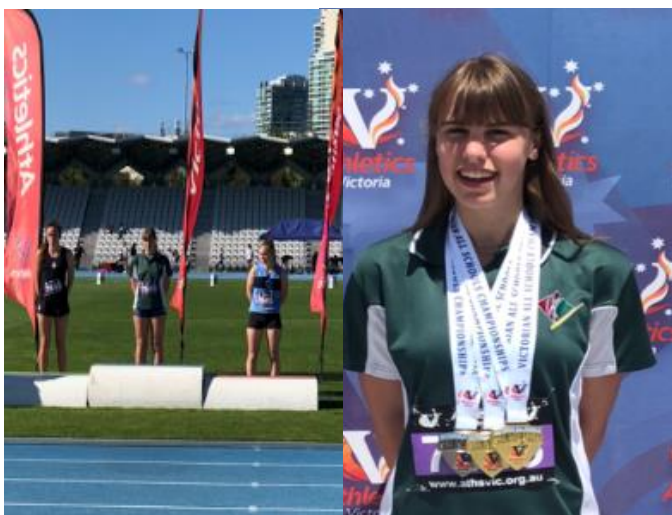


**Clyde Lariba** of Year 12, whose performance during SOC's *Got Talent* gave him the opportunity to be Principal for the Day along with **Maple La** of Year 7.



**Samantha Miller** represented South Oakleigh College in the 2017 Victorian All Schools Track and Field Championships. This competition is a three-day event comprising both Track and Field Events for High School students. It allows students to compete against the very best in track and field. Samantha came first in Javelin after throwing a personal best of 36.60metres with a 600g Javelin. In Discus she threw 24.31metres to again place first. Her Triple Jump was a jump of 9.46metres placing her second overall.

She has now qualified for the 2018 Australian Junior Athletics Championships in Sydney. The entire South Oakleigh Community wish her all the best!



**Ms Helen Koziaris**  
Principal

## ASSISTANT PRINCIPALS' REPORT



### SunSmart

For the health of all staff and students, SOC emphasizes the importance of vigilance regarding SunSmart guidelines.

Sun protection should be used whenever UV levels are three or higher. If you cannot check the daily sun protection levels, sun protection should be used from mid-August to the end of April (when Victoria's UV levels are typically above three). Exposure to the sun's UV can cause sunburn, skin and eye damage and skin cancer. **UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer in later life.**

UV radiation levels are at their highest between 10:00am and 2:00pm (11:00am and 3:00pm during daylight saving time).

Students should:

- Seek shade
- Slip on sun protective clothing
- Slap on a hat
- Slop on sunscreen
- Slide on sunglasses (if practical)

Sourced from

<http://www.sunsmart.com.au/downloads/communities/early-childhood-primary-school/primary-school-sample-sunsmart-policy.pdf>

### Hay Fever

Students should work to the best of their ability to maximise their learning opportunities. Unfortunately itchy eyes, constant sneezing and a dry throat will jeopardize this; if your child suffers from hay fever please help them by using anti-histamines.

### Traffic Flow

Thanks to all parents for their support of our new Car Parking Policy.

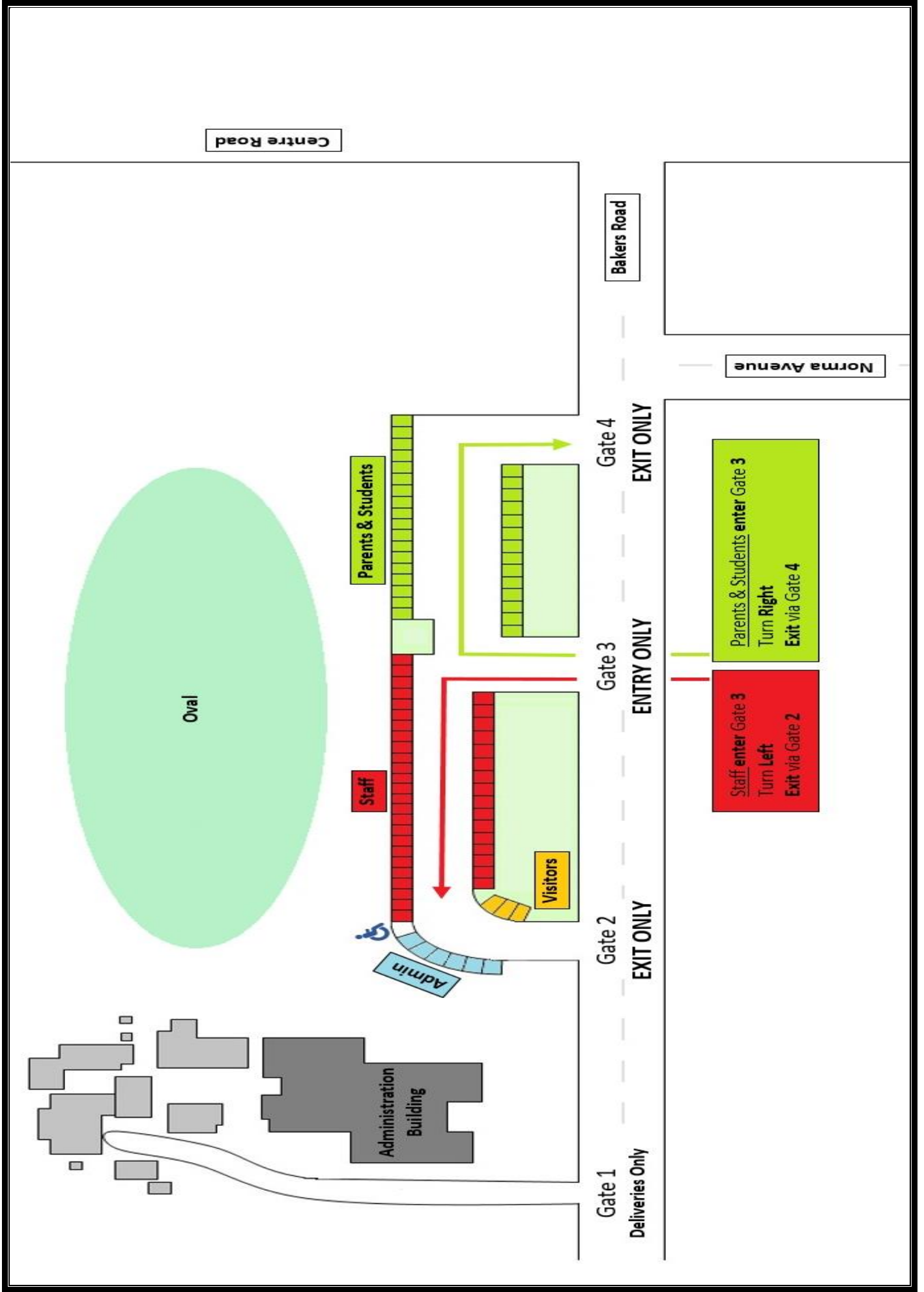
*Reminder:* Gate 3 is the ONLY entrance point; all other gates are EXIT ONLY.

