Welcome to our monthly Parent Newsletter.
Our aim is to keep parents informed of upcoming events and important dates to remember.

21st July, 2014

FROM THE PRINCIPAL

Welcome to Term 3

Spanish Immersion Program for 2015
The development of a rigorous curriculum for all of our students at Wyndham Central along the AVID guidelines is a key part of our strategic plan. The LOTE program offers Italian, Japanese and Spanish and for 2015 we have decided to offer the Spanish Immersion program for Yr 7 and 8. The Year 8 2015 class is already close to capacity whilst the numbers for the Yr 7 class will be assessed once the enrolments are confirmed. We are very fortunate through our connections with the Spanish Consulate here in Melbourne to have the opportunity to send a team of staff over to Spain in the coming September term break to complete further professional learning at the Gredos San Diego College in Buitrago de Lozoy.
This relationship will also extend into regular visits between the two schools. The location is in the town of Buitrago de Lozoy and is one of the few in the community that have maintained its walls (11th century) and have been restored in the 15th century. It lies on a peninsula surrounded by the Lozoya River. The town also contains the Buitrago del Lozoyo Castle which dates back to the 15th Century, the church of Santa María del Castillo (1321), in the same style and the Picasso Museum. This small museum contains works by Pablo Picasso from the collection of Eugenio Arias. Arias, a barber by profession, came from Buitrago and was a friend of the artist. Over the term break I was fortunate enough to visit the College to commence the sister school relationship and the planning for our immersion program.

IMPORTANT DATES

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>21-25/7</td>
<td>Pathways Week</td>
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<tr>
<td>3-6/8</td>
<td>Yr 11 Outdoor Ed Ski Trip</td>
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<td>7/8</td>
<td>Maths Competition</td>
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<td>10-13/8</td>
<td>Yr 12 Outdoor Ed &amp; STAR Ski Trip</td>
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<td>18 &amp; 19/9</td>
<td>Parent Teacher Interviews</td>
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**Building Update**

The buildings are continuing to progress and in the next few weeks we are awaiting the handover of the Trade Training Centre and Technology block, the Administration and Staff Centre, the Theatre and Wellbeing Centre and the Yr 8/9 centre. The landscaping has started to make an impression in the former central courtyard and outside the Science Centre. Again I am very proud to acknowledge the wonderful behaviour of our students who have been extremely patient throughout the building process.

**Attendance**

Last term I reminded families of the importance of being at school, every day, on time and in correct uniform. Year Level leaders are currently meeting with those students (and parents/guardians) whose attendance has deemed them to “be at risk” academically. The connection between Regular attendance is an obvious factor in ensuring that educational success is achieved and students/families who struggle with this expectation will be contacted by the Yr Level Leaders and Assistant Principals. Please support your child’s education by ensuring that they attend school on time and in correct uniform.

**Subject Selection for 2015**

Once again I remind all families to continue to check the website for the timeline on the subject selection process. There is a tight timelines to the processing all of the subject selections by our students which helps ensure that we can offer and staff the subjects. Any requests received after the timeline are not always accommodated so please assist both your child and us by following the process and adhering to the deadlines.

Kind regards
Julie Myers

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**Creating a Community of High Expectations**

**MIDDLE YEARS REPORT**

Welcome back to term 3 to all students and their families. I look forward to a successful semester with teachers, parents and students working together to create a community of high expectations that leads all students to achieve their full potential.

**REPORTS**

All students have now received their Semester 1 reports. Congratulations to the students whose positive work ethic and attitude has resulted in the achievement of an excellent report. Unfortunately a small number of students have been classified as ‘at risk’ of non-progression as they are not making satisfactory progress. If your child has been identified as “at risk” you will have been contacted by your child’s Year Level Leader to arrange an appointment for a meeting to discuss how we can work together to ensure more satisfactory progress for your child. Your attendance at this arranged meeting is vital.

**GOAL SETTING**

Students have completed a report reflection. The report reflection gives your child the opportunity to think about what is going well, what they need to continue doing to be successful or what they need to start or stop doing to achieve success. With the distribution of reports and the start of a new term this is an opportune time to set goals for improvement for this semester. Tutor teachers have worked with your child in tutor time in the last week to set goals for the semester. Parents can support this process by discussing with your child what goals they have set for the semester and encouraging them to achieve these goals.

**ATTENDANCE**

It is a legal responsibility that your child attends school every day. If your child is too sick to attend school then it is important that they attend the doctors and get a medical certificate. It is essential for your child to bring the Medical Certificate or a note from the parent/guardian to their tutor teacher the day they return to school.
UNIFORM
A reminder that all students are expected to be in full winter uniform this semester. Please refer to the parent handbook or your child's planner for uniform expectations.

ORGANISATION
This term we are again focusing on organisation of all of the middle years students. Each lesson students are expected to have:

1. Pencil case (with pens, pencils, calculator, eraser, ruler, scissors, glue)
2. Laptop fully charged and working
3. Exercise books (AVID folder for years 7&8)
4. Planner
5. Homework to submit where set

Parents can support their child by reminding them or helping them to pack their bag the night before and checking to ensure all equipment is packed for the next school day. When students have all required equipment and are in uniform they are far more prepared to learn and achieve success.

