As you receive this Parent Newsletter, you will be aware that all staff are currently in the process of finalising student assessments that will inform the 2014 Semester one reporting process. This process is part of our formal reporting process, along with support conversations had at Student Led Conferences and Parent/Teacher/Student Conversations. Friday June 13th is a student free day for this purpose students are not required to attend school.

At this time, I anticipate that any information you are receiving is not new – students will have received formative feedback during their learning which will have enabled them to act to improve their outcomes. We do this so that students have an opportunity to seek and receive feedback and incorporate this into their work prior to it’s final submission. We expect that these discussions have also been shared with parents.

During this time students in Years 10-12 will have completed mid-year formal assessments which may also have include the General Achievement Test (GAT).

Student reports will be distributed on the last day of term through Mentor and Advisory sessions. I ask that you check with your child that they have received their report and shared it with you. As always, feedback on your child’s report is sought and I ask that you raise this with your child’s mentor/advisor, Learning Community Leader, Campus Principal and/or myself.

Later Years students (Years 10-12) commence Semester 2 next week (June 16th). Timetables have been reconfirmed and communicated to students. I take this opportunity as we move into course counselling and selection for 2015, to remind students that they need to take the time this year to confirm their pathway as changing studies mid-year is difficult as programs were set at the end of the previous year.

CELEBRATING STUDENT SUCCESS SEMESTER 1

Thursday June 26th is the day Western Heights College is celebrating student learning success 2014. Families who receive an invitation to this occasion are encouraged to attend as this invite is evidence of your child’s teachers acknowledgment of their belief and accreditation of their learning. Please contact your child’s Learning Community Leader or the Campus Principal should you require further information.

While we apologise that the day time slot may be inconvenient for some parents, our aim is to continue our work to provide opportunities for parents to come into the college and share in the celebration of learning with students and with us. We look forward to sharing this celebration with you.

Opportunities to represent the college continue to build and to be diverse. Hearing, listening and witnessing our students in a range of scenarios are testament to the work of our college community. Congratulations to all students who have represented their college on a range of excursions and incursions – including to our local primary schools and within our own college grounds, sporting events and as advocates for student voice. There is nothing more rewarding than hearing the feedback around our student’s engagement.

Improving Reading Outcomes: Literature Circles

I would be remiss in not reporting on our expectations and progress on improving student reading Years 7-9. To achieve this goal, all students in these year levels are involved in Literature Circles as part of their learning. What does this mean as a parent? It means the following:

- Your child will have a take home text. They will have ‘chunked’ this text in class (identified required reading over 6 weeks) and will have committed to reading the weekly ‘chunked’ section in preparation for each week’s Literature Circle discussion.
• Your child is responsible for this text and the return of the text at the end of the circle. Your child has PREP to do. They need to have read the assigned text each week and completed the role in order to participate in the Literature Circle. We ask that you check that they have completed this PREP task.
• Your child will have a role sheet to prepare for each weekly session. This means that your child will complete the required reading and prepare for their role prior to the session in class. Again, we ask that you check your child has completed this PREP task.
• Students are able to select from a range of texts (fiction, non-fiction, graphic novels, etc.) and are supported by staff in making these selections if required.

The next Literature Circle cycle will commence Week 1 of Term 3 and will run for 6 weeks. I ask that you check with your child in relation to the text they are reading and monitor their reading and preparation process. We want to get this right as improving reading leads to learning success. Please do not hesitate to contact your child’s learning mentor, literacy teacher or myself should you wish to discuss this strategy.

I conclude in sharing that we have had many opportunities this term to celebrate your child’s learning. While we take the time to celebrate this collectively, I ask that you also celebrate their individual growth and learning.

Ms Tami O’Hare
Associate Principal.

LEARNING - Personal Learning:

SMART GOALS – Achievement SOAR

Personal Learning sessions take place every week for 100 minutes. Students have been working hard during these sessions to reflect on their goals they set at the beginning of the year and to express and recognise their achievements. Students have each attended a workshop on ‘S.M.A.R.T goals’ to assist them in reflecting on Term 2 and to set their new goals for achievement in Term 3. We have had a focus on Literacy and Numeracy with students encouraged to comment on further subjects if they wish to do so.

