On Friday 18th of October, Western Heights College hosted an Arts Extravaganza that began with a live performance in the Drama Centre for all Year 9 students. The finale was the opening of our Art Exhibition, featuring a variety of artworks in various mediums, from both VCE Studio Arts, Art, VisCom and VCAL students. Both events were organised by the teachers of our Arts program, Anna Hurley, Fiona Hergstrom, Glen Smith and Nathan Feldman. Additional help was given by Christina Bowden, Fran Smith, Tamika Lee, Cassie Aitken and Kelly Montano.

Both the afternoon and evening was a resounding success and it was a great opportunity for our students to showcase their unique artistic talents. The afternoon performances had an enthusiastic and appreciative audience in the Year 9 cohort that included dance, drama and musical performances. The evening Art Exhibition received great support from families and friends of the students and the artwork was a clear indication of the high level of talent we have in this school.

Celebration Day
I am very pleased to report that Celebration Day was enjoyed by all, and much praise needs to go to Mr Mike Atherton and the Organising Committee. Staff and students enjoyed the events, with the staff/student debate a highlight. The topic was “Teachers have no Imagination”. Mr Brett Bullock summed it up beautifully when, speaking for the affirmative, he said that all the VCE teachers have been doing lately was giving out past exam papers. If they had imagination they would be giving out future exams.

The day was enhanced with Professional Learning organised for Quamby Campus teachers who did not teach Year 12 this year.

Year 12 Exams
The dates of this year’s Unit 3 and 4 written Exams for Western Heights College students are included in the Quamby Term 4 Parent Calendar distributed to students at the start of this term. The first Exam was English on
Wednesday, 30 October. I am pleased to report that all the logistics associated with the Exam proceeded smoothly. It was fantastic to have such a large number of teachers and Support Staff supporting our students as they gathered at the entrance of the Library for the English Exam.

Any families who are unsure of upcoming Exam dates/times can refer to the Term 4 Quamby Parent Calendar, visit the VCAA website [http://www.vcaa.vic.edu.au/pages/vce/exams/timetable.aspx#written](http://www.vcaa.vic.edu.au/pages/vce/exams/timetable.aspx#written) or phone the College on 5277 1177.

**Elevate Education**

Earlier in the year *Elevate Education* ran a session for the 40+ Club at Year 12 on study techniques. Recently they returned to run Exam Preparation and Strategy workshops with our entire Year 11 cohort. They covered topics including how to effectively use the reading time and using the number of marks allocated to a question as a guide to how long to spend answering it.

Feedback from students was most positive indeed and the material covered in the workshops is now being used to guide our team planning around the provision of effective revision programs and exam preparation for our Year 10 and Year 11 students.

**School Based Trainees**

Three Western Heights College School Based Trainees have commenced work placements at local Primary Schools. Brandon Jeffrey is placed at Herne Hill Primary School. Brandon is assisting their staff with individual work with students, the Herne Hill sport program and office administration.

Jessica Galea and Danielle Clarke are at Hamlyn Banks Primary School. They will be working on the production of a promotional video the school can use as part of information packages sent to local kindergartens. I am fully confident these students will leave positive impressions on Herne Hill and Hamlyn Banks.

**Year 12 Graduation Ceremony**

Families are reminded of the details for the Year 12 Graduation Ceremony below:
**Date:** Wednesday 20 November  
**Venue:** Costa Hall Deakin University  
Waterfront Campus,  
**Time:** Families to be seated by 6pm

**Course Confirmations**

Packages including letters confirming 2014 Year 11 and 12 course selections have been posted to families. Please contact Ms. Kerrie Hammond at the college on 5277 1177 if you have not received your package. Families of students choosing to study VET at Gordon TAFE are reminded that The Gordon expects to finalise their VET class lists in mid-November. Parents will be notified as soon as Western Heights College receives confirmation information from Gordon TAFE.

The Course Confirmation process for 2014 Year 9 and 2014 Year 10 will involve students and parents attending meetings with the student’s learning Mentor on Wednesday November 7. Booklists and a summary of 2014 school fees and charges will be provided at this meeting. Booking sheets and specific information regarding the Course Confirmation process has been provided to families and more information can be obtained from the Vines Road Campus Principal, Robyn Anderson.