SUBJECT SELECTION (YEAR 9)
Students have already indicated what subjects they wish to complete as electives next year, in Year 10, in the Straw Poll that was due at the end of last term. On Wednesday 23rd July, during session 5 and 6, Year 9 students will be required to complete stage 2 of the subject selection process, the PASSPORTS as part of EXPO. These PASSPORTS will go home to parents on Wednesday evening. Parents are encouraged to discuss with their child their choices. Parent and student must then sign the PASSPORT and return the completed and signed PASSPORT to their tutor teacher the next day Thursday 24th July.

Students who applied for an accelerated subject and completed the Acceleration Exam will be notified this week if they are recommended for an accelerated subject. Exams have been marked, student reports in semester 1, along with other relevant data, will be considered by a panel, including the Learning Area Leader of Maths, Learning Area Leader of English, the Assistant Principal of Curriculum, the Year 9 Leader and Acting Middle Years Assistant Principal who have made decisions and recommendation for applicants. Students and parents will be notified by letter of the outcome of this process by Monday 21st July.

If you have any concerns or queries, please contact your child's Tutor Teacher, Year Level Leader or Middle Years Assistant Principal.

Connie Faranda
Acting Middle Years Assistant Principal

YEAR 7 REPORT
It's been a good start to Term 3, with students settling back in well. Please remind your child to bring their planner home to allow parents up to date notice of any homework that may be due and to allow easy communication with teachers to take place, if necessary. If you would like to be included in my email address book to allow for easy communication with the year level leader, please forward an email – robinson.thomas.b@edumail.vic.gov.au and I can add you. 'At risk' meetings will be taking place on Friday 25th July for those students identified based on their mid year report. For those students involved a letter should’ve been included in the report and the school should've made contact with you to organize an appointment. If there are any concerns regarding reports, please contact the school. Your first point of contact should be the tutor teacher and then after that the year level leader. A reminder of those staff and their contact details:

Tom Robinson - robinson.thomas.b@edumail.vic.gov.au – Year Level Leader
Peta Hills – hills.peta.f@edumail.vic.gov.au – 7A Tutor teacher
Michael Germano – germano.michael.m@edumail.vic.gov.au – 7B Tutor teacher
Patrick Agius – agius.p@edumail.vic.gov.au – 7C Tutor teacher
Sue Butcher – butcher.susanne.m@edumail.vic.gov.au – 7D Tutor teacher
Anne Vlahos – vlahos.anne.a@edumail.vic.gov.au – 7E Tutor teacher

Tom Robinson
Yr 7 Year Level Leader
YEAR 8 REPORT

It has been an exciting start to Semester 2, 2014. The Year 8 students have a great opportunity for a fresh start in Semester 2. Elective classes have changed moving into Semester 2, with Japanese and Spanish remaining year-long subjects. Semester 1 saw great participation in the Swimming Carnival, Athletics Carnival, and the Cross Country. We also had the unveiling of our new House Colour and Naming system, with great success. A particular sporting highlight of the Semester was the progression of the Year 8 boys’ soccer team to the regional finals.

A focus for all Year 8 students moving into Semester 2 is raising expectations, and being organised. Please ensure all students are using their AVID folders, Netbooks, and Planners. Students also need to be completing significant amounts of homework every week. Could I please take this opportunity to urge all parents to discuss the progress of your child after receiving their Semester 1 report, and ensure they are progressing well in Year 8 and also check students are using their planners, and AVID folders. I am really looking forward to a bright Semester 2 with the entire Year 8 cohort.

Simon Thorley
Yr 8 Year Level Leader

YEAR 9 REPORT

The year 9 students involved in the Hands On Learning Program seem to be enjoying the projects being currently offered and some students are showing leadership skills and mentoring their peers. Every Thursday at assembly certificates for achievements are handed out and the students seem to be performing highly in many subjects, as the number of certificates given out is increasing every term. For the year 9 cohort the attendance rate has improved, indicating that students are coming to school and are in class on time ready to learn. More importantly students are enjoying the curriculum and environment that Wyndham Central College offers which is a place of Respect, Cooperation and Excellence.

Alex De-Leaon
Acting Yr 9 Year Level Leader

SENIOR YEARS REPORT

All semester one reports were distributed to students on the last day of term two and Tutor Teachers worked with students to reflect on their results and develop goals for further improvement. I urge all parents to continue to have constructive conversations with their child to further develop strategies for improvement, including using their planner and putting in place regular home work and home study programs.

From Monday 21st July we commence our careers/pathways and transition information sessions with senior students and their parents. Students will complete a taster of subjects to trial to determine their suitability for their next year’s selection. As parents, please have discussions with your son/daughter to assist them with the suitability of their subject choices.

I ask that all senior students maintain their pride in our College by arriving to class on time, always wearing correct uniform (no facial piercings) and by bringing their laptops, books, planner and equipment needed for every class.