You will find your child’s S.M.A.R.T. goals in the Personal Learning section of their report, with their Mentor teacher also commenting on your child’s goals and how successful they were at achieving them.

Ms. Michelle Roth
Year 7 Learning Community Leader

LITERACY - Descriptive Writing

In Year 7 Literacy students have been working hard to improve the effectiveness of their descriptive writing by focusing on parts of speech. They have participated in focus lessons and completed learning tasks on Effective Hooks, Adjectives, and Adverbs To apply these descriptive writing skills they spent time working on a narrative piece, drafting and re-drafting, seeing their stories improve with each draft. The following are some fantastic examples of descriptive writing from 7C:

Best Hooks:
I’m not going to bother saying it was a beautiful day, because it wasn’t.
Ajlina Buric

Aimee was a beautiful girl who planned to live a very unusual life with her two annoying siblings - Felicity Sardoz

Best Adverbs:
I ran swiftly downstairs and carelessly shoved the pancakes down without a thought.
Mel Woodford

Best Adjectives:
Detective John Murdoch was sitting at his small desk drinking his usual morning coffee in the lifeless Police Station.
James Steven

Mrs. Jansen – Year 7 Literacy Teacher
GYMNASICS:
Students from Year 8 have had a fantastic time learning new skills and brushing up on old ones at the gymnastics program, run by the good people at the YMCA. We have travelled there for four sessions. The dedicated and trained staff at the YMCA helped our students make the most of a wide variety of equipment, including the long trampoline and the balance bars. After the formal assessment of skills, we spent the last session doing fun activities to consolidate skills and celebrate success.

Year 8 News

SCHOOL FOR STUDENT LEADERSHIP PROGRAM
It is now week five. Two days after parents visiting at the weekend. We have done so much, seen so much. I can’t believe how fast all this has gone.

Last week we had our Alpine learning projects. Some students from Harrietville and Wandi Primary School came to our school and participated in our presentations. My group did a presentation on Wombats. Zara and I made up a wombat dance / song and performed it in front of the school! It was lots of fun!

Last week we also had our bush dance! That was a lot of fun! Everyone got dressed up in flanos and jeans. Once we got our dancing partner we did a variety of dance styles; Country, Prom dancing and of course the Macarena and the Nutbush. It is 2 days until our 2nd expo; 3 days and 2 nights hiking and camping in the bush. I am a little bit scared of it. I didn’t really like our first expo because it rained the whole time and there were leeches everywhere! Hopefully this one will be better. It’s meant to snow the whole time though. Thinking positive!

We are now in the last 4 weeks of the program. It is going to be really hard to say goodbye to all of my new friends here. I feel like I have definitely made lifelong friends! Everyone is so important to me here; we have all made a new family. I have loved every minute of this experience and I don’t want it to end! Time has gone too quickly. I wish everybody could have this amazing opportunity to experience what I have! If I could come again I would in a heartbeat!

Tyler Lewis 9E (from The Alpine School)

YEAR 9 DUKE OF EDINBURGH
On Thursday 22nd May, the Duke of Edinburgh students attended their first aid course. We all learnt a lot from our experience and really enjoyed it. We all successfully passed the test and now have our level 1 first aid certificate. Overall the day was a success.

Abby Stolp and Neve O’Brien
Year 9 Students

Mr Dean Greenhalgh
Year 9 Learning Community Leader.
**EXAMS & SEMESTER 2:**
It was fantastic to see all Year 10’s eager and ready to complete their first exam, English on Tuesday morning. Congratulations to students who were well prepared for these exams. Completing exams at Year 10 is a significant step in preparing students for their Year 11 and 12 courses. Semester two will commence Monday the 16th of June. Student were issued their new time table last week on Thursday. Congratulations to students who have completed Unit one and will now commence Unit two of their VCE subject. The Year 10 teaching team encourages all students to work hard over the final two weeks of this term towards the holidays.