### Morning and afternoon arrangements

- Cars enter via Gate 3 only
- Turn right to drop off and pick up students
- Exit through Gate 4 only

For safety reasons, DO NOT park in the staff car park. However, if a Disabled Parking Bay is required this is situated adjacent to the administration car park.

**Mr Tony Katsianos and Mr Mark Picone**  
Assistant Principals



## SENIOR SCHOOL REPORT



### Farewell to the *Class of 2017*

On Wednesday 25 October, at a whole-school assembly, we bid farewell to the Year 12 *Class of 2017*. Students then gathered in the Theatre to reflect on their six-year journey at the College, followed by brunch with staff.

The *Class of 2017* have now joined the ranks of other recent SOC Year 12 classes in changing the focus of their last day from *Muck Up* to *Celebration*. We are proud of our Year 12 students, particularly the mature manner they conducted themselves on their final school day. We wish them a wonderful future and feel confident that the opportunities provided at SOC will hold them in great stead.

We invite them to keep in touch with the College and participate in its future.

### Class of 2017 remember:

*The only person you are destined to become is the person you decide to be.* (Ralph Waldo Emerson).

*People who are crazy enough to think they can change the world are the ones who do.* (Rob Siltanen)

*When the going gets tough, the tough get going.* (Billy Ocean)

### VCAA VCE Units 3 and 4 Exams

Unit 3 and 4 students (*Class of 2017* and some Year 11 pupils) commenced their examinations on Wednesday 1 November. Students have their timetable and a copy of the *2017 VCAA Examination Navigator* outlining rules and procedures.

For further information: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Parents should contact their child's teacher, or myself, if they have questions about the exams.

### Semester 2 Exams – Whole School

The College will be conducting **Semester 2 Examinations for all year levels** during the week 13 to 17 November.

Look at compass for information on:

- Exam Timetable
- Exam Rules
- Tips on Preparing for Exams

**During exam week there will be no classes for Year 10 and 11 students** who are only required at school for their exams. Between exams, students may work at the College in supervised areas.

**Years 7 to 9 students are required at school every day.** They will have one timetabled exam per day and regular classes at all other times.

**Missed exams:** A Medical Certificate is required

**Exam clashes and missed exams:** Students to organise alternate times with their Mentor Teacher.

Advice for students /parents during times of stress.

### Dos and Don'ts

#### Do

- guide and support your teenager
- encourage healthy eating, regular exercise and plenty of sleep
- take your teenager's efforts seriously
- create an effective workspace in the house if your teenager cannot study in their room
- take a whole family approach to supporting your teenager
- remind your teenager of his or her goals

#### Don't

- nag
- overload your teenager with domestic chores
- tell your teenager to work harder or he or she will fail.

Sourced from [www.beyondblue.org.au](http://www.beyondblue.org.au)

### Advice to VCE Students

-It is only human to feel stress and experience doubt in demanding situations:

- Remember your goals, remain calm and focused.
- For each subject, revise the exam papers and read the Examiner's Reports for the past years.
- Ensure you can write answers fully within the time limit.
- If a teacher is unavailable –use EDROLO.
- You are not alone feeling stressed. Seek assistance: talk to parents, a member of staff or myself.

### CROSS THE LINE – YOU CAN DO IT!

Mr Ian Denver

Head of Senior School





## MIDDLE SCHOOL REPORT



The end of the 2017 school year is fast approaching and it is a busy time for students trying to submit their final learning tasks.

A common argument heard from students is:

**What is the point of doing this? I am never going to use this later.**

- You may not be interested in Mesopotamia or the Aztecs.
- You may never again need to design and construct a pencil box.

However, by completing these tasks you are developing the skills and strategies needed to finish school, go to university and start your future career.

Typically, the talent and knowledge gained from completing an assignment includes:

- Defining** the requirements of the assignment
- Locating** and selecting appropriate information from a variety of sources
- Analysing** and interpreting information
- Planning** and organising a task
- Presenting** work in an interesting and well-constructed manner
- Feeling** a sense of accomplishment for a job well done

**So...how do you get started?**

- Read** ...on the day you receive the assignment just read it
- Highlight** ... all key words and instructions
- Define** ...re-read the highlighted words and define in your own words
- Chunk** ...break down the larger tasks into smaller ones
- Plan**...allocate blocks of time to complete each smaller task
- Feel Good** ...now you understand what you need to do and have a clear plan to get your work completed by the due date

Sourced from 'Assignment and Research Skills Handbook by Angie Wilcock, Bindaree Publishing'.

**Ms Kalouda Pelitidis**  
**Head of Middle School**



## KLA MATHS



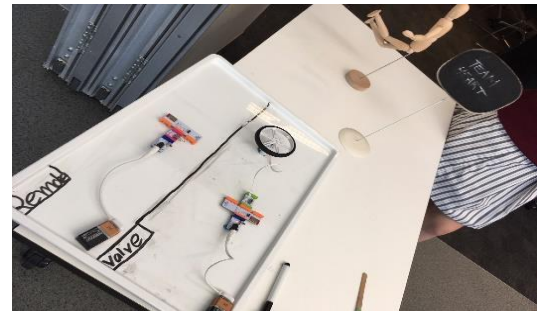
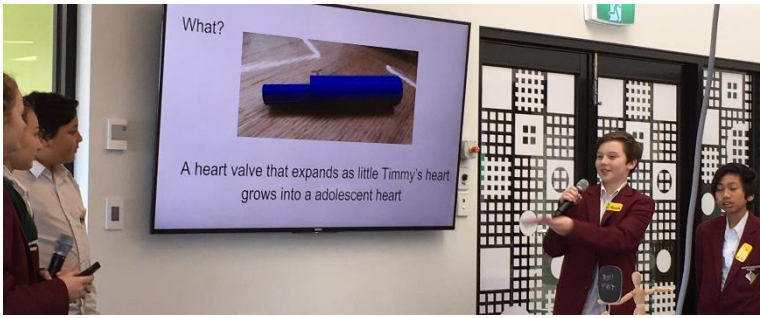
### Second Leg of *Super humans* Workshop

Twenty different students of the Year 7 cohort participated in the second leg of the three-day pilot workshop on *Super Humans*, organised by the Monash Tech School on behalf of the Department of Education and Monash University.

