

## Acting Principal's Report



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Dear Sunbury Downs College Community,

*'Positive Mindset – Positive Actions – Positive Growth'*

Welcome to the 2020 school year. The students and staff have enjoyed a smooth start to the academic year with students quickly establishing their routines and becoming familiar with their new timetables. The Professional Learning Day for staff on January 28th provided informative and supportive information for all staff in the lead up to all students returning on January 29th.

Our theme for 2020 is: 'Positive Mindset – Positive Actions – Positive Growth. The Whole School Assembly was a great opportunity to welcome all students back for 2020 and introduce new and returning staff to the College.

**College Absence Line:  
03 9744 0500**

A reminder to parents that when your student is absent to call the College Absence Line and leave the following information:

- ♦ Parent/Carer name
- ♦ Student name
- ♦ Home Group
- ♦ Reason: please give detail of absence
- ♦ Phone number

### Leadership and Positions of Responsibility

At this time, Ms Maria Oddo the College substantive Principal, is continuing as the Senior Manager responsible for Special Projects - Learning Specialist within the Department of Education. The Acting Principal arrangements currently in place have been extended until the end of February when I will be updated. Ms Susan Smith continues as the Acting Assistant Principal and will continue fulfilling this role whilst I am in the Acting Principal position.

I would like to congratulate the staff who form the Leadership Team and wish them well for the year.



# Principal's Report

## Staffing Update

### New Staff to the College

- Ms Sarah Wright - Leading Teacher – Teaching and Learning/Health and Physical Education
- Mr Jesse Morgan – Science/Maths
- Mr Riedwaan Naasiep – Year 8 Coordinator /Environmental Science/Humanities
- Mr Daniel Kyte – English/Humanities
- Ms Sophie Stewart – English/ Humanities
- Ms Deborah Newbury – College Operations
- Ms Shobana Sebastian – Music
- Mr Jake Keratianos – Humanities

## VCE Results 2019

The College congratulates the Class of 2019 for their excellent VCE results. There were many individual accomplishments - a true display of our College motto 'Confidence to Achieve'. I extend my thanks to the teaching and Education Support staff for their work with the students. The College results, as published, were outstanding with a VCE Study Median Score of 30 and 4.2% of Study Scores 40 or above (Additional information below). The College continues to deliver high quality teaching and learning that leads to successful outcomes for our students.

### Academic Achievements for the class of 2019:

- Percentage of study scores of 40 and over - 4.2%
- Median VCE study score -30
- Percentage of VCAL units completed - 77%
- Percentage of VET units completed -77%
- Students awarded the VCE Baccalaureate - 2
- Percentage of VCE completions - 99%
- Percentage of students who applied for further study received an offer - 84%

## College Dux for 2019

Congratulations to the College Dux for 2019 Ethan O'Donovan – 97.1 ATAR. Ethan was presented with a gift at our first College Assembly and spoke to the community about his achievement, future pathway and strategies that he put in place to support his study program. The Rotary Club of Sunbury invited Ethan, his family and representatives from the College to attend the Ron Cook Memorial Scholarship evening. At this event the Dux of each local college is recognised, congratulated on their achievements and receive a gift to assist with their future studies.

## Year 12 Retreat

The Year 12 Retreat at University College in Parkville was very successful in week 2. Students have provided positive feedback and appreciated the opportunity to work closely with key staff, developed personal goals and as a collective discussed how they are going to support each other during the year.

## P 'n' G @ SDC –Parents and Guardians at Sunbury Downs College

The first meeting will be held on the 8<sup>th</sup> March at 9.30am. Parents and Guardians will have the opportunity to meet in an informal setting with myself, and Ms Carleen Bramley, College Council President, to discuss building facilities / curriculum programs.

## Modernisation Building Program (Gymnasium / Grand Corridor)

Work is complete on Stage One of the Building Modernisation Program and Stage Two will be completed by the end of March. The canteen, PE staff room and student change room areas in the gymnasium precinct have been reoccupied and the gymnasium floor resealed with new line marking.