At the end of semester one, we celebrated student attendance by awarding a large number of students with certificates for excellent attendance; it makes me proud to see so many students striving for excellence. A reminder to all students, that a minimum of 90% attendance is required as a pre-requisite to be promoted to the next year level and to always hand in an absence note to explain absences.

I would like to acknowledge the excellent Year 10 reports that are being written by our Year 10 students, these are well written and informative reports, from a student perspective. To date, they have been written by Tayla Stuart, Emily Zammit, Jordyn Gregory, Leigha Needham and Jacqueline Shanks. Please read Darcy Ballans Year 10 report in this newsletter. Thank you for your work.

Bryan Woollard
Senior Years Assistant Principal
**YEAR 10 REPORT-A STUDENT PERSPECTIVE**

The year ten students at Wyndham Central College have been working hard on their MIPS projects to assist in gaining a deeper understanding for our future career pathways. On Monday 21st of July we will commence careers week with a pathway presentation by the Defence Force. On the following day we will all live a day in the life of a year eleven student with the exception of the students who are enrolled in the iTrack program, who will be journeying to Melbourne to meet their online mentors. On the Wednesday there will be a careers expo with numerous universities and institutions present to give us the best possible awareness of the various opportunities being offered to us. Our careers expo will conclude at 10:40am and will be followed by individual parent/teacher meetings to finalise our pathway decisions and subject choices.

Late in term 2, we travelled to the Italian Sports Club to attend a program designed by the Smith Family called Straight Talk. This gave students the chance to meet mentors from 3 pathways they believed they wished to pursue in the future. There were many different professionals at the event such as IT specialists, nurses, youth event organisers, engineers and representatives from the police and defence forces. When we returned to school, after the holidays, we noticed many differences as a result of the generous funding provided to our school for our building works. Although the constant construction sites are an inconvenience, we know that they are well worth the distraction and will have a huge positive impact on our education in the years to come.

In our core subjects we are studying some extremely challenging and intriguing topics. In English we are currently analysing the Shakespeare classic, Macbeth. This is proving to be very difficult yet fulfilling as we translate the old English text into a modern, more comprehensive image. Furthermore in science we are learning about biology and in particular genetics. Our humanities classes are focusing on the Vietnam War of 1965, focusing not only on the brutality of the events but also what instigated the conflict and what we have learned from it as a nation. Many students have also alternated to their semester 2 subjects including Italian and outdoor education.

Overall it has been a fabulous beginning to the third term and we look forward to the challenges we will face in the next few months.

Written by:
Darcy Ballans, 10A

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**YEAR 12 REPORT**

**Tutor Time**
During tutor time this term all students will be involved in a number of programs. We have just been to the TIS, the Tertiary Information Session, where students learnt about how to apply for University and TAFE courses. As the term goes on we will help the students apply for the courses through the online applications process. We also have presentations from Head Space, Valedictory dinner, Gamblers Anonymous, Looking after your mates, Schoolies, CARE and how to deal with stress workshops. I will provide updates on the workshops as they happen.

**YR 12 BBQ**
On the last day of term we had another end of term BBQ. Thanks very much again to the leadership group who helped run the BBQ on the Friday. Thanks to the VCAL students who kindly donated some of the food left over from their fundraising BBQ to keep our costs down.

**Semester 1 Awards**
This week students were issued with subject awards as nominated by classroom teachers. The awards were for outstanding work in the individual subjects. I would like to congratulate David Veleski and Sarah Baractta who received the overall awards for the Year 12 Year Level. I would also like to thank Ms Lee and Ms Fyvie for helping to organise this process.

**Year 12 Jumpers**
I would like to say how fantastic the Year 12 students look in their new jumpers. It did take some time to organise and design but I think the wait was well worth it.

Rebecca Sandlant
Yr 12 Year Level Leader
RMIT SmArts

The RMIT SmArts Creative Program (developed by The Smith Family) is an enrichment program that our school has been involved in for 3 years now. It gives our talented Visual Arts students at years 9 and 10, an opportunity to be creatively inspired and encourages them to consider studying Visual Arts and Design at a university level.

This year our students experienced aspects of folio development and animation.

Congratulations to the following participants: Year 9 - Zahra Aamiry, Sharni Anderson, Tara Moore, Ryan Van Asten, Lana Loftus, Lily Zhou, Carly Spiteri, Charmaine Murphy, Rebecca Johnny, Chantelle Hyde, Mariah Schuback, Patricia Oreta, Ashlee Cho. Year 10 - Joel Shipcott, Dylan Jardine, Bethany Reid, Caitlyn Karfora. Their animations will feature in our Annual Art Show, Tuesday 14th Oct (starting at 6pm). More details for the Show will follow, so stay tuned!