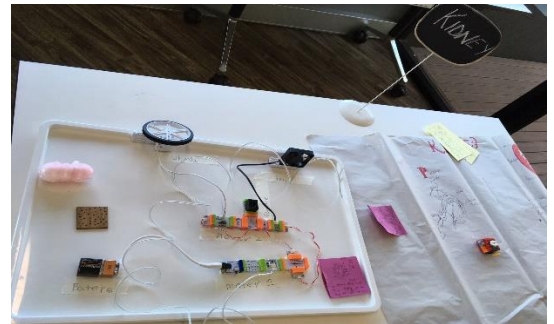
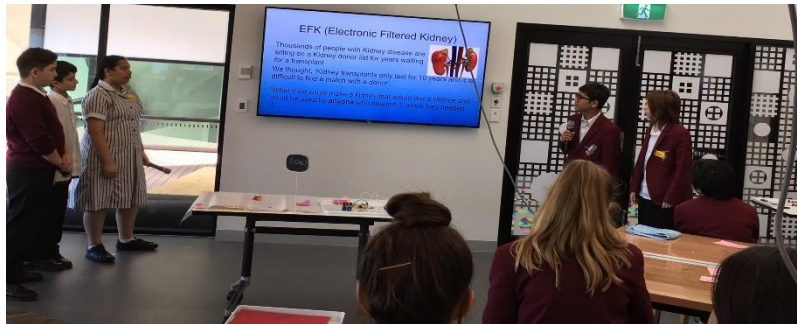


Students again examined the concept of *Design Thinking* regarding prototype solutions for medical problems using innovative technologies including smart electronics, 3D printing, laser cutting and thermal imaging.

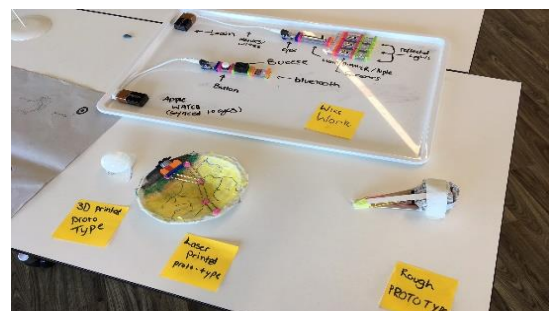
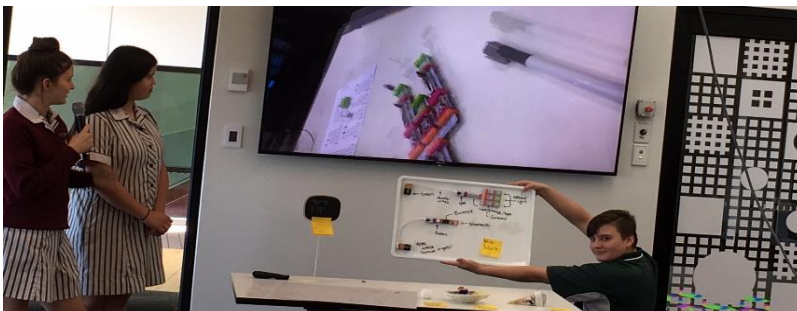
Once again the students were divided into four groups: Heart, Hand, Kidney and Eye, with each group presented with a problem.



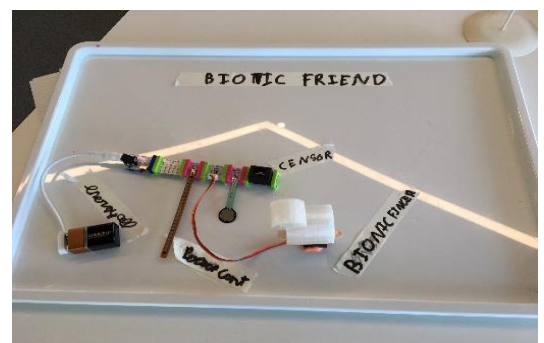
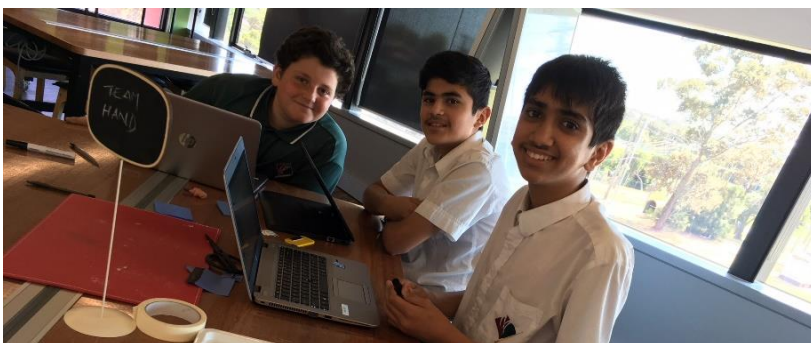
**Team Heart** developed an expanding valve that automatically expands once a blood clot is detected.



**Team Kidney** developed a model to automate the sieving process of a filter.



**Team Eye** developed a sensory network as a solution for Glaucoma, and presented their plan to integrate this network with mobile devices and wearable electronics.



**Team hand** proposed a sensory finger called *Bionic Friend* to replace the affected part of the hand.

All students presented their outstanding projects to visitors/teachers from other schools in the region. The students again enjoyed this experience and were thrilled to try new challenges and technologies. They also positively contributed to shaping this new program by providing feedback throughout the process.

**Mt Terry Thilakarathne**  
Maths teacher

## KLA SCIENCE



### Year 8

Do you know how to make your own coloured flowers? Year 8C can!

As part of an investigation into plant systems, 8C manipulated the stems of white flowers so that their vascular bundles of xylem (which transports water from the roots to the rest of the plant), and phloem (which transports glucose produced in the leaves to the rest of the plant), were separated. Then, by placing separate sections of the stem in different coloured water 8C were able to create their own two-toned flowers.

Not sure how this works? Ask one of the 8C team!