**Geelong KokodaYouth Program**

Our own Leah O’Brien of Year 11 is one of a small number of Geelong students to recently complete the Ka-doka Track after being selected to participate in the Geelong Kokoda Youth Program. This program has the joint involvement of Victoria Police, DEECD and Operation Newstart Geelong. The program is strongly supported by Chief Commissioner Ken Lay who took part in 2012.
The Kokoda Youth Program aims to:
• Provide a positive and life-changing experience
• Promote connectedness with school, employment, family and the community
• Develop leadership skills to encourage them to be leaders within the community
• Enable young people to learn the largely untold Kokoda story and appreciate what young Australians did during one of the most important campaigns in our country’s history

The Geelong Kokoda Program includes extensive training which exposes young people to positive experiences including a meeting with a Kokoda veteran. This helps prepare young people for the physical and emotional demands associated with walking the Kokoda Track.

As part of the program the young people take part in a “Pay it Forward” charity initiative, whereby they raise funds or school equipment for a school in Port Moresby. This gives the young people the experience of doing something charitable for people in need.

I would like to congratulate Leah and her family on her magnificent achievement. The Western Heights College Community is immensely proud of Leah.

Odyssey Geelong Year 11 and 12 Media Studies Film Festival
The work of our own, Lauren Marshall of Year 12 will be part of this festival. Odyssey Geelong Year 11 and 12 Media Studies Film Festival is a showcase of the talents of young film makers from Geelong Secondary Schools. It gives Year 11 and 12 Media students a unique opportunity for young people to show their films, created during current studies.

Screening and Ticket Information:
Wednesday December 4th – Village Cinemas, Geelong 6-9pm
6-9pm December 6th – Surfworld, Surf City Plaza, Torquay
Tickets are $5 (plus booking fee) and are only available from www.odysseyfilmfestival.com

PLEASE NOTE : Under 15 year olds must be accompanied by a parent or adult guardian.

It would be fantastic to have Western Heights College and Lauren supported with a strong local contingent at the screenings.

We are fortunate again to have another pre-service teacher from the University of Ballarat join us for their teaching rounds. Currently we have Mr Nick Brown who is training to become a PE/Health teacher. At the moment he is working closely with me assisting in running some Year 7 PE lessons. Mr Brown, has done a great job so far and has already made a great connection with many of the Year 7 students. Today he assisted with coaching the Year 7 Girls Cricket team. Here is the report he has written for us.
A small contingent of Year seven girls ventured forth to the Botanical Gardens on the morning of October 30 and locked in a heated battle of twenty over cricket against Grovedale College. The coin was tossed and captain Rebecca McPoyle was left with no choice but to take to the crease and bat first. Star strikers included the likes of Georgia O’Kane, Emily Allen and Rebecca McPoyle hitting many boundaries. The batting order had completed a respectable job to hold their own on 36 runs, marking morning tea. Fielding was a challenge for the girls. Again, Rebecca was prominent in bowling fast paced balls, taking many wickets along side teammate Georgia. Congratulations to all participants who also demonstrated a very high standard of sportsmanship.

Thanks Mr Brown for a wonderful report!

Mr Sachse
Year 7 Community Leader

Year 8

Year 8 MESH

Students have been applying their work on plotting points and linear equations in Numeracy to an activity where they tested the stretchiness of different brands of snakes. They kept adding 50g weights and measuring the change in length until the snake snapped. Then they plotted the results on graph paper and Excel.

Mrs Lynch
Year 8 Learning Community Leader

Year 8 Tennis

On Friday the 25th of October, a team of the Year 8 boys went to the Geelong Tennis Club to do battle with other schools in the region in a game of doubles tennis. Representing Western Heights College were the very talented Quentin Marshall, Zac Willie, Tychial Lincoln, Cameron Hamann, Thomas Durran, Liam Green, Nicholas Puglisi and Cameron Platt. The weather held up despite constant grey clouds and the doubles tennis action that followed could have rivalled Wimbledon. Despite a fantastic effort by the boys, we lost every game we played in but the day was still a success and a great time was had by all. Whilst waiting for the bus, the boys had a few games of tennis with their teacher Mr Newton and showed him a thing or two about competition tennis.