Christina Lomagno
Head of Arts and Design
Wyndham Central College

TEAM SPORTS REPORTS
Senior Boys and Girls Basketball report
Senior boys played 2 matches in their pool. Game 1 against Hoppers Crossing was close. The boys took a strong early lead, but Hoppers worked their way back into the match. The boys held on for a well-deserved win in the end, 27-21. Game 2 was against Werribee, with the score line being the opposite of the first, with Werribee getting out to an early lead of 14 points. WCC was able to get it back to 7 with some tight defence and strong offense, but Werribee pulled away in the last few minutes to record a 12 point win. This left WCC 2nd in their pool so played in the 3rd vs 4th playoff against Suzanne Corey. Disappointingly, after holding a 20 – 7 lead midway through the 2nd quarter, Suzanne Corey came back hard to tie the match at 22-22, which was the final scoreline.

Thanks to Tevita Mapa (Year 7) and Justin Mac for scoring and helping out.

The team:

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>CJ Gomez (captain/coach)</td>
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<td>Jake Magee</td>
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<tr>
<td>Daniel Rodriguez</td>
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<tr>
<td>Tyrone Alam</td>
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<tr>
<td>Bior Malual</td>
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<tr>
<td>Kylem Brown</td>
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<tr>
<td>Zhan Kaponga</td>
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<td>Daniel Lefau</td>
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Senior girls played 3 matches in round robin event. They only had 6 on their team and Mel went down in the first game which didn’t help their cause. They lost all 3 matches, but were able to get some points on the board in each game. The games were 2 X 15 min halves, so with the girls playing all minutes, they did a great job and were pretty tired by the end. Congratulations girls on a top effort. A big thanks to Elly Anderson and Rychell Crennan, both year 7 girls who helped out scoring.

The team:

<table>
<thead>
<tr>
<th>Noor Othman</th>
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<tr>
<td>Melanie Taunisala</td>
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<tr>
<td>DJ Anwar</td>
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<tr>
<td>Nyrak Leek</td>
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<tr>
<td>Brenda Hercegovac</td>
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<td>Heidi Maganes</td>
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<td>Mr Robinson</td>
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Junior Girls Soccer

On the 6th of June 2014, 11 enthusiastic Year 7 girls of Wyndham Central College competed in the Wyndham Division round robin tournament for soccer.

Three schools were represented on the day, Werribee Secondary College, Hoppers Crossing Secondary College and Wyndham Central College.

The girls of Wyndham Central first competed against Hoppers Crossing Secondary College. The girls took their time getting into the game and struggled to adapt to the quick play of Hoppers. Sue Su provided a real attacking threat in the first half, with Ler Baw Paw and Say Po Htoo being great support. The second half was much more competitive and a real struggle for the balance of momentum in the game. Captain Keely Teariki provided a stability in the midfield and then pushed forward to score a great goal from a big run. The game finished at 4-1 to Hoppers Crossing, but Wyndham Central girls learnt a lot from the game and were keen to get back on the field.

The second game of the day was against Werribee Secondary College. Unlike the first game, the girls were switched on from the referee’s first whistle and locked the ball out of the keeper’s net despite relentless pressure from a more experienced Werribee side. Dwehnay Htoo, Rose Crossley, Paris Lum and Priscilar Sar all played vital roles in the midfield and defence and made it hard for Werribee to dominate the game. Keely Teariki moved back to goalkeeper and held her own whilst Sue Su provided a strong counter attacking threat. The game finished at 3-0 to Werribee, but again the Wyndham Central girls learnt a lot from the game and were extremely proud of their efforts and relished the opportunity to represent the school.

As a coach, I couldn’t be prouder of the girls. They played the game in the right spirit and worked as a team throughout the day!

Ms Lomagno

Term 3 Sports

Coaches have been organised for teams to compete in Basketball and table Tennis, our Term 3 sports. We wish these teams good luck in their competitions

Yours in Sport
Rebecca Sandlant
Team Sports Co-ordinator

HUMANITIES NEWS

2014/215 marks a very special set of commemorations and anniversaries in Australian military history. It not only marks the 100 year anniversary of our landings at Gallipoli during World War One in 1915, but also marks the
end of Japanese aggression in the Pacific and Nazi aggression in Europe during World War Two with the war ending in 1945. Australia's active military involvement in the Vietnam War also commenced in 1965, so there are many anniversaries and commemorations to be remembered covering three of the most significant military conflicts in Australian history in 2014 and 2015.

Wyndham Central College will undertake learning around many of these events and battles spanning all three conflicts, culminating in a Centenary ANZAC service for 25 April next year.

The Humanities department is incorporating many aspects of these conflicts and commemorations into History and Geography classes in the next year so as to better understand these conflicts and the ramifications of them on the modern world.

Students in years 9 and 10 will be learning about World War One and Two as part of their core Humanities studies, and students have the chance to learn about the Vietnam War in year 11 and 12 History classes if chosen at a senior level. The year Ten History Elective class also offers a chance to look at all three of these conflicts, as well as many other events in Australian and global history.

As part of our learning, each newsletter will contain a timeline of the events relating to the month covering aspects of all three conflicts, as well as what was occurring on the home front during the time.

The Humanities department hopes that each household will take the time to discuss the events, and participate in commemoration services as they come up as a family so that the lessons of the past can be passed on to a new generation.