# Principal's Report

## **Community Shared Facility**

Building works are continuing on the Shared Facility that is co-located on the grounds of Sunbury Heights Primary School and Sunbury Downs College. When completed in June, the broader community of Sunbury will have a state of the art facility and resource available for use for educational purposes and community events. Child Care and Early Learning facilities purposely built in the facility means that the precinct is potentially able to provide education and child care from infancy through to the completion of Year 12. This is very exciting!

## **College Council 2020 Nomination and Elections**

Sunbury Downs College Council members are united with their work to ensure that we continue to be the secondary school of choice in Sunbury and the broader community.

On behalf of Council I thank the parents, students and staff members for their commitment to the sound governance of Sunbury Downs College in 2019.

An election process including nominations for new College Council members will be underway shortly for the new College Council Committee 2020.

Kind Regards  
Warwick Beynon  
**Acting Principal**



**Mr Warwick Beynon** | ACTING PRINCIPAL



# New Staff

In 2020, we have introduced seven new staff to Sunbury Downs College. We are very excited to have them on board and look forward to having them share their expertise with our community!

## **Ms Sarah Wright:**

My name is Sarah Wright and I am excited to return to the Sunbury Downs College community. I previously taught at SDC from 2016-2018 as a Health, PE and Psychology teacher and held the role of Domain Leader: Health and PE in 2017 and Year 11 Coordinator in 2018. My teaching endeavours lead me to Craigieburn Secondary College in 2019, where I began my Leadership journey as a Leading Teacher: Head of Curriculum. I look forward to reconnecting with Sunbury Downs College staff, students and families in my role as Teaching and Learning Leader - Curriculum and Timetable.

## **Ms Debra Newbery:**

Hello! My name is Debra Newbery and I am in charge of College Operations for 2020 here at Sunbury Downs College. Previously I have been working at Braemar College, firstly as an Integration Aide and then moving into Administration and Daily Organisation. It is time for a new challenge for me and I am looking forward to expanding my administrative capabilities and meeting new people here at the College!

## **Mr Riedwaan Nassiep:**

Hello! My name is Riedwaan Nassiep. Our family have relocated from Queensland, primarily for our two sons to pursue playing opportunities with Melbourne Victory. I have had opportunities to teach in rural QLD, Kazakhstan, the Sunshine Coast and metropolitan Brisbane. The opportunity to once again be involved in teaching Environmental Science and coordinating the Year 8 cohort is what I am most excited about this year. I am very approachable, so come and say G'day when you see me around the College.

## **Ms Sophie Stewart:**

Hello everyone! My name is Sophie Stewart. I am a new member of staff at Sunbury Downs College teaching classes in English, Humanities, History and Legal Studies. I am excited to be joining the Sunbury Downs team and can't wait to get to know you all. At University I studied a Bachelor of Arts majoring in both History and Art History before getting a Master's Degree in Secondary Teaching. For the last three years I have worked as a teacher at Warrandyte High School. Outside of school I enjoy art, live music and listening to podcasts. Thank you to everyone for making me feel welcome.

## **Mr Daniel Kyte:**

My name is Daniel Kyte and I will be working as an English and Humanities teacher at Sunbury Downs College in 2020. I have had 10 years teaching experience at Mill Park Secondary College, but as a life-long resident of Sunbury, I am very excited to engage with the local community via my role at this school. I am committed to ensuring that public education is strong and that fantastic opportunities are available to all young people. In addition to this, I am looking forward to getting to know the students and families of Sunbury Downs College and forming productive working relationships.

## **Mr Jesse Morgan:**

I'm Jesse Morgan a local resident of Sunbury. I've been completing my Master of Teaching over the past two years at The University of Melbourne and am very excited to be teaching at a school in my local community. I know Sunbury well and I have worked at the Sunbury United Sporting Club for the past five years so you may recognise my face. I am very excited to teach students in Mathematics and Science as these are dear to my heart and I believe are absolutely wonderful to learn about. I hope to inspire my students over the following year!