**YEAR 10 NETBALL:**
The boys intermediate netball team headed off to Life Be In It last Tuesday with high hopes to become the day’s champions. Although our team had just the right mix of height, strength and determination we were unable to get over the line in our first two games. Our spirits were down but after a quick training session between games we were up for our third and final match. This time we did it! The boys banded together as a team in a display of true teamwork and managed to steal the last game and end the day on a high. Well done to those who competed.

Ms. Briony Henderson - Coach

**DUKE OF EDINBURGH YEAR 10:**

On Wednesday the 28th of May till the 30th of May the 2014 Duke of Edinburgh Year ten class walked the Great Ocean Walk. We started at the Cape Otway light house and ended the walk 6 kilometres south west from Johana beach. All students found the bushwalk mentally and physically challenging as it was the first 3 day walk with a pack. At different times we all dug deep and found the strength to finish the walk with very few complaints. Over the 3 days we walked 35 km with a full pack which contained clothes, food, tent and trangias. The views on this hike where very beautiful and captured the eye of every student and teacher.

The scenery was jaw dropping and kept me in awe; white pristine beaches stretching along the dark, deep angry ocean. The hardest part of the hike for me was the muddy hills and having to walk with an injured knee. Every student on the hike will tell you it was a great experience.

Jonathan Jurado
Year 10 Student

**FIRST AID:**
Congratulations to the Year 10 students who successfully completed their First Aid update last Friday.

Mr Roger Conron
Year 10 Learning Community Leader.

**CAFÉ Q:**
Last Friday the Café Q group were asked to do some breakfast catering for a local Primary School. An offer to help out was accepted by this group of fantastic students: Ryan Gallop, Nick Flaccavento, Amanda McCarthy, Ashmintha Ashok Kumar, Mikey McHugh, Alex Lepore and Grace Arnott all volunteered to help Ms Smith out. They had to be at school by 6.00am and worked like troupers to produce some really great quality food. They got to work under real hospitality pressure and everyone rose to the occasion. As their teacher, I want to congratulate these great students for putting themselves out, coming in so early and being professional about their attitude to the task. I am very proud of them all. Well done!

Ms Fran Smith
Food Tech Teacher
Today sees the end of a big week for our Year 11 students and no doubt a big semester. This week students collectively sat over 500 exams, which have been designed to give the students an understanding of the pressure and requirements of an exam situation. What has been pleasing was the attendance to these exams, as the students took a mature approach to the task.

On Wednesday, over a third of our Year 11 VCE students joined the Year 12 students in sitting the GAT which is another great experience for our students.

Monday sees the start of Semester 2, with all VCE subjects beginning Unit Two. Again, I cannot express the importance of attendance to every session. This time is definitely not a run into the holidays!

Some students have been offered a redemption task for a Unit One VCE subject to complete, to ensure a pass. Please touch base with your child to ensure, if they have any redemption tasks, that they are completed and submitted by the due date as every successful unit helps build a safety net for their VCE/VCAL qualification.

Finally, on a positive note, our Year 11 Theatre students performed a self-written play at GPAC. Megan Leckey was kind enough to write an account, which is included below.

Mr. Brett Bullock
Year 11 Learning Community Leader

**TAKEOVER GPAC**

On 28th of May 2014, the Year 11’s from Western Heights College participated in GPAC’s Take Over. Take Over involves a variety of schools from around Geelong performing plays that they have written and directed. The students pretty much ‘take over’ the whole theatre. They act, write the script, direct the play, stage manage and they also do the lighting and sound effects. Every year there is a word that has to be somehow incorporated into the play. It could be the name of your play, it could be the theme of your play, or it could be someone in the play. This year’s word was Destiny.