Key Events for July/August:

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<tr>
<th>Date</th>
<th>World War One</th>
<th>World War Two</th>
<th>Vietnam War</th>
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<tr>
<td>21 July 1954</td>
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<td>The Geneva Accord is signed, splitting Vietnam into North and South Vietnam at the 17th Parallel.</td>
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<td>2 August 1964</td>
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<td>USS Maddox, an American naval destroyer, is destroyed by North Vietnamese forces.</td>
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<td>4 August 1914/1964</td>
<td>British Government declares war on Germany, Australia and New Zealand enter the war as Britain's ally</td>
<td>Germany and Turkey sign an alliance, meaning Australia is at war with Turkey.</td>
<td>In retaliation for the sinking of the Maddox and other incursions by the North, US forces, allied to South Vietnam bomb North Vietnam for the first time.</td>
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<td>7 August 1964</td>
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<td>American congress passes the Gulf of Tonkin resolution, meaning that President Johnson can take any action necessary to defend their ally South Vietnam.</td>
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<td>10 August 1914</td>
<td>Australia begins voluntary enlistment in the armed forces. 50,000 will enlist by the end of 1914.</td>
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<td>13 August 1914</td>
<td>The Red Cross is established to raise funds to purchase comforts and medical supplies for enlisted men.</td>
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<td>15 August 1944</td>
<td>Japanese prisoners of war escape from the Cowra Prisoner of War Camp in NSW.</td>
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<td>30 August 1914</td>
<td>New Zealand forces land in Samoa, which was controlled by Germany.</td>
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Australian historian Bill Gammage has said of enlistment into the AIF in the 1914:

Official recruitment for the Australian Expeditionary Force commenced in August 1914. With an initial commitment of 20,000 troops, the army was able to set a minimum height requirement of 5 feet 6 inches (168cm) and preference was given to those who had military experience. Australia would be sending its ‘best’ examples of Australian males. By the end of the year over 50,000 had enlisted and thousands more had been rejected on medical grounds:

“One man was told that his eyesight was defective and was twice turned away before a £2 tip facilitated his passage into the Australian Infantry Force. Rejected men stumbled in tears from the tables, unable to answer sons or mates left to the fortunes of war. They formed an Association, and wore a large badge to cover their civilian shame. Those who sailed against for Gallipoli were the fittest, strongest, and most ardent in the land.”

Medallion for those who were medically unfit, so they would not receive a white feather for cowardice in WW1.

**AVID: Advancement Via Individual Determination: Term 3, 2014**

AVID’s mission is to close the achievement gap by preparing all students for university readiness and success in a global society.

**AVID Year 7 and 8**

All year 7 and 8 students are taught by AVID trained teachers in all core subjects including English, Mathematics, Science and Humanities. Teachers teach specific skills in Writing, Inquiry, Collaboration, Organisation and Reading.

This Semester, students will continue to focus on their organisation skills by focusing on maintaining a well organised Binder. The Binder (purchased from Hedley) is a recognised method of ensuring students are organised. Binders are available for $5 from the school should students require a new Binder. Students are provided with new Binder books by their tutor teachers when required. Tutor teachers will assess the Binder weekly to assist your child in maintaining this level of organisation. Parents have a vital role in ensuring that their child has a Binder as well as checking and supporting their child to maintain a well organised Binder.

We will also continue to focus on improving student’s Cornell notes. Cornell notes are a proven focused note-taking method. When all steps of the note taking system are completed, students are guaranteed to increase their knowledge and raise their grades in any given class!

The Cornell note taking system includes:

- Topic, date and Essential Question at the top of the notes
- Notes in the right hand side with key words circled and important information underlined
- Questions relating to the notes in the left hand column
- A summary at the end of the notes
Students are expected to use the Cornell Note format and complete all steps of the note taking system. The completion of Cornell notes must be part of your child’s regular homework program. Parents please have a look at your child’s work and encourage and support your child to use the repetition strategies and review notes regularly as this will help them prepare for, and improve, their test and exam results.

In order to improve reading skills, students are being taught Critical Reading skills. Critical Reading skills involve a series of steps to that aim to assist your child in increasing their understanding of a text. When reading a text, students can improve their understanding by following the critical reading steps which include: numbering the paragraphs, circling key words, underlining important information, identifying words that they do not understand to increase their vocabulary, and re-reading. In addition, students are taught how to chunk the text into smaller sections so that they can then examine what the author is saying and doing in each chunk of the text. This enables students to use a summary template to create a summary of the text.

Another AVID strategy that students will be working on, particularly Year 8 students, is Learning Logs. The Learning Log is a technique to help students focus on what they are learning in their classes by writing their thoughts, reactions, and responses to class lectures, videos, or discussions. A Learning Log is a written reflection of the students’ perceptions of what is being learned and how they are learning. It provides a record of students' growth over time. The use of the Learning Log in AVID is part of the philosophy of using writing as a tool for learning. Year 8 students complete weekly Learning Logs in their tutor time.