### Mr Chris Blattman Science teacher

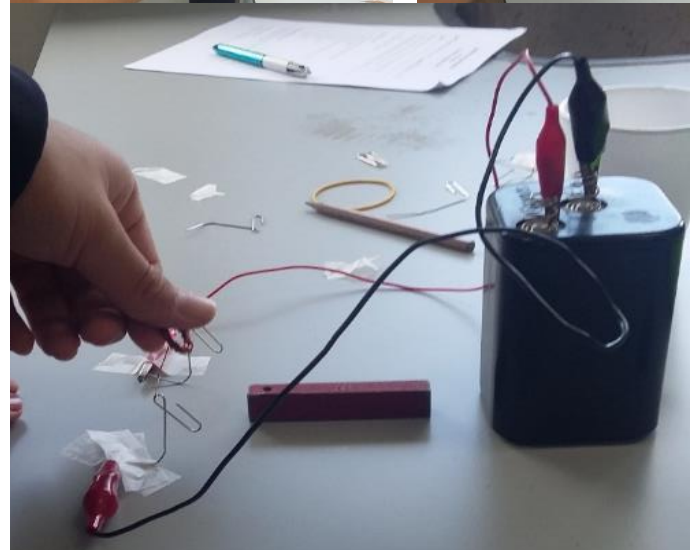
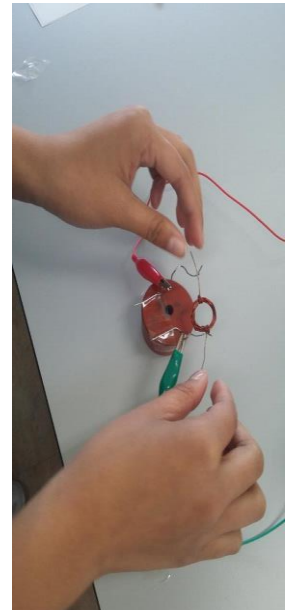
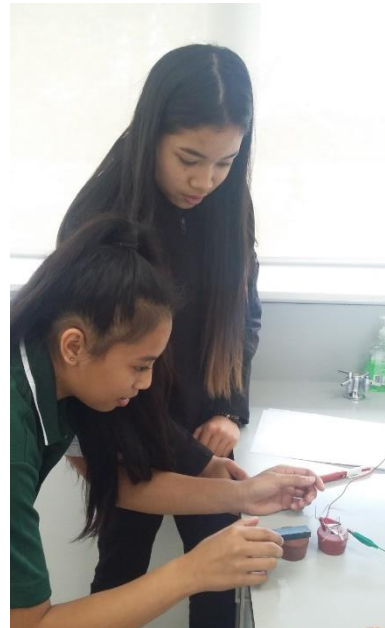
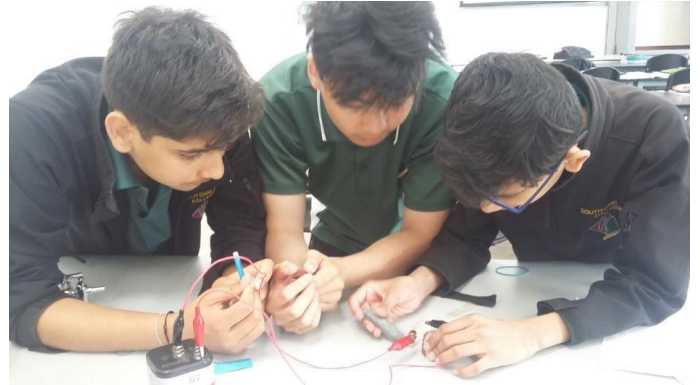


### Year 9

Recently, students have been investigating electricity and magnetism and undertook a practical investigation applying their knowledge of electromagnets to complete a challenge.

Armed with copper wire, a battery, a bar magnet and a handful of miscellaneous items students confirmed their understanding by designing and testing their own motors. One group had such a strong motor, with their copper coil spinning so fast, that it became warm!

### Ms Felicity Atkin Science teacher





## KLA SCIENCE



### Year 7 Accelerated

A mix of Year 7 and 8 curriculum is covered and, when the opportunity arises, higher level material that would not be out of place in a VCE Science class in Chemistry Physics or Biology discussed.

Students acquire independent learning skills and apply these to problem solving tasks.

The photos represent students investigating the properties of non-contact forces such as electrostatic attraction/repulsion created by a build-up of static charge using a generator.

By providing accelerated programs we give students the chance to access VCE at an early stage to maximise their educational opportunities.

Our class is full of enthusiastic and passionate students whose mindset is the achievement of a high ATAR at the end of their SOC school career.

Students work hard in this course and need to maintain a 70% + average score to remain in the class.

These hands on activities increase interest in Science, so that more students will study it at VCE and have the opportunity to pursue STEM careers.

### Mr Steve Kuruc Science teacher



## KLA HUMANITIES



### Year 7 Excursion to State Library Victoria

During August and September, Year 7 students visited the State Library of Victoria to learn valuable research skills. Students went on a tour of this cherished public site and investigated famous historical resources. They explored various bygone figures and items including William Barke, William Buckley, the fields of the gold rush, and the famous Ned Kelly death mask.

Students learnt the importance of examining a range of evidence when developing their historical research. They finished this excursion by making videos of their findings using the video marketing builder *Animoto*.

### Mr Adam Platenkamp Humanities teacher



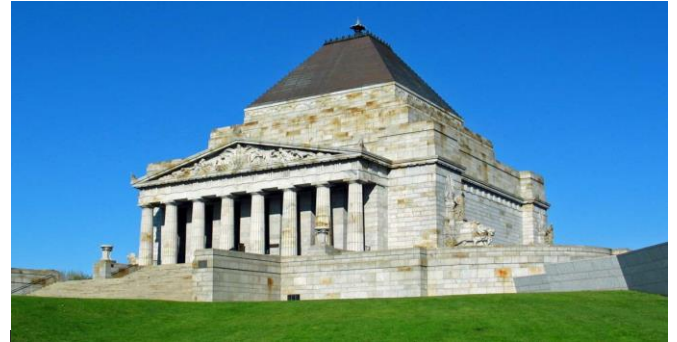
### Year 10 Excursion to The Shrine

Students visited The Shrine of Remembrance during October to add to their understanding of Australia's involvement in World War II.

The Shrine was built as a memorial to the men and women of Victoria who contributed during World War I and is now a memorial to all Australians who have served in war. It honours the service and sacrifice of Australian men and women who have served in armed combat and peacekeeping operations.