The Year 11’s from Western Heights College wrote a very funny play called, ‘Death Takes a Holiday.’ The play was based on the seven deadly sins and emotions. It included characters such as, Destiny, Love, Vanity, Innocence and Depression. Destiny calls a meeting of all the sins and emotions because she has realized that something is wrong, something is very wrong. Death isn’t doing his job. No one is dying. Destiny witnesses a chronically ill human sit up after dying on the operating table. During the meeting everyone finds out that death isn’t doing his job, in fact he isn’t doing anything because he is on a holiday in Bali. The play then follows the story of how the seven deadly sins finally get death back. It was a great night and all the students enjoyed performing for an outside audience at the Geelong Performing Arts Centre.

Meg Leckey Year 11 Theatre Studies (Stage–Manager).

**YEAR 12 NEWS**

**HOLIDAY OR STUDY BREAK?**

Unit 4 studies begin on Monday June 16. This is a milestone as Year 12 students often reflect on their performance in Unit 3 and realise they may not approached their studies in the most effective manner. However, there is still time to re-group and apply a number of strategies to reduce stress levels, workloads and ensure a high level of achievement.

One significant factor that can assist with this is redefining the forthcoming “school holidays” and approaching them as a “study break”. Using this time effectively can assist students to get a head-start, they start their studies earlier, set up consistent revision practices and develop efficient study habits.

There are a number of organisations that can support students with getting a head start with Unit 4 and/or revise the content and skills from Unit 3. Many of these organisations offer programs during the term break. More information can be found at:

- [www.engageeducation.org.au](http://www.engageeducation.org.au)

**FOCUS DAY:**

Our second Year 12 Focus Day is fast approaching. It is scheduled for Wednesday June 25th. VCE students will be involved in English study programs in Melbourne and VCAL students will be participating in local activities which will enable them to meet outcomes and attend VET courses. A letter with detailed information and the permission notes will be distributed to students via their mentor teacher early next week.
FORTY-PLUS CLUB

Last Wednesday we hosted the second Forty-Plus workshop for term three. Chris from Elevate Education assisted sixteen of our Year 12 students in developing skills to assist with learning and memorising material to assist with exam preparation. I would like to congratulate these students for their commitment to the program and also thank Ms Henry and Mrs Doak who supported the students.

More workshops in this series are scheduled for next term and I will continue to keep you updated.

GAT REPORT

Last Wednesday our Year 12 students undertook their first major exam for 2014. Each was greeted by their mentor teacher prior to the exam and were given some last-minute words of encouragement. All students conducted themselves in a mature manner and are to be commended for their efforts.

THE CLOUD:

Everyone is connected to the cloud these days. What is it and what can it do for us at WHC? The cloud is really just the good old internet dressed up in market speak. Over the years, as services and functionality on the internet grew, it became possible to not just passively read web pages, but to interact with them and store personal information - this was Web 2.0. Social media apps and photo storage sites followed. Then we could actually edit files in our browser a’la Google docs and store the resulting file not on our own PC but somewhere “out there”..... in the CLOUD.

So the cloud is really the ability to outsource your applications and personal storage to an internet provider, you then run and access these using a browser or app. The great advantage of this is that often these service are provided for free and all we need to access them is a device, these days a phone a tablet or slate, a notebook or PC. The other advantage is the protection and management of these services is also outsourced, it’s not really our responsibility... or is it?

When we access personal information in the cloud we have to use a password. If the information is important to us, e.g. as credit card or sensitive personal information, then we should exercise care in how we select and manage the passwords that access these accounts, similar to accessing financial services on-line.

What does this have to do with schools? More and more our students and staff are accessing cloud based services; EdModo, educational blogs, Youtube, google docs and OneDrive. These services are entwining themselves into our learning environment. In the next newsletter I’m going to talk more specifically about how this might look in the future and the implications for the MyLe program and future learning.

Mrs Kerrie Hammond
Year 12 Learning Community Leader

Mr Peter Good
Network Manager
I had to remind myself several times today that is was Tuesday, and not Monday. I wasn’t alone in this, and it is funny to think how a long weekend, whilst a lovely bonus break for all, can throw routine into the wind. As much as I enjoyed the extra day, I found it somewhat sad that the working week therefore only has four days instead of five, because in all honesty, I love my job, and I enjoy the privilege it is to work with and for our young people. There is never a dull moment, nor is there ever such a thing as a boring day.