## **Ms Shobana Sebastian:**

Hello! My name is Shobana Sebastian. I am a Sunbury born and bred vocalist with a love for all things music, people and education. For the past three years I have been delivering the Certificate II and III VCE VET Music program for both performance and sound production at Ballarat Grammar school, and also sound production across the Highlands LLEN VET cluster. Having extensive experience in performance, training and production, I'm especially excited to be working with the choir here at SDC this year.



# Later Years

Our Later Years students have commenced the year with a maturity and dedication that has impressed all staff. On their first day, students were introduced to their Home Group teachers, had their lockers allocated and participated in their first Mini School assembly. During this assembly they met their Student Management Team and discussed all things relevant to being a successful Later Years student with a focus on our College values Successful Outcomes, Resilient Behaviours, Community Engagement, Respectful Relationships and Ambitious Expectations.

The Year 12 cohort attended their Retreat at University College. Whilst there, they were presented with a wealth of information from a wide variety of Tertiary Institutions as well as Victoria Police and the Army. They engaged with our guest speaker Mr Declan Fay who unknowingly aided them in creating their motto "Don't wonder what if." With this as their motto we know that our students will push to be the best versions of themselves and complete their final year of secondary schooling without any regrets. The Retreat, led by Mr Mitchell Bongiovanni was a fantastic opportunity for the students to develop important relationships with both their peers and their teachers in preparation for the upcoming year. I would like to acknowledge the staff who attended Mr Mitchell Bongiovanni, Ms Nadine Gleeson, Mr Matthew Quigley, Mr Anthony Bongiovanni, Ms Azzurra Trione, Ms Diane Bouras Mr Matthew Grey and a shout out to Mr Warwick Beynon and Mr Michael Watson for their guest appearances over the two days. We were all exhausted by the end but overwhelmingly proud of our students for giving it their all and actively participating in the event.

Our Year 11 students had to attend school before our official first day had commenced for their first rehearsal for the Debutante Ball. After a gruelling 3 hours of dance practice they were starting to get their moves locked in and were looking fantastic. On top of the excitement they have transitioned to VCE seamlessly under the guidance of Ms Shenel Nedim. The students have been engaged in their studies and impressing their teachers with their dedication and effort. Their subjects and classes have been locked in and they have taken on the position as role models in an exceptional manner.

Our Year 10 students have completed their move and are welcome members of the Later Years Mini School, this transition is one that can be met with some trepidation but the young ladies and gentlemen in this cohort are an outstanding collection of students and have settled into their positions seamlessly. Soon they will be beginning the conversation regarding Work Experience where they will have the opportunity to work with an employer for a week and develop an understanding about their future allowing them to make decisions regarding their future career pathways. With the support of Ms Rita Barichievich and Ms Jaymee Curtis, our students have begun their journey as Later Years Students and have impressed all around them.

I would like to thank the Later Years Student Management Team for their hard work in getting our students settled in and supporting them as they get back into their school routines. Mr Mitchell Bongiovanni, Mr Wayne Stephens, Ms Shenel Nedim, Ms Rita Barichievich, Ms Jaymee Curtis and Mrs Mardi Anderson I feel confident that our students will be supported with you as their leaders.



**Nadine Gleeson** | YEAR 12 COORDINATOR



# Year 12 Retreat

On the 5th of February, the 2020 Year 12 Cohort ventured to the city for the annual retreat staying in the thick of Melbourne at University College for a taste of University lifestyle.

This was an amazing way to set the tone of the year. On the first day we were presented with guest speakers of all professions. Mr Declan Fay, a Comedian, shared hilarious stories of his schooling and what pushed him to write. He told us his tales of chocolate thievery and how each event that happened to him in high school had changed his perception of life and motivated him to do what he loved. One story that really resonated with us as a cohort is that of his PE teacher. He was a real character as Declan describes, however, on the last day of Year 10 he told him “Don't wonder what if”. Unknowingly