Mr Newton

Year 8 Table Tennis

The Year 8 table tennis team competed in the Western Metro Region Finals. The boys played with great skill and sportsmanship throughout the day. Two Year 9 boys Nicholas Leissner and Nathan McDonald accompanied the team and were a fantastic help - coaching the team and keeping score. All boys behaved exceptionally and their attitude was a credit to the school. The boys competed against six other schools from Western Victoria and won the event! The boys will now be eligible to compete in the state finals. Congratulations!

The boys in the team were Kamryn Laity, Patrick Bracken, James Woof, Farzan Karkaria and Tristan Turner

Ms Siltman

COLLEGE ABSENCE LINE

If your student is going to be absent please phone the College absence line.

5277 9793
when preparing them for formal assessments.

is something we aim to minimise in all of our students.

stress can lead to illness, both mental and physical and

thing that will vary from person to person. Prolonged

placed on them’. It is a subjective response and some-

have to excessive pressure or other types of demands

Stress can be defined as ‘the adverse reaction people

What is exam stress?

will tell you more about exam stress and how you can

Yea r 9

Out and About

As part of the Year 9 Out and About subject, the class

attended an excursion to Anglesea to complete mountain

bike riding through the bush. There were challenging

aspects to the ride. We had to make our way up some

rocky hills, over tree stumps and some steep hills. It was

a great experience for us all. We all really enjoyed our-

selves and would love to do it again.

By Nick Flaccavento (Year 9 student)

Girl’s Hockey Team

On the 29th of October the Year 9 girl’s hockey team went
to Essendon Hockey Club for the Western Region Hockey
Finals. In the first game they defeated Maribyrnong
Sports Academy 3-2, and drew with Williamstown in the
second game 2-2, just making through to the grand final
against Strathmore College. It was a very close game,
but they just managed to come on top with a score of 3-1,
taking the girls through to the State Finals coming up
on the 14th of November. Good luck girls!

By Taylah Spalding and Jess Bocksette (Year 9 students)

The words pressure and stress are often used inter-
changeably but in fact they are quite different. Pressure
can be positive and useful to complete deadlines or to
help somebody avoid danger. However, when pressure
is prolonged, it can be negative, and depending how the
individual perceives it and reacts to it, can lead to the
development of stress.

Exam stress is a natural reaction to too much pressure
and can come from a number of sources including:

- young people themselves
- comparisons with others
- wanting to reach ambitious goals
- others in the family
- peers or teachers

Symptoms of stress

Some people feel pressure and develop stress symp-
toms much more readily than others. When someone is
faced with increased pressure (in this case at exam time)
their body can go into a ‘fight or flight’ response which
releases increased amounts of adrenalin into the body.
This can lead to various symptoms including:

- Feeling cranky and irritable (increased yelling or
crying, swearing, hitting)
- Feeling inadequate, negative self-talk, blaming
- Problems getting to sleep or not wanting to wake up
- Strongly beating heart, sweating
- Chest pains, nausea, trembling
- Habits such as nail biting and fidgeting
- Indecisiveness, going blank, confusion

Stress responses can differ between males and females.
Research shows that when females experience exam
stress they show internal symptoms and responses such
as nausea, butterflies, and feelings of inadequacy which
can lead to sadness and depression. Males tend to exter-

nalise their anxiety and they can become increasing irri-
table or feel angry.

What influences how much exam stress someone feels?

Study Habits

Exam study stress is often influenced by the amount of
preparation and planning a student has put into studying
towards a particular exam and how confident they feel
about the material they are to be tested on. Several groups of students who are at risk of feeling the
effects of exam stress are those students who expect to
cover everything perfectly and those who are not motivat-
ed to try to learn or prepare for an exam and those stu-
dents who are struggling to understand the work. Speak-
ing with your child earlier about their preparation for ex-
ams can ease this stress.