**Year 10 and 11 AVID Elective**

This term, in year 10 and 11, students in the AVID class are focusing on:

- Binder and organisation
- Cornell Notes
- Tutorial Request Forms
- Learning Logs
- Critical reading

The students are required to ensure that they have a well organised Binder and students complete a Binder check to ensure that all components of the Binder are neatly and meticulously organised. This will form part of the semester’s assessment.

This semester, students will continue to improve the quality of their Cornell notes. Students are expected to take Cornell notes in all classes and then revise these notes for homework, formulate questions in the left hand column and create a summary at the end of the notes. Cornell notes are a proven strategy of increasing student achievement.

All students are required to complete a Tutorial Request Form (TRF) so they can bring to class a point of confusion, or a question, which they need help with. Through inquiry, students are guided by their peers and their tutor to gain an understanding of their point of confusion or question. Students are working well on tutorials. We were recently visited by a representative from Victoria University who observed the students in the tutorial process. The positive feedback included that students were very engaged and purposeful throughout this process.

The Learning Log is a strategy used to help students focus on what they are learning in their classes by writing their thoughts, reactions, and responses to class lectures and activities. A Learning Log is a written reflection of the students’ perceptions of what is being learned and how they are learning and provides a record of students’
growth over time. The use of the Learning Log in AVID is part of the philosophy of using writing as a tool for learning. Students complete weekly learning logs to assist them in consolidating learning and identifying what assists their learning.

Another focus in AVID class, Critical Reading, involves a series of steps to that aim to assist your child in increasing their understanding of a text. When reading a text students can improve their understanding by following the critical reading steps which include: numbering the paragraphs, circling key words, underlining important information, identifying words that they do not understand to increase their vocabulary, and re-reading. In addition, students are taught how to chunk the text into smaller sections so that they can then examine what the author is saying and doing in each chunk of the text. This enables students to use a summary template to create a summary of the text. A critical reading exercise often leads to a Socratic seminar which is a discussion forum that further assists the students to understand and express their comprehension and personal ideas about the text.

The AVID students will continue to visit universities campuses. This term Year 11 AVID students will be involved in the Early University Pathway (EUP) program. This will involve students attending Victoria University to complete a university style unit one afternoon per week for an 8 week period. The purpose of the EUP program is to assist students to transition more successfully to university after secondary school.

Connie Faranda,
AVID Leading Teacher

COUNTY COURT VISIT - VCE LEGAL STUDIES
Toward the end of first semester Unit 1 Legal Studies students managed to visit the County Court in the city. In what turned out to be an informative day the students managed to view a court trial where a defendant had been charged with extortion and obtained money from the victim at knifepoint. This person had already been found guilty and they were in the plea stage of the trial where they were asking the judge to reduce their sentence. The judge in this trial adjourned the case so the students could ask questions. He also made reference to the damage caused by drugs in society.

The students also heard from another judge who told of his experiences as a barrister and as a judge who had only recently been appointed to the court. It was amazing to think there were over 50 courts in the building.

After lunch the Juries Commissioner spoke to the students in relation to how juries worked and then the students were placed in a mock selection of a jury in a criminal trial highlighting the selection process and why some jurors are less preferred than others. The students enjoyed this process as they took on roles of the judge, barristers and members of the jury.
Our budding Prosecution Barrister during the Jury Selection process – didn’t he look the part!

Most of the students thought it was Mrs Claus. Actually ‘Lina was the judge!

The court during our Jury Selection

Mr O’Callaghan
Legal Studies Teacher

**LOCAL BUSES**
From 27 July 2014, there are changes to timetabled route bus services in the Wyndham area. These changes may affect how students travel to your school on the timetabled route bus services.

All Route Bus timetables in the Wyndham area have been revised to improve accuracy of the printed timetables and also to provide better connectivity with the train stations at Werribee and Hoppers Crossing. Because of these changes, we would recommend that students that use the local route bus network check the timetable of their regular route to be aware of these changes.

Please note that **school bus routes are not affected by these timetable changes** unless advised otherwise. Route timetables for services operating from the 27 July 2014 are now available on the PTV website at [www.ptv.vic.gov.au/timetables](http://www.ptv.vic.gov.au/timetables) or by phone on 1800 800 007 between 6am – midnight daily.
ART NEWS – Samples of Student Work

Keenan Lucic Yr 9 Visual Art
“Responding to Nature”

Sharri Anderson Yr 10 Visual Art
“My Australia”

Zahra Aamiry Yr 9 Visual Art
“Responding to Nature”
MATHEMATICS HOME WORK CLUB
Wyndham Central College will again run Mathematics Home Work Club for 2014. This is a fantastic opportunity for students to gain confidence and competence in Mathematics. Classes are going to be supervised by experienced teachers who will dedicate their time every week on Wednesdays between 3:10 pm and 4:10 pm in the Resource Centre. During this time students will be encouraged to complete their weekly home work and/or seek assistance in catching up on missed work. Students from all year levels are strongly encouraged to take the opportunity and participate in the program.
Andrew Wokulski
Home Work Club Coordinator