It is for this reason we push hard for our students to be here and take part. There is a lot going on, and everybody has a part they play. These years are very, very important. A student remarked to me in the morning that they can remember every teacher they had throughout Primary School, and the first years of school here. This student was interested when it was pointed out that most of their teachers here can remember distinctly their own primary and secondary teachers! “What, even the old ones??” - Er, yes, even we “old” ones (mental note – according to current trends, for Gen Z (1995 – 2010) anyone older than 30 is ancient!!).

Why? Because those years were so significant. It was in this period we learned, adopted and shaped our own values, identities and ethics – even if this meant we had to challenge our previously held beliefs or release some tightly held excuses from our own histories. To learn, is to be liberated. To keep a populace under wraps, deny them literacy and numeracy….this has been the sad mantra of dictatorships throughout history. We however, live in a ridiculously free and wealthy country where we have the world at our fingertips, accessible in an instant: and it is because we have this free access and rein to education that we know about those places and times in history where this is not the case.

Everyone has a right to an education. There are no exceptions. When I lived in a town called Bremen in North Germany, I was interested to find out that one of the first laws passed after the end of World War II by the occupying powers was about education – education was to be an enshrined right and not a privilege. And it is. Why? Because when one person is educated, the world is changed slightly.

So these next two weeks, please do not be surprised if you see me or my colleagues approach you to ask how you are going, and what you may need from us. Also do not be amazed if we offer to come and visit you at home (and we enjoy this a lot, it is a privilege for us). We do this, because no matter what your circumstances, your undeniable right is to learn and be given every single opportunity to succeed.

As I write this, I am reflecting on today, the first day of the exams for our senior students, and how much I appreciated the respectfulness, professionalism and dignity with which our students approached this time. I spent time wandering through the Year 10 pre and post exams, and likewise the other year levels – uniforms were looking sharp, eyes seemed focused, and there were no complaints. Many in fact stated they intended to do the best they could. My reflection, if this attitude and approach can be maintained as a habit, then these students will have very successful lives, no matter what career path they choose or are called to follow.

Have a wonderful week!

Marcus Allport
College Chaplain

A Lifetime Cost

I meet young people quite often who want to leave school, drop out of high school before the end of Year 10 for example. What they don’t realise is that there is a choice which is either pay now and play later or play now and pay later.

At the point where they are thinking of leaving school the option of earning a wage, even a low one, is very attractive as they will have money in their pocket – but how much money? And what will be the longer term cost of this early departure?

Earning $8-$10 per hour won’t be enough as you grow older and have higher demands and expectations. Just think how much more they would earn if they finished high school or finished college/university.

The Bureau of Labour Statistics in the US calculated the hourly rate of the different groups. They are:

- Average high school drop out earns $10.22 per hour.
- Average high school graduate earns $14.50 per hour.
- Average after a four year college degree = $23.42 per hour.

Those figures are impressive and might be motivation enough to encourage your child to continue in their education - however if you consider the lifetime costs they become very significant.

The high school dropout earns $850,720 in their life; the high school graduate $1,212,640 and the 4 year degree person earns $1,948,960.

So if you remind or inform them that if they drop out of school they are making a $1 million decision, because that is the loss of earnings they will suffer over their lifetime.

Now that figure would motivate me!

Written by Nigel Lane. www.nigellane.com.au
Used by permission
Student Wellbeing & Engagement

For several weeks now our focus has been attendance. We have been speaking about attendance, hearing opinions on attendance, working on attendance and in the past weeks, writing about attendance. This week, to be original, our theme is attendance. Have we run out of ideas about which to write or explore? Have we become narrow-minded and focussed on one topic and can’t let it go? The answers: NO ..... and to the second…..YES - and proudly yes at that.