Motivation

Students with intrinsic motivation are inspired by the re-
wards that come from the activity itself. For example, this
could be the love of playing an instrument, interest in
learning how the human body works or the magic of how
numbers work. In this case, increased focus or study at
exam time is part of the interest in the subject itself.
Motivation
Students with intrinsic motivation are inspired by the rewards that come from the activity itself. For example, this could be the love of playing an instrument, interest in learning how the human body works or the magic of how numbers work. In this case, increased focus or study at exam time is part of the interest in the subject itself.

These students are likely to attribute their educational results to internal factors they can control and play an active role in determining their outcome. They are also interested in learning about and understanding a topic, not just relying on rote learning for an exam.

Students with extrinsic motivation are motivated by external things. For example, they may be motivated by a teacher, a parent, or a particular goal. Sometimes rewards such as money or praise are also used as extrinsic motivators.

It is often harder for students motivated by extrinsic factors to stay focused at exam time as they may have less real interest in the topic and so they less motivated and revision is more of a challenge.

Beliefs about ability and control
Recent research shows that exam stress can vary depending on a student's beliefs about the nature of their academic ability and their perceptions of control when approaching exams. If a student believes that their ability is fixed and cannot change they may feel a lack of control over exams and be unable to cope with additional demands. This can lead to:

- unproductive studying
- less persistence
- avoidance of the challenge

However, if a student believes their ability can be increased with effort and planning, they often feel more in control because they can develop it to match the demands in front of them. This leads to more effective preparation, including:

- putting in more effort,
- being better organised
- planning more and showing persistence when study demands increase.

Please take the time to talk about the scheduled end of year exams with your child. Every Y10 subject will have a theoretical 90 minute exam scheduled in the week beginning November 25th. Y10 students studying a Unit 1&2 subject will be sitting this exam in the week prior, with the other Unit 1&2 classes. Please contact your child’s, mentor teacher if you have concerns regarding exam stress and preparation.

Ms Montano
Year 10 Community Leader

YEAR 11

As the year comes rushing to its conclusion for Year 11 students it is important that the students focus on a number of things – including exam week starting on Monday 18th November.

Most importantly, students need to ensure they are keeping up to date with their work and have completed all past tasks required of them. Have a friendly conversation with your child to ensure that they have the work in hand and it isn’t causing undue stress. The Victorian Curriculum and Assessment Authority (VCAA) has a cut-off date for S and N results for all subjects (an “S” is a satisfactory completion and “N” is unsatisfactory).

If you are concerned about your child in one or more subjects, please call either myself or the classroom teacher to discuss these concerns. We are open to helping all students and there is still plenty of time to redeem subjects with a little hard work.

In advisory sessions we are covering a three week exam revision timetable. This involves students spending two weeks writing and revising their notes, and finally, a week attempting past exam questions.

All Year 11 subject teachers have prepared a “Key Knowledge” sheet for their classes. The Key knowledge is what the teacher is planning to examine students on and the students should currently be spending several hours each night writing notes for preparation. Please check to ensure that your child has these and discuss with them, like all teachers are, the importance of learning to prepare for exams.

Past exam questions should be coming soon from teachers and research tells us that completing exam style questions leads to 95% retention of information for these assessments. So PLEASE PLEASE encourage your child to attempt these questions.

The exam week is an important tool in our assessment of the students’ understanding, but more importantly, the experience of sitting an exam is invaluable to students as they look to be successful learners in Year 12.

Finally, best of luck to all Year 12 students (and our Year 11’s) completing exams for Unit 3 and 4 subjects.

Mr Bullock
Year 11 Community Leader

Year 11 Cookbook
Keep an eye out for the exciting new Year 11 Cookbook. This would make a great Christmas present for someone special.

Watch this space!
Examinations
We are now in the midst of V.C.E. examination time and it has been pleasing to see students come during their “Swot Vac” period to access their teachers for support and further study time. We wish all students sitting examinations good luck and hope to see you at Graduation and Awards evenings.

Art Extravaganza
On Friday October 18, WHC hosted an art exhibition featuring the unique work of VCE Studio Arts, Art, Visual Communication, Food Technology and VCAL students.