Sourced from [www.shrine.org.au](http://www.shrine.org.au)

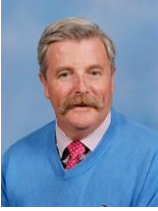
### Ms Kalouda Pelitidis Humanities teacher



## KLA BUSINESS MANAGEMENT



Recently, the entrepreneurial spirit of the year 11 Business students was unleashed on our school population at the annual College Business Fair. The vast range of ideas drew a large crowd for the celebration of small business. Products included milkshakes, homemade lemonade, lollies, crepes and many other sweet treats. The year 11 students demonstrated their ability to turn a profit, with some groups achieving as high as a 160% return!



The College Business Fair provides an excellent opportunity for students to experience the trials and tribulations of operating a small business. Students provide their own funding and, for the most part, reap the reward for their efforts. The experience of real world business is an authentic learning opportunity that cannot be replicated within a traditional classroom, and a big asset to the year 11 business curriculum.

Thank you to the school community: students, families and staff who contributed to the success of the fair.

### Mr Jared Dyson and Mr Paul Stewart Business Management Teachers



## YEAR 9 PROJECT: CITY EXPERIENCE



Students from Years 9B and 9C spent two consecutive days in the city exploring town, discussing social justice issues, and developing our school values of High Expectations, Respect, Resilience, Responsibility, and Teamwork.

The first day commenced with a boat cruise along the Yarra River towards South Yarra and Herring Island. The tour provided historical information about Melbourne's connection to the river, notable houses and developments, and the environmental impact human activity has on the river.

During the afternoon, students attended a Salvation Army Youth Homelessness lecture and tour. They investigated reasons for youth homelessness in Australia and visited locations around Melbourne where homeless youth live. The tour guide shared personal stories of *sleeping rough* and gave students plenty to think about concerning the future and management of homelessness in Melbourne.

On the second day, students had the opportunity to organise an excursion for themselves. This involved planning, phone calls, and negotiating with teachers, as the excursion had to align with our school values. 9B visited an *Escape Room*, where groups of students had to solve a mystery using clues and riddles, to escape a room. 9C's day was split between *Laser Tag* and bowling. Students in both classes demonstrated teamwork and resilience to complete the outcomes.

Thank you to Mr Watanabe, Ms Bastakos, and Mr Bedford for assisting during the two days.

### Mr Tim Columbus Project teacher



## KLA GREEK



### Year 7 Excursion to the Hellenic Museum of Melbourne.

Australia's Hellenic Museum, inaugurated in April 2007, occupies one of the country's landmark structures; the former Royal Mint building. Since its inception, the Hellenic Museum has continued to build and maintain its collections. Today, hundreds of objects spanning over 8,000 years of Hellenic history, are on view throughout the Museum's galleries.

In 2013, the Hellenic Museum entered into a landmark, ten-year agreement with the Benaki Museum of Athens, and in 2014 opened the exhibition *Gods, Myths and Mortals*; a snapshot of Hellenic civilisation from the Neolithic period to the mid-19th century.

Now in its tenth year, the Hellenic Museum continues to grow. It brings together multiple artistic disciplines, historical objects and perspectives, presenting a holistic experience of Greek culture, and the contribution it has made, and continues to make, to contemporary society.

The Hellenic Museum was founded by the late Melbourne businessman and philanthropist Spiros Stamoulis. Having emigrated from Greece to Australia as a thirteen-year-old in the 1950s, Spiros was a passionate Hellene who believed that Melbourne, arguably the cultural capital of Australia and home to the largest Greek community of any city outside Greece, should be home to Australia's Hellenic Museum.

Armed with his vision and passion, Spiros developed and funded what would become the Hellenic Museum. His family continue to be major benefactors of the Museum thereby ensuring the continuity of Spiros' vision.

**Ms Phyllis Dimakakos**  
**LOTE Head of Learning**



## KLA SPORT



### Regional Athletics

A team of seven students went to the Knox athletics track to compete in the Regional Athletics finals. All students had already achieved wins at two events to compete at this level.

The day was a great success with students putting in a valiant effort in all events, resulting in nine medals from the small team. Of the seven students, four made it through to the next round to compete at state level.

Samantha Miller was outstanding, winning all three of her events.

### Regional Athletics results:

Samantha Miller: 1<sup>st</sup> Triple Jump, 1<sup>st</sup> Discus, 1<sup>st</sup> Javelin

Arte Trepca: 1<sup>st</sup> Shotput

Teagan Laurenson: 1<sup>st</sup> Shotput

Andre De Vries: 1<sup>st</sup> 400m, 2<sup>nd</sup> Hurdles, 2<sup>nd</sup> 100m

Raviha Rehman: 2<sup>nd</sup> Discus

Cameron Robinson: Competed in Discus

Megan Robinson: Competed in the 800m and 1500m

**Mr Chris Blattman**  
Sport teacher



## KLA SPORT



### State Athletics Championships

On 23 October four students represented South Oakleigh College across six events in the School Sport Victoria State Athletics Championships at the Albert Park Athletics Stadium.

For students to reach this event they had already competed, and won, against other students in both their division and their region.

### State Athletics results:

Samantha Miller: 6<sup>th</sup> Triple Jump with a jump of 9.38 metres, 4<sup>th</sup> Discus with a throw of 24.74 metres, 2<sup>nd</sup> Javelin with a throw of 35.86 metres receiving a medal for this remarkable effort.

Arte Trepca: 5<sup>th</sup> Shotput with a throw of 12.86metres.

Teagan Laurenson 5<sup>th</sup> Shotput with a throw of 9.82metres.

Andre De Vries: 4<sup>th</sup> 400m with a time of 62 seconds.

Congratulations to all four students for representing SOC; we are enormously proud of your outstanding achievements.

**Ms Noor Asyo**  
**Sport Coordinator**



## KLA SPORT



### Year 10 Program

On Tuesday 31 October, students went to South Oakleigh Bowling Club for an alternative physical activity experience. The excursion forms part of the *Year 10 Alternate Sport Program*. This is designed to provide students with opportunities to engage in sports and activities out of their comfort zone and to gain an understanding of the different facilities available outside school hours.

With the help of the South Oakleigh Bowling Club volunteers, students experimented with bowling techniques and developed their understanding of the rules and etiquette involved with the game.

The sunshine, green grass and music ensured an entertaining social activity for all participants.

**Ms Laura O'Reilly**  
Health PE Head of Learning



Many thanks to...



South Oakleigh Bowling Club

1216 North Rd • Oakleigh South VIC 3167

Phone: 03 9570 3924

Email: sobcsec@gmail.com

## STUDENT LEADERSHIP



### Youth for Causes project

A group of students are creating a social enterprise. I am aware that a few people may not understand this concept but I am here to fill you in and will start by introducing our team members: Andrew, Manan, Janna, Jade, Jessica and Naomi.