Last week we discussed the many reasons school functions as it does and the various roles it plays. This last fact is becoming more apparent as our more traditional institutions delineate or even decline. The stark reality is for the vast majority of young people in Australia today, school is the one consistent, safe, and reliable place – serving as a pivot or anchor as it were in the very fleeting, permeable generations that are now internally changing at a faster pace than ever before.

Consider this. If you were born between 1995 and 2010, as most of our students were, then you make up what is known as Generation Z. There are approximately 4.35 million of you in Australia, and you comprise some 19% of our total population. You also comprise around 2% of the workforce, by 2020 you will make up 12% of it. Nearly HALF of you will have a tertiary qualification. This means, you are a fast paced and highly motivated group, and also one of the most educated generations ever alive.

You are also the most techno-savvy, often referred to as “digital natives” or “screenagers”. In your lifetimes your generation will have at least 17 different jobs, 5 careers and 15 houses, you will also be interacting critically with an increasingly competitive world at a level never seen before.

It is an exciting time to be growing up and learning, however, there is a warning too. Not engaging with school and therefore with education means being put at considerable disadvantage; being left behind as it were. The opportunities are seemingly endless, and the wonderful fact remains that success does not solely rely on your perceived intellect, your demographic nor even your aspirations. Success is accorded those who simply embrace the opportunities given them and forge through new paths of learning.

This hopefully gives you all a greater understanding as to why we as a college are anxious our students attend, engage and develop. At the end of the day, it is not about us, it is about ensuring our students all enter the world as young adults, fully equipped, resilient and with confidence; the basic skills of these being learned mostly through your schooling years.

Again, expect more of us to drop in on you, to call you, and to ask the open and genuinely felt questions, are you ok? How can we support you in being at school? What do you need from us? And so on.

Again, please contact any of us without hesitation if you have a student who finds it hard to attend, or have friends you are worrying about. We will always listen, and we will always work in partnership with you to ensure a positive and happy outcome.

Wishing you all the best

Mr Paul Rogers & The Wellbeing Team.

ASBESTOS LABELLING:
As part of the Department of Education and Early Childhood Development’s Health and Safety Management Plan, new labelling will be installed at the Quamby Campus. The labels remind people to contact school reception prior to undertaking any works at the school, to ensure they have up-to-date information from the school’s asbestos register. Asbestos - which was used extensively in building materials in the past but is now banned - is considered safe unless damaged or in poor condition. The new labels form part of a comprehensive program to ensure Victorian government schools remain safe. Children’s safety is our number one priority. There isn’t any asbestos in our new buildings on the Vines Road site!

Mr Lu Temelkovski
Quamby Campus Principal.
YEAR 12 EXPLORE YOUR FUTURE PROGRAM

The Year 12 Explore Your Future program continued last Friday June 6 with a visit from Kerry Tucker from Deakin University. Our Year 12 students were able to book an individual appointment with Kerry to discuss a pathway to Deakin University and tertiary study options for next year.

Sally Stewart from Student Exchange Australia visited our College on Friday 30 May to speak to students about GAP Year programs for next year. Students provided great feedback on this session and were all provided with an information package to take with them.

YEAR 10 MIPS APPOINTMENTS

Year 10 MIPs appointments have not occurred this week due to exams, but will continue again next week. If your child is in Year 10 and has not yet completed their MIPs interview they can sign up in the Quamby Campus Library foyer or contact me directly. Parents/Guardians are most welcome at the appointments with their child.

CERTIFICATE III HOSPITALITY SBA OPPORTUNITIES WITH SUBWAY WAURN PONDS

Opportunities currently exist for genuinely interested Year 10/11 students (ideally future and current VCAL stream students) to undertake this Certificate III qualification with Subway in their Waurn Ponds outlets. Subway are now offering these “integrated part of school timetabled” positions that can commence almost immediately.

Successful candidates must be neat and tidy, motivated and “customer focused” with their school being fully supportive of having the required amount of formal working and training hours scheduled into their normal weekly school timetable.