The event was organised by the teachers of our arts program, Anna Hurley, Glen Smith, Nathan Feldman and Fiona Hergstrom. Additional help was given by Christina Bowden, Fran Smith, Tamika Lee, Cassie Aitkin and Kelly Montano.

The Art Exhibition was a resounding success and highlighted the unique talent of our arts students. The evening received great support from families and friends of the students and the artwork was a clear indication of the high level of talent we have in this school.

Ms Hurley

Learning and teaching
As the frame goes up and the slabs are poured for the second phase of our school building program, I am reminded of the excitement, questions and impatience we felt while waiting to move into our current Middle Years Campus at Vines Road.

Being a leader in any field is challenging and Western Heights College is certainly taking the lead in matching purposeful teaching practice with contemporary learning spaces and technology. When anything in our lives changes it is understandable that we ask why the change is necessary. There are many reasons for our shift in practice and some have already been shared in this space in past Parent eNewsletters.

The two minute video linked below is of Prof Stephen Heppell, an internationally known futurist and social learning expert from - Learning and Teaching Scotland: Schools of the Future. In it he describes what other schools around the world are doing to shape learning to fit students’ individual needs, meet the demands of our technology-driven future and use space and timetabling flexibly. It is always good to hear about other schools on similar journeys because it reinforces our purpose. http://www.youtube.com/watch?v=82AGdXqNkLM

Ms Tyzack
Learning and Teaching Leader

We have selected our slate for 2014. The Year 7 2013 slate has been a great success proving to be robust, portable and adaptable. But technology doesn’t stand still and we want to offer the best device on the market to our students.

The Dell Venue 11 Pro has improvements in features that weren’t available in slates in late 2012. Dell is a large international company that can deal with large schools and businesses to satisfy our support requirements. The 2014 slate will be backed by a 3 year school on-site warranty with Dell Pro Support as well as Dell’s Accidental Damage Protection plan. The slate itself comes in various configurations and we have chosen the one that will offer the best balance between power, cost and use for our students across all year levels. We are offering the slate at the same costs to parents as the 2013 devices.
The Venue Pro 11 is a full powered Windows 8.1 PC with a full HD 11” screen (1” bigger than our current slate) which will come with a detachable keyboard with an in-built track-pad and battery that, together with the slate’s own battery, will double the 7 hour battery life to 14 hours. With the keyboard attached the Venue is like a touch based Ultrabook, detached it becomes a light and mobile slate. It will still come with a stylus and soft carry case. It is running a 4th generation i3 CPU so it has the power to run any programs needed by our students when they reach VCE such as multi-media editing and creation.

Touch based tools for ICT and learning are rapidly becoming the norm and the challenge for our staff and students is to integrate them in a meaningful way into our curriculum. Western Heights is doing this with the OneNote program I have spoken about in previous newsletters. More information about the 2014 slate program will be available on our web site next week, or from the school.

In a recent meeting with some male students one of them mentioned that a certain teacher was away because they were on a “PD or something”. This led to a discussion of what that means, what is professional development and why do staff go to these? Following this was a very interesting conversation about learning: “We are part of learning communities guys, what do you think that means?”

“That we learn?”

“Yes, and staff are part of these communities as well”

“But don’t they know everything and aren’t they the teachers?”

“So being on staff means you stop learning” Silence.

“Here’s a clue guys – you will be learning for the rest of your lives! Our role is to not only empower you to do this, but to model we too are learners!”

In the past two months I attended a two day conference as part of this mandatory professional development. The meta-theme of this year’s conference was centred on family and community – an examination of how the current fluidity of family structure contributes to community with an emphasis on the ramifications that eventuate for students engaging in learning in the school environs. The keynote speaker was Ms Chris Daicos (Dip Teaching, B A, B SW, FACEL), a training and development consultant, social worker and current lecturer for the University of Melbourne for the Masters of Education – Student Wellbeing - postgraduate degree.

The emphasis was on the flux of family life for students as juxtaposed by the normality, routine and structure accorded by any school, and how these can often be in apparent opposition. Daicos stressed the necessity for all staff to have good knowledge of the wider school community in which they are called to serve if outreach to and engagement of students are to have any realistic means of succeeding.