A Social Enterprise is a business that aims to improve the world in one way or another. This could include helping to deliver profits, products or services to a charity and/or funding training for disadvantaged members of society.

This amazing opportunity is through a program called *Youth for Causes*, run by the YMCA. The YMCA is a not-for-profit organization that provides health and fitness, childcare, camping, swimming lessons, and youth services throughout Victoria. *Youth for Causes* is a leadership-training program where we learn business skills such as how to run, finance and promote a Social Enterprise.

### Some opinions about the program:

Being part of the YMCA's *Youth for Causes* program has allowed me to explore concepts and discover knowledge regarding the operation of a business including finance, promotion and logistics. It has also allowed me to gain a deeper understanding of social enterprise and how this impacts both the global and local community. Because of *YFC* I am more socially aware about which brands I should buy whilst at the supermarket and have been willing to pay that little bit more to do my part in the world. **Andrew Leap**

Teamwork, resilience, and innovation are a few of the skills I have gained through *Youth for Causes*. This enriched program has created friendships I will cherish forever and given me an experience I will always remember. Knowing that our hard work will pay off and have a positive impact on the lives of children gives me the satisfaction I yearn. This program has provided me with an opportunity to make a difference, to take on a challenge, and to build relations. I am so glad to have had this opportunity. **Manan Behal**

Being a part of the YMCA *Youth for Causes* program has taught me about business; more specifically, on how to run a social enterprise: a business that tackles social issues. This program gave me the opportunity to contribute for the better of the world, something that I honestly thought I would never be able to do as a teenager. **Janna Fortaleza**

Joining the program *Youth for Causes* has been life changing. It is as if I have been given glasses to see clearly; not only the world and its issues but also the solutions. I realize now how many things are wrong in the world but have been taught, using business skills, how to fix those errors. I used to believe that business was just about getting money and becoming rich. Now I have witnessed people working hard to earn money and using

well planned strategies to put forward their plan to tackle the issues they face. It is such an honour being taught by amazing people who have changed my thoughts and feelings. I will use the skills learned every day; whether it is purchasing a product good for the environment or, in the future, starting a not-for-profit organisation.

**Jade Ralston-Lloyd**

The YMCA program has given me an amazing opportunity to explore a potential career path. The workshops and the planning has shown me the business knowledge necessary to set up a social enterprise, not to mention the connections built with my peers. The money we raise from this project will go towards a cause the whole group is passionate about; it will change lives, using the \$1000 seed funding we unlocked collaborating with the *Oaktree Foundation*. I am looking forward to using this knowledge in my everyday life. **Naomi Gui-Belstead**

### Our team name: *The Helping Book*

Our team aims to help grow International Education in developing countries through the production of children's picture books. We plan to do this by partnering with an organization called *Oaktree*. The *Oaktree Foundation* is dedicated to improving the conditions for young people overseas in places such as Cambodia and Papua New Guinea. Their overall vision is to *end poverty within their lifetime*. However, they don't just raise awareness about an issue; they work collaboratively with a country instead of just providing funds.

*Oaktree* has another aim; a lot of support for education is directed at primary, not secondary schools in developing countries. They hope to change that. The cool thing is that everyone volunteering/working there is under the age of twenty-five.

Our team has decided to make a children's book. We feel that many people take education for granted and other people in the world would love the opportunity to learn. Our book reflects the team's values about gratitude. We also believe a book would be unique to our cause. The process of creating the book has been long and tough, however, we are almost ready to start printing.

We would like to thank all the people that have backed us through our journey.

If you would like support us please follow us on social media:

Instagram: @thehelpingbook

Facebook: The Helping Book

**Ms Katie Morris**  
**Student Leadership Coordinator**





## NASA TRIP



The recent school trip to NASA was an exciting learning journey, allowing students (and staff) to embrace Science and explore space from the heart of the world's leading space program. Students were exposed to a plethora of problem-based exercises where they had the privilege of building rockets, scuba diving, designing life-saving protective shields and much more. Twenty-six students from Auburn High School and our own College thoroughly enjoyed their time in Houston and Orlando, USA. The trip concluded with thrill seeking experiences at Universal Studios and Disneyworld.

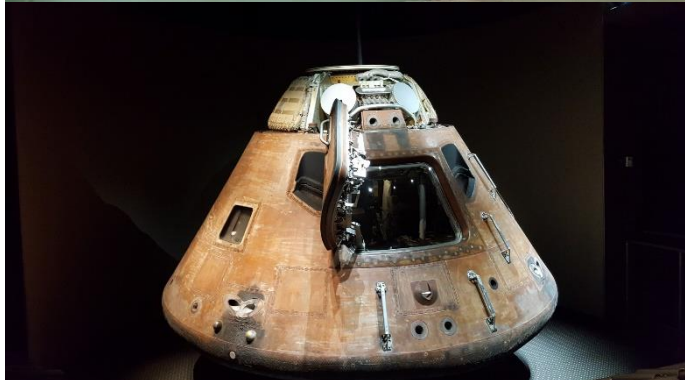
Students conducted themselves in a diligent and mature manner, exemplifying all our school values. They should be proud of their achievements and recognised for their demonstration of teamwork and responsibility throughout the trip.

I am sure the trip has illuminated their passion for Science and travel.

### Mr Jared Dyson Humanities Head of Learning

On 24 September, a group of students and teachers from South Oakleigh College and Auburn High School flew to America to begin the journey of space discovery. For over a year, staff and students had been organising this trip of a lifetime. For the ten days that we were in America we were able to experience amazing things; for example having lunch with an astronaut and hearing what life in space is like. While in Houston, Texas, we discussed many things about space exploration and what is required to send people into space. We were also able to see what life could be like on Mars. It was a great experience.

### Karla Chapman Year 10



## CAREERS



### Low Income Healthcare Card for Australian School Leavers

After school, as you are no longer a student, you may be eligible for a Low Income Health Care Card. If you are on a low income this card provides access to a range of concessions; not only health care items but other goods and services. In particular, some TAFE and other short courses offer discounts for cardholders and you may also be eligible for public transport concessions.

Eligibility for a Low Income Health Care Card is based on your income over the previous eight weeks. If your income is less than \$4368 over that period (or \$546 per week) you qualify. You maintain the Low Income Health Care Card as long as your income does not exceed \$5460 (or \$682.50 per week) in any eight week period.