They will learn exceptional customer service skills along with communication techniques, product creation, computer skills, money handling and general cleaning practices.

Interested students need to see Tracey Jeffery, MIPs Coordinator, before contacting Bernadine Costin at Subway Waurn Ponds on 0400 489522.

OXYGEN COLLEGE DIPLOMA OF PHOTOGRAPHY IMAGING IN 2015

Oxygen College will be holding information sessions throughout June and July for students wishing to apply for Diploma of Photography in 2015.

The info sessions will outline the required prerequisites and application process.

These sessions are aimed at giving students an opportunity to engage in a preparation program that may be an essential element of their application.

For more information on the course visit: http://www.oxygencollege.com.au/site/diploma_of_photoimaging_overview or contact Oxygen College.

To book your information session contact Haley on 52159175 or email: admin@oxygencollege.com.au

SCHOOL HOLIDAY PROGRAMS @ THE GORDON

Braiding with Flair
• 3 Hour Workshop
• All material supplied
• Take home hairdressing kit (Valued at $40)

Date: Wednesday 2 July
Time: 9am-12pm
Where: Creative Futures Salon, The Gordon City Campus
Cost: $60

Teen makeover
This is the ultimate two-day workshop that allows students to spend time in these departments
• Half day hairdressing
• Half days nails (includes basic nail kit
• Half day makeup ( includes make-up brush sets)
• Half day beauty skin care and health

A great insight into the courses offered by The Gordon Hair and Beauty Department Learn presentation, skincare and makeup application, hair maintenance and techniques and current fashion looks. Be inspired, have fun and create a new you.

Date: Monday 30 June & Tuesday 1 July 2014
9am-4pm
Creative Futures Salon, The Gordon City Campus
Cost - $185

CAREERS RESOURCES FOR PARENTS

‘You are the single greatest influence on your child’s education and career decisions. The Face-to-Face report (2010) by the National Youth Agency in England identified parents and carers as the most common first point of call for career development information, advice and guidance for young people. Other research similarly points to the important role of parents in the career development of their children, especially in the early stages rather than in the later stages of their education (Watson and McMahon, 2003). There is also mounting evidence that parental involvement in student learning improves student motivation, attendance, achievement and career outcomes.’

There are some great resources for parents that have been introduced by the Department of Education and Early Childhood Development (DEECD). I will include some of this information in our parent eNewsletters but further information can also be found on the website: http://www.education.vic.gov.au/school/parents/beyond/Pages/conversation.aspx

When to talk careers with your kids

Being responsible for guiding your child towards their future career can feel overwhelming - and can also be frustrating when your child does not listen to you or take your advice. But picking a time when you and your child are both relaxed or doing other things can help you make inroads.
HELPFUL HINTS FOR HAVING A CAREER CONVERSATION WITH YOUR CHILD

- Choosing the right time will help you make in-roads with your child. To get the best results out of any career discussions with your child or children, you should pick times when you and your child are both relaxed. If your child is not interested, or if there is any tension between you, it’s better to try again another time.

- Start conversations with general questions. That way your child won’t feel like you are on their case, or that they’ve been backed into a corner. You can then explore a wide variety of ideas without putting pressure on them.

- Once you’ve talked generally, ask questions to get your child to focus on themselves. Explore their interests, things they are good at and their personal values.

- If your child does not have a career idea in mind, ask them to define broad areas of interest, then encourage them to investigate options related to each area.

- Discuss what your child needs or wants from their career. Attitudes towards money, security or self-development may help to identify career options.

- Encourage any activity that develops skills. Many important skills that employers are looking for are developed at school. Skills are also gathered from part-time work, holiday jobs, and leisure activities such as sports.

- Discuss subject choices with your child each year. Would they rather keep their options open? Or if they have a career in mind, what are the best subjects for them to choose?

WHAT TO AVOID

- Don’t impose your ideas - instead ask questions to clarify an issue. For example, “This is a desk job, but you said that you would like to meet different people all the time? Does that matter?”