As I sat in the conference and listened, I realised with a sense of satisfaction

“At Western Heights College, we do this already!”

Daicos stressed these three important aspects to ensure success for schools:

1. **Welcoming** – all are made to feel as at home in their respective learning communities
2. **Honouring** – every student is respected and validated for the contributions made.
3. **Connecting** – the forging and fostering of inter-dependent relationships among all

Yet in my observation, this already seems to be nearly the native language for our school. Therefore with the stable, safe and secure environs we have: learning flourishes, engagement is central, and inquisitiveness fundamental. In the groups I have the privilege of running, it is becoming more apparent that a paradigm shift has occurred – for many, the proverbial penny has dropped. Some recent comments from some Year 8s seem coincidentally relevant to mention:

“I really like Mr/Ms X, because I know they will listen to me”.

“Dad said the principal called him last night, but he’s in a good mood because he said she really cares about stuff going on”.

My own learning I find a crucial aspect of my position, as the more I learn, the more I am able to give and serve this community. As part of being a chaplain in a school, there are not only the stringent prerequisites (minimum 4 year degree, plus accreditation as one of the following – counsellor, pastoral carer, psychologist or teacher), there is also an expectation (and requirement) that professional development will be undertaken and accounted for each year.
Some Year 10s

“My friends at (-) think it’s weird when I tell them what we do with our teachers and what we talk about. They said it seems our teachers are close to us and know us. Aren’t they just meant to teach you like normal people?”

“Mum told Dad that Ms had called about me. He started to get angry and asked what I did, but mum told him they just wanted to say I did a great job in our presentation. Now Dad keeps asking me about school”

Our groups remain highlights. Recently one of our Year 8 boys groups, The Wolfpack, had a personal visit and question-answer session with the Acting Mayor of COGG, Mr Bruce Harwood, who invited them on a personal tour of his recycling facility later in the year. He also arranged COGG to contact the group to offer material support for the development of the environs. New groups have emerged, including a girls friendship group (Year 8), new KYLO groups (Year 7 and 9), a ManUp programme for senior students and a future young women’s programme for senior students as well. Soon, some of our Year 8’s will be meeting with the Vines Road Community Centre Committee to discuss ways of building relationships and partnerships.

As Chaplain, I remain a firm supporter and advocate for the engagement of students in their learning, and in their relationships with all staff through the above and in other ways. At the end of individual sessions I now habitually ask each student to name two other staff they would feel comfortable going to for support – there is generally no hesitation in their answers. And I enjoy reminding all that I too am a learner.

Marcus Allport
Chaplain

SCHOOL BASED APPRENTICESHIP OPPORTUNITIES

Western Heights College supports the Australian School Based Apprenticeship and Traineeship program. We now have a number of students in apprenticeships and traineeships in a range of professions including Education Support, Building and Construction, Automotive and Engineering. Our students are developing positive pathways combining secondary school education, vocational education and on the job training. It also enables our school to form valuable partnerships with many local businesses and organisations.

Pathways & Transition News

James Rodgers from Year 10 is making terrific progress as a School Based Apprentice Engineer. His host employer regularly provides positive feedback about James’ skills and work ethic. James is pictured with Andrew McCarthy from Victorian Group Training and Jane Cairns from VECCI Apprenticeship Centre at a recent appraisal.


We are proud to offer a number of specialised traineeships that are unique to our school. They include traineeships in the area of Education Support, Childcare and Conservation and Land Management. Last week Andrew McCarthy from Victorian Group Training Company met with the Year 9 Learning Community to outline these opportunities to students. He received an overwhelming response and he and his team will follow up with students who expressed interest.

Andrew works with many secondary schools and it was marvellous to get feedback from him on how impressed he was with our students. He commented on the welcoming and enthusiastic response of the Year 9 students and how well they wore their uniform.

Andrew McCarthy with Students from our Year 9 Learning Community at a recent information session.
YEAR 12
CHANGE OF PREFERENCE PERIOD - After you obtain your results on Monday 16 December, there is a period when you can change your VTAC preferences. You may have changed your mind, or done better (or not as well) as expected. It is a good idea to review your preferences at this stage, up till 12 noon on Monday 23 December. Universities and TAFEs offer assistance to Year 12’s at this time.