It is recommended that all graduating Year 12 students apply for this card when exams are over. Visit [Low Income Healthcare Card](#)

### Study Assist

Students are encouraged to browse the link about Australian Government assistance for financing of tertiary study including useful information about study loans, repayment of those loans, and scholarship opportunities. Visit [Study Assist](#)

### Tax File Number

A reminder to Year 12 students that they cannot enrol in a CSP (Commonwealth Supported Place) university course next year without a Tax File Number (TFN). Students who do not have one should apply for a TFN online and have their identity verified through an interview at a participating Australia Post office.

To apply and find out about participating Post Offices, visit [TFN Application](#)

Year 12 students should make an appointment to see me once they have their results, to review course preferences.

I wish all senior students the best of luck with their upcoming exams and remind them of the many different pathways into chosen careers.

**Ms Bronwyn Cullinan**  
Career Pathway Advisor



## Reminder: VTAC 2018 Key Dates



<b>VTAC Personal Statement</b>	Friday 8 December 2017
<b>ATARs Released</b>	Friday 15 December 2017
<b>COP for Early International Offers closes</b>	Friday 15 December 2017
<b>Change of Preference (COP) closes</b>	Wednesday 20 December 2017
<b>Early Round International Offers</b>	Wednesday 20 December 2017
<b>Main Round International Offers</b>	Tuesday 9 January 2018
<b>Main Round Domestic Offers</b>	Tuesday 16 January 2018
<b>Further Offer Rounds</b>	Friday 2 February 2018 onwards

For a full list of cancelled, amended, and new courses, visit [VTAC Course Updates](#)

[www.vtac.edu.au](http://www.vtac.edu.au)

# PARENT PAYMENT POLICY AND IMPLEMENTATION

## SOUTH OAKLEIGH COLLEGE

### Purpose

To ensure that parent payment practices are consistent, transparent and ensure that all children have access to the standard curriculum.

### Rationale

The Victorian community shares a vision to build an education system that champions excellence and ensures that every child and young person has access to the opportunities to succeed in life, regardless of their background or circumstances.

Schools are best placed to make local decisions which ensure that all students can access a broad range of learning opportunities that support their expectations and promote their aspirations as they move through the education system. Parent contribution, in all forms, assists schools to provide an enriched learning and teaching program for every student and is highly valued by school communities.

Learning and teaching programs vary across schools based on local needs and circumstances and reflect each school's priorities, decisions and resources. This, in turn, informs the parent payment charges approved by school councils that may vary from one school to the next.

### What can schools charge for?

The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents<sup>1</sup> under three categories only- Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

**Essential Student Learning Items** are those items, activities or services that are essential to support student learning of the standard curriculum. These are items that the school considers essential for all students and which students take possession of. Parents may choose to provide the items themselves or buy the items from the school where practical and appropriate.

**Optional Items** are those items, activities or services that are offered in addition to or support instruction in the standard curriculum program. These are provided on a user-pays basis so that if parents choose to access them for students, they are required to pay for them.

### Voluntary Financial Contributions

Parents can be invited to make a donation to the school for a general or specific purpose, e.g. school grounds projects, library fund or for new equipment. Only some Voluntary Financial Contributions are tax-deductible.

The attached diagram "**Understanding Parent Payment Categories**" provides examples of items and materials under each category.

In implementing this policy, schools must adhere to the following principles:

### Principles

- **Educational value:** Student learning, aspirations and wellbeing are paramount when schools determine their parent payments practices
- **Access, equity and inclusion:** All students have access to the standard curriculum program and participation of all students to the full school program is facilitated
- **Affordability:** Cost to parents is kept to a minimum and is affordable for most families at the school
- **Engagement and Support:** Early identification and engagement strategies by the school ensure parents are well informed of the payment options and supports available for those experiencing hardship
- **Respect and Confidentiality:** Parents and students experiencing hardship are treated with respect, dignity, sensitivity and without judgement and the identity and personal information of all parents and students are kept confidential in respect to parent payments

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<sup>1</sup> Parent' in the policy has the same meaning as in the *Education and Training Reform Act 2006*, which is: 'parent', in relation to a child, includes a guardian and every person who has parental responsibility for the child including parental responsibility under the *Family Law Act 1975* of the Commonwealth and any person with whom a child normally or regularly resides.

- **Transparency and Accountability:** School parent payment practices are well communicated, clear and transparent and their impact on student programs and families are reviewed by school councils

#### Cost and support to parents

When school councils consider the proposed requests for parent payments the cost is kept to a minimum and is affordable to most parents at the school.

School principals must ensure that:

- items students consume or take possession of are accurately costed
- payment requests are broadly itemised within the appropriate category
- parents are advised that they have the option of purchasing equivalent Essential Student Learning Items themselves, in consultation with the school
- information on payment options is available, accessible and easily understood to all parents so that they know what to expect and what supports they can access
- parents are provided with early notice of annual payment requests for school fees (i.e. a minimum of six weeks' notice prior to the end of the previous school year). This enables parents to save and budget accordingly.
- parents are provided with reasonable notice of any other payment requests that arise during the school year- ensuring parents have a clear understanding of the full financial contribution being sought
- the status and details of any financial arrangements are kept confidential and only shared with relevant school personnel
- parents experiencing hardship are not pursued for outstanding school fees from one year to the next
- use of debt collectors to obtain outstanding school funds owed to the school from parents is not permitted
- there will be only one reminder notice to parents for voluntary financial contributions per year
- Invoices/statements for unpaid essential or optional items accepted by parents are not generated more than monthly or according to the parent payment arrangement with the school.

#### Support for families

Families may experience financial difficulties and may be unable to meet the full or part payments requested. Principals and school councils exercise sensitivity to the differing financial circumstances of students and their families when considering parent payment fees. There are a range of support options available to support and assist parents. These can be accessed through [“Cost support for families.”](#)

Consideration to hardship arrangements in respect to payment requests is provided to families experiencing long term hardship or short term crisis on a confidential, case by case basis. All schools have written hardship arrangements that include a proactive approach to providing support for parents experiencing financial difficulty.

All parents are provided the name and contact details of a nominated parent payment contact person at the school who they can discuss payment arrangements with.

#### Engaging with parents

In respect to each school's development of its parent payments, school councils will engage in effective communication with the school community and have strategies in place to ensure they are aware of and understand the needs and views of parents.

#### Review of policy implementation

Schools will monitor the effectiveness and impact of the implementation of this policy at least annually as part of its ongoing improvement and report back to the school community.