- Don’t discourage your child with comments such as “That’s not right for you”. This will push them away. Instead, explore the reasoning behind their career decision, and help them find out for themselves if it is the right choice.

- Don’t push the conversation if your child is not responding, try another time instead. It’s also good to let your child know that you’re always available to talk if they need you.

YEAR 10 WORK EXPERIENCE

With Exams now out of the way, and the June 23 deadline for complete forms to be lodged, we reach a vital period with regard to Year 10 Work Experience. I do realise there are students who have secured a Work Experience Placement but are yet to submit the paperwork to their Mentor for final endorsement by the College. This is easily fixed by students bringing in their forms.

All students have created their cold call scripts to ring possible work experience placements. Parents can help by assisting students to find suitable businesses to contact and ask about a Work Experience placement. The Yellow Pages is an excellent resource for this.

Work Experience dates are August 4 to August 8, and our expectation is that all Year 10 students have a placement, as its an incredibly valuable learning experience for them.

MR. LU TEMELKOVSKI
Quamby Campus Principal.

MISS TRACIE JEFFERY
MIPs Co-ordinator
Community News

**AFL Victoria Holiday Program**

**Come join us!**

A day packed full of footy fun!
Test your skills in a mini AFL Draft
Learn about life as an AFL Footballer!
See reverse for locations and full details

**REGISTER NOW AT**
www.aflvicholidayprograms.com.au

Like us on Facebook at facebook.com/aflvicholidayprograms and follow us on Twitter @AFLVIC_HolProg to keep up to date with the latest news, competitions and photos.

9am to 3pm
Volunteers Needed!

TRAINING FOR PARENTS OF TEENAGERS (TPOT) STUDY

FREE training for parents to help the mental and physical health of teenagers!

Who is running the project?
The Centre for Mental Health at The University of Melbourne.

Who can take part?
Parents with teenagers aged between 12-15 years within Victoria (one parent and one teenager per family).

What are the aims?
The project aims to teach parents the skills to assist a teenager, in the event that they develop a mental health problem or a physical injury and to evaluate the training offered.

We are interested to see if the skills taught to parents are used on adolescents and whether this has a long-term health benefit for adolescents.

What types of courses are offered?
The study offers a FREE 2-day course to parents, in either Youth Mental Health First Aid or an accredited Red Cross Apply First Aid course.

During online registration at www.tpot.net.au, parents will need to select both courses but a computer will randomly place them into one course or the other.

What's in it for me?
Parents receive their training course, the accompanying training materials and a certificate of completion for free.

Note: To be eligible, you must not have undertaken training in the previous three years in Mental Health First Aid (MHFA), Youth MHFA or physical first aid.

This study has received ethics approval from The University of Melbourne’s Behavioural and Social Sciences Human Ethics Sub-Committee ID: 1135679, The Department of Education and Early Childhood Development (DEECD) ID: 2012_001480 and the Catholic Education Office of Melbourne (CEOM) ID: 1877.

For more info & to register:

www.tpot.net.au
COMmunity NEWS

...Seriously Fun this Winter

Come and Try Flippa Ball
Sunday
22 June 2014

MODIFIED WATER POLO
8 TO 12 YEAR OLDS

SUNDAYS 12:30 PM
Geelong College Recreation Centre
Aprahasia Street Newtown

For further information
geelongwaterpolo@front.net.au
Junior Coordinators
John O’Callaghan  0418343132
Julie O’Callaghan  0415514418

Shallow water
427 Squadron Australian Air Force Cadets
are recruiting 13-18 year olds for their next intake
beginning Monday 14th July 2014.

We will be holding an information session on

**Friday 20th June 2014, 7:00pm**

at **48 Sherbourne Terrace, Newtown**

For more information, please contact Pilot Officer (AAFC) James Flanagan on 0406 990 582 or email xo.427sqn@aafc.org.au

Further information can also be found at

[www.aafc.org.au](http://www.aafc.org.au)

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**Kyokushin Karate is coming to BATESFORD**

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