- **Australian Catholic University** – Hotline: 1300 ASK ACU (1300 275 228); Info. Expo: 3-7pm, Tues 17 Dec (Melb), 6-7.30pm, Wed 18 (Ballarat)
- **Box Hill Institute** – Change of Preference Evening: Wed 18 December; Hotline: 1300 BOX HILL or Andrea on 9286 9553
- **Charles Sturt University** - Call 1800 334 733
- **Chisholm**: Call 1300 CHISHOLM
- **Deakin University** – COP Hotline: 1300 DEGREE; Info evenings: Burwood 5-7pm, 17 Dec; Geelong Waterfront campus, 5-7pm, 18 Dec; [www.deakin.edu.au/preference](http://www.deakin.edu.au/preference)
- **Holmesglen Institute**: Hotline: 9564 2720; COP Event: 4-7pm, Wed 18 December
- **Kangan**: Call 13 TAFE
- **La Trobe University** – Change of Preference Advisory Day. 11am-2pm, 18 December (Melbourne and Bendigo); Hotline: 1300 362 203; [www.latrobe.edu.au/choices](http://www.latrobe.edu.au/choices)
- **Monash University**: Change of Preference Expo, 3-7pm, Building H, 900 Dandenong Rd, Caulfield; Hotline: 1800 MONASH (1800 666 874), or see [www.monash.edu/cop](http://www.monash.edu/cop)
- **NMIT** – Hotline: 9269 1200
- **RMIT University/TAFE** – Info line: 9925 2260; COP Expo: 11am-3pm, Wed 18 Dec, Swanston Academic Building, Building 80, 445 Swanston St, Melbourne; visit Info Corner, Cnr Swanston and La Trobe Sts, Melbourne; info [www.rmit.edu.au/cop](http://www.rmit.edu.au/cop)
- **Swinburne University/TAFE** - Hotline 1300 275 794 (1300 ASK SWIN); 10am-4pm, 18 December: one-one interviews in ATC building (no appointment needed); appointments can be made on line for other days
- **University of Ballarat (Federation Uni)** – Info Day, 11am-3pm, Wed 18, Ballarat and Gippsland
- **University of Melbourne**: Course Information Day, 10am-2.30pm, Wed 18 December; see [www.cop.unimelb.edu.au/2013](http://www.cop.unimelb.edu.au/2013) or Hotline: 13 MELB (13 6352) or 13MELB@unimelb.edu.au, or visit the Information Centre, Gate 3, Swanston St, Melbourne
- **Victoria University/TAFE** – Course Advice appointments – 1-6pm, 16-20 Dec; Change of Preference Expo: 3-7pm, Tues 17 Dec (Footscray); Hotline: 1300 VIC UNI (1300 842 864)
- **William Angliss Institute** – Experience Angliss Day; 2-5pm, 18 December

INTERESTED IN AGRICULTURE AND/OR SCIENCE? Are you passionate about agriculture, and want to undertake tertiary study in this area? Would you like to experience University of New England (NSW) life, and see the opportunities that the UNE School of Environmental and Rural Science can provide? Then, UNE’s GENERATION 2050 is for you. 100 passionate agriculture students from around Australia will be chosen to take part in UNE’s inaugural Generation2050: Project Feed the World conference. When: Sun 1 – Wed 4 December 2013; Where: UNE, Armidale, NSW; Cost: Free (residential college, meals, etc); Travel: UNE will subsidise this according to the distance travelled; Info: [www.generation2050.com.au](http://www.generation2050.com.au).

DID YOU KNOW? Many TAFE Institutes have articulation arrangements with universities. For example, upon completion of the Box Hill Institute’s Advanced Diploma of Engineering Technology, students will receive 18 months credit and so can enrol into the fourth semester of the Bachelor of Mechanical Engineering at Deakin University. This course also leads to further study at other higher educational organisations. Similar arrangements apply to many other TAFE diplomas.