The full Parent Payment Policy is available from the Department's [School Policy and Advisory Guide](#).

Answers to the most commonly asked questions about school costs for parents see:

[Frequently Asked Questions – For Parents](#)

# Understanding Parent Payment Categories

## Schools

### What does the legislation say?

The Education and Training Reform Act (2006) provides for free instruction in the standard curriculum program to all students in government schools. The Act also empowers school councils to charge fees to parents for goods and services provided by the school to a child.

In the Act, a 'Parent' includes a guardian and every person who has parental responsibility for a child including parental responsibility under the Commonwealth Family Law Act 1975 and any person with whom a child normally or regularly resides.

### What do schools pay for as part of 'free instruction'?



Free instruction is the teaching staff, administration and the provision of facilities in connection with the instruction of the standard curriculum program, including reasonable adjustments for students with disabilities.

The standard curriculum for Years F-10 means implementation of the Victorian Curriculum F-10.

The standard curriculum for senior secondary schools means a program that enables a student to be awarded a VCE or VCAL qualification.

### What principles govern parent payment practice?

Educational Value | Access, Equity & Inclusion | Affordability  
Engagement & Support | Respect & Confidentiality | Transparency & Accountability

## Parents

### What may parents be asked to pay for?

#### Schools can request payment for Essential Student Learning Items



These are items, activities or services that the school deems **essential** to student learning of the standard curriculum.

Where practical and appropriate, parents may choose to purchase items through the school or provide their own.

These may also be either:

#### Items the student takes temporary or permanent possession of

- e.g.
- textbooks, activity books, exercise books
- stationery, book bags
- student ID cards, locks
- cooking ingredients students will consume
- materials for final products that students take home (technology projects, build-your-own kits, dioramas)
- Picture Exchange Communication Systems

#### Activities associated with instruction that all students are expected to attend

i.e. travel, entry fees or accommodation

- e.g.
- excursions
- incursions
- school sports
- work placements

Parents can be asked to pay for items, activities and services in the three Parent Payment Categories:

Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Schools determine how items, activities and services are classified within these categories based on the learning and teaching program of their school.

#### Schools can request payment for Optional Items

These are items, activities or services that are **optional** and are offered in addition to the standard curriculum.

Students may access these on a user-pays basis.

These may be either:

#### Items the student purchases or hires

- e.g.
- school magazines, class photos
- functions, formals, graduation dinners
- materials for extra curricular programs
- student accident insurance

#### Activities the student purchases

- e.g.
- fees for extra curricular programs or activities, such as instrumental music tuition
- fees for guest speakers
- camps, excursions, incursions, sports
- entry fees for school run performances

#### Items and/or materials that are more expensive than required to meet the standard curriculum

- e.g.
- use of silver in metal work instead of copper
- supplementary exam revision guides

Support for families experiencing hardship is available at every school and each school has a parent payment contact person. See your school's policy for more information.

For more information on Parent Payments and Personal Devices, visit the DET website at: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Schools can invite **Voluntary Financial Contributions** for



- e.g.
- Building or Library fund (Tax deductible)
- Voluntary contributions for a specific purpose, such as equipment, materials, services.
- General voluntary contributions

# Parent Payment Policy

## Parent Payment Charges

South Oakleigh College School Council will annually review parent payments requested to ensure they are in line with Department of Education & Training guidelines. Charges will be clearly itemized, costed and categorized as Essential Student Learning, Optional Items or Voluntary Financial Contributions.

Parent contribution requests will be made in line with the principles of Educational value; Access, equity and inclusion; Affordability; Engagement and Support; Respect and Confidentiality; Transparency and Accountability

Parent contributions will be requested to assist the college in providing an enhanced teaching and learning program for every student in line with the College priorities.

## Payment arrangements and methods

Parents will be provided with early notification of annual payment requests (a minimum of 6 weeks prior to the end of the previous school year). Reasonable notice will be given for any other payment requests during the year (i.e. excursions).

Parents will be permitted to make payments in instalments, and be provided with several methods of making payment including, cash, cheque, BPay, EFTPOS, Compass via CompassPay or Course Confirmation module. Parents are able to enter into confidential payment arrangements by contacting the College Business Manager (Cara Ludbrook) on 9579 2322.

## Family support options

There are a number of support options available for parents including but not limited to;

- Second hand uniform if available.
- Sustainable bookshop available for the recycling and trading of school items such as textbooks.
- Camps, Sports & Excursion Funding (CSEF) available to eligible parents.
- State Schools Relief support available for uniforms/footwear/calculators/textbooks (via the College Wellbeing Team)
- Local community supports (Wellbeing team can provide further information)

Information regarding support options is available from the general office and will be advertised periodically in the College Newsletter and on the website.

## Consideration of hardship

The College understands that families may experience financial difficulties or hardship at times and may be unable to meet full or part payments requested. Families are invited to contact the Business Manager to make payment arrangements or alternatively can contact the Wellbeing team for a confidential discussion and information regarding support options.

## Communication with families

The Parent Payment Policy and Implementation will be published on the College website. It will also be distributed to families each year along with the annual payment request. Concerns should be directed in the first instance to the Business Manager.

## Monitoring and review of the implementation of the policy

The College Council (via the Finance Committee) will conduct an annual review of the implementation of the Parent Payment Policy including addressing any concerns raised by the College community. Any changes to the Policy Implementation will be reported back to the community via the College website, newsfeed item on Compass and newsletter article in the College Newsletter.

**Date of approval by Finance Committee Thursday 2<sup>nd</sup> November 2017**

**Date of approval by School Council**

**Tuesday 21<sup>st</sup> November 2017**

South Oakleigh College  
**ROCKQUIZ**  
Trivia Night Fundraiser  
**SILENT AUCTION ITEMS**

**18TH NOVEMBER 2017**

7:00PM TILL LATE

OAKLEIGH SOUTH PRIMARY SCHOOL HALL

**\$20.00 PER PERSON**

COME DRESSED AS YOUR

**FAVOURITE ARTIST**

BYO NIBBLES AND DRINKS

ALCOHOL PERMITTED

ONLY 18 YEARS AND ABOVE ALLOWED

<https://www.trybooking.com/317221>

**Bookings Close 14th November 2017**

**NETBALL PLAYERS WANTED!!!**

Recruiting all players for U/11, U/13, U/15, U/17

and Open age groups

[www.southeastfa.com](http://www.southeastfa.com)

*Please contact Sam at*

*[southeastfitnessacademy@outlook.com](mailto:southeastfitnessacademy@outlook.com)*



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