SCIENCE HOME WORK CLUB
The Science Homework Club for Years 7-10 will run every Wednesday from 3:00-4:00 in the Science Centre.
Michael Germano
Science Learning Area Leader

CAREER NEWS
The Wyndham Central College Career Newsletter is published fortnightly to keep students informed of events relating to their career pathways. It includes information regarding tertiary pathways – University & TAFE – as well as employment/industry pathways. The Careers Office, in the administration building, is a resource centre for our students with current institutional handbooks and brochures at their disposal. Students are invited to visit, browse and question. An open door policy exits to ensure students make informed decisions about future pathways. Parents/guardians are welcome to take advantage of the services provided. Appointments can be made to discuss the future pathways of their children. The Years 7 to 11 Careers Programs will be concluding shortly. The Year 12 Pathways & Application Process will commence early in Term 3.

REMINDE...
OPEN DAYS REMINDER...
Universities and other institutions hold **Open Days**.
Year 10, 11 & 12 students have been given an Open Day Calendar, however, the dates are provided here for your diary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday 2 August</td>
<td>Monash University (Berwick &amp; Peninsula campuses)</td>
</tr>
<tr>
<td>Sunday 3 August</td>
<td>Deakin (Warrnambool), Monash (Caulfield, Clayton &amp; Parkville), Swinburne</td>
</tr>
<tr>
<td>Sunday 10 August</td>
<td>Australian Catholic University (ACU) (Melbourne), Deakin (Geelong), RMIT (Bundoora, Brunswick, City)</td>
</tr>
<tr>
<td>Sunday 17 August</td>
<td>La Trobe University (Bendigo), University of Melbourne</td>
</tr>
<tr>
<td>Sunday 24 August</td>
<td>Box Hill Institute, Deakin (Melbourne), La Trobe (Melbourne), Victoria, William Angliss Institute</td>
</tr>
<tr>
<td>Sunday 31 August</td>
<td>ACU (Ballarat), Federation University (Ballarat &amp; Gippsland)</td>
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</tbody>
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GAINING A PLACE IN GRADUATE-ENTRY MEDICINE...
At the **University of Melbourne**, medicine is a graduate-entry degree, with applicants first needing to complete a degree including **prerequisite studies** (eg the University of Melbourne’s B. Biomedicine or the B. Science). Selection to this degree is based on the **Graduate Medical School Admissions Test (GAMSAT)**, usually sat in the final year of the undergraduate degree, performance in the **undergraduate degree** (including completion of prerequisite studies) and an **interview**. Students attend an interview if they meet the other two criteria. Each criteria is weighted equally by the selection panel.


As this is a postgraduate qualification, there is no need to sit the Undergraduate Medicine and Health Sciences Admission Test. (The UMAT is now only required in Victoria by applicants for Monash undergraduate medicine).

Two other graduate-entry medical degrees are offered in Victoria, at **Deakin University in Geelong** and **Monash in Gippsland** (Monash also offers the only Victorian **undergraduate** medical degree).

**From 2017**, at least 50 of the 75 domestic places in the Monash Graduate Entry MBBS will be **reserved for students who have completed Monash University’s Bachelor of Biomedical Science**. The others will be for students who have completed the following **Monash degrees**: Bachelor of Biomedical Science (including double degrees), Bachelor of Pharmacy, Bachelor of Physiotherapy and Bachelor of Science (dependent on the completion of designated units).

Selection of students for the Graduate-entry MBBS will include a **multiple mini interview**; GAMSAT will not be required.

**Deakin** does not specify any undergraduate degree to be completed first, but applicants will need to be equipped to answer questions in the **GAMSAT** and complete an interview.

MONASH UNIVERSITY NEWS...
- **Monash VTAC domestic first preferences increased by 4.7% this year (+635)**, while under-graduate offers of places increased by 3.5%, with 10,866 offers being made.
- **New courses at Monash for 2015** – Berwick campus will offer the **Bachelor of Nursing**, Clayton will offer the **Diploma of Higher Education – Science**, a new City location will offer the **Bachelor of International Business**, and Peninsula will offer the **Bachelor of Education** (Honours)Primary and Secondary Health and Physical Education.
- **Monash offered 5,868 scholarships** in 2014 – up 37% on 2013.
- **From 2015, all 4+ year Monash degrees will give an honours qualification**. This can lead on to a one year Masters’ degree, with only one year being full-fee.
- **Selection to the medical imaging degree** is expected to include an interview for the 2015 intake.

NURSING AT VICTORIA UNIVERSITY...
Health courses at VU give hands-on experience and learning through scenario-based placements and clinical assessment. Students gain the latest knowledge, skills and experience to be work-ready and career-focussed before graduation. The three-year B. Nursing prepares graduates to be qualified registered nurses recognised by the Australian Nursing and Midwifery Council. It is also a pathway into paramedicine through the B. Health Science (Paramedic).


**NOTE**: Division 1 Nursing is also offered at ACU, Deakin, Federation, La Trobe, Melbourne, Monash, and RMIT Universities.
ENVIRONMENTAL AND MARINE CAREERS EXPO…
Join the experts for a careers, employment, and training expo at Melbourne Aquarium. The Expo brings together professionals from a variety of industries and tertiary institutions.
**When:** Twilight session 4.30-8pm, Thursday 7 August
**Where:** Sea Life, Melbourne Aquarium
**Cost:** $20 per person early bird (by 27 June), $25 afterwards
**Bookings:** 9923 5911, bookings@melbourneaquarium.com.au

INTERNATIONAL COURT RULES DEAKIN LAW STUDENTS BEST IN WORLD…
Deakin University has taken one of the world’s most prestigious law student competitions, winning the team’s award in the Willem C. Vis International Commercial Arbitration Moot in Vienna. The mock court competition, known as the Vis Moot, is a highly prestigious event, with 290 law schools form around the globe competing. The competition requires students to prepare materials for a hypothetical international commercial law dispute and then argue that case against other teams.

IT@DEAKIN…
Deakin offers a range IT disciplines, including games design and development, IT security and computer science. The perception of computer games has completely shifted. Games are now fundamental tools used in sales and marketing, business strategy, education, and science – much more than just entertainment products and graduates are well prepared for careers beyond traditional roles in gaming companies. IT security is suited to students interested in tackling cyber-crime and cyber-security head-on. Graduates with skills in this area are highly sought-after.

Computer science focuses on the technological aspects of computing and IT, including development of analytical skills and an understanding of programming and software engineering.

INTERESTED IN LOGISTICS?
Logistics is about getting materials/foodstuffs to the right place at the right time. The Victorian Transport Association (VTA) Logistics Cadetship is a two year program with recipients employed fulltime with logistics companies while studying for a Certificate IV/Diploma in Logistics. Cadets are released from work to study at Victoria University. Cadets earn a full time wage while studying. If you are looking for a career in business, and are highly organised, this could be the career for you.

**Information:** Leni Carrion, Phone 9646 8590, cadetship@vta.com.au
**See:** www.vta.com.au.

SECURE YOUR PLACE AT LA TROBE BEFORE YOUR ATAR…
Don’t forget that La Trobe University’s Aspire Early Admissions Program applications open on Tuesday 1 July. Check out the enrichment program and key dates to apply now.

ELATUM GROUP…
Are you seeking employment, thinking of returning to work, learning some new skills, updating existing skills, or would like to gain a qualification?

The Elatum Group are running Government Funded courses in the Western Suburbs.
We offer a Hospitality pre-employment program that provides graduates with a Nationally Recognised Qualification as well as their RSA Certificate and Food Hygiene units.
We also offer Warehousing and Competitive Systems (with the opportunity to gain a forklift licence) and Children's Services qualifications.
If you are interested or would like to know more please call or text 0447 325 800 or email; info@elatumgroup.com.au for some course details.

Mrs Kathy Karlovic
Pathways & Transitions Leader
Tel: 9741 4911 Ext.924/925
COMMUNICATION/GRIEVANCE PROCESS FOR PARENTS/GUARDIANS

1. Make an appointment with the Tutor Teacher

2. If the issue is unresolved, make an appointment with the appropriate Year Level Leader

3. If the issue is still unresolved, you may need to meet with the Assistant Principal for either Middle or Senior years

4. If you are still dissatisfied, phone or write to the Principal

5. Make an appointment with the Principal via the Principal’s Executive Assistant

6. If the matter is not resolved after Steps 1 - 5, then the issue can be raised with the Regional Office on 9291-6500
Education Maintenance Allowance

Information about changes to Education Maintenance Allowance as a result of the School Reform Agreement made between the Victorian Government and Commonwealth Government.

What is EMA?
The Education Maintenance Allowance currently provides financial assistance to low-income families to help meet costs associated with the education of their children.

How it is paid?
Parents can currently elect to have their EMA paid in one of the following ways:

- paid by direct deposit (Electronic Funds Transfer) into the parent’s bank account; or
- paid directly to the school to be held as credit which the parent can use towards education expenses; or
- paid by cheque which will be posted to the school for collection.

Why?
Under the recent School Funding Reform an additional $12.2 billion will be allocated to Victorian schools.

Will my child be worse off?
No. Education funding for children will increase but will be delivered to your child in a new way through their school. The new agreement provides that schools with the most vulnerable students will receive the funding they need.

The students who will benefit the most from this funding agreement are those who are the most vulnerable.

In 2013 over 70 per cent of parents receiving the EMA chose to have their EMA paid directly to their school. Each school would then use the funds for a range of expenses for that child.

Who is eligible?
The EMA currently provides financial assistance to Victorian families on a low income to help with the cost of educational items such as textbooks, stationery, uniforms and excursions.

It is a means-tested payment - parents must hold a Centrelink or Veterans Affairs concession card to be eligible.

What is changing?
In the recent School Reform agreement signed with the Commonwealth, the Victorian Government has changed the way it helps low income families with education expenses.

From 2015, the Government will distribute the funds previously used for the EMA directly to schools. DEECD will develop the arrangements to be used to distribute these funds to schools – consultation will occur with stakeholders about this.