CHECK OUT WILLIAM ANGLISS INSTITUTE – Interested in a career in foods, tourism, hospitality or events? You might wish to book an appointment with a Future Students representative for a tour of facilities, and to learn about programs and applications. Contact: Andrew Plisi on 9606 2480, andrewpl@angliss.edu.au or Alex Lloyd on 9606 2444, alexl@angliss.edu.au.
MONASH UNIVERSITY NEWS -

- Federation University Australia held its official media launch on 1 October. The new university amalgamates the University of Ballarat and Monash University’s Gippsland campus, and begins operations from 1 January, 2014. VTAC applicants who have included at least one University of Ballarat and/or Monash University Gippsland campus in their preferences are advised that these preferences will be for Federation University Australia, with the VTAC codes and university name automatically updated on their preference list. With the exception of the Graduate Entry Medicine and Surgery degree, Monash University will no longer assess or make offers for Gippsland courses, however, applicants who received an offer this year and deferred for 2013 will be able to enrol as a Monash student at Gippsland (some exceptions). Info: ph 5122 6767; see www.federation.edu.au.

- INTERNATIONAL STUDENTS – Year 12 students with Monash University course queries can book now for a one-on-one 30-minute interview to learn about options. When: 2-5pm, every Tuesday through to 17 December; Where: Monash University, Office of Future Students; See: www.monash.edu.au/international-course-advice-sessions/

- NEW ENTRY REQUIREMENTS FOR GRADUATE ENTRY MBBS (MEDICINE/SURGERY) – From 2014 there will be amendments to entry requirements for this course. If interested in pathway options to MBBS, register on www.med.monash.edu.au/medical/gippsland/mbbs-pathways.html to be kept up to date with the latest information. Details will be published on this website as they become available.

- PHARMACY AND PHARMACEUTICAL SCIENCES – Students who do not meet the entry requirements to enter the Bachelor of Pharmacy direct from Year 12 can enter the program at third year as graduates of science-based degrees. This new entry point means that graduates wanting to become pharmacists will no longer need to commence their studies at first-year level and will qualify for their pharmacy degree in just two years. Those eligible: have successfully completed an approved degree with a 70%+ GPA in the following disciplines: pharmaceutical science, pharmacology, biomedical science, biomedicine, chemical engineering and science (conditions apply). A six-week summer bridging program will be required. Information: www.monash.edu/pharm/future/courses/grad-pharmacy/index.html

SCIENCE EXPERIENCE AT RMIT – This is a 3-day hands-on activities program for those entering Year 10 in 2014. Go behind the scenes in the world of science and technology. When: 21-23 Jan, 2014; Cost: $115; Registration: www.rmit.edu.au/scienceexperience; Info: Sarah, ph 9925 9570.

NEW NUCLEAR MEDICINE SCHOLARSHIPS – The Dept of Health (Victoria) is offering scholarships of $10,000 for five nuclear medicine students in RMIT’s B. Applied Science (Medical Radiations) for 2014, 2015, and 2016 intakes. Info: evan.read@rmit.edu.au; www.rmit.edu.au/scholarships.

ELECTRICAL APPRENTICESHIPS - NECA (National Electrical and Communications Association) Victoria has partnered with E-Oz Energy Skills Australia to provide industry with access to quality apprentices. You can undertake the Energise Oz readiness Assessment free of charge, and if you meet the requirements, your details will be sent to NECA members in Victoria for employment selection. To sit the Readiness Assessment, select the NECA Pre-selection session at: http://www.energiseoz.com.au/index.php/apprentice/register.

Ms Hammond
Pathways and Transition Leader
Anglesea Camp
Family and Friends Festival
Sunday 17th November

Come and see what camp is all about and enjoy a fun filled day of adventure in the outdoors for the whole family:
- Giant swing
- Vertical challenge
- Crate climb
- Climbing wall
- Live local bands
- Arts and crafts
- Something for everyone!

Where: Anglesea Recreation Camp
1535 Great Ocean Road, Anglesea
Time: 10am to 4pm
Entry fee: $30 per family or $10 per head

All proceeds go towards YMCA Open Doors, to give disadvantaged children a camp experience. All children under 14 must be accompanied by an adult.

camps.ymca.org.au
(03) 5263 1512
anglesea@ymca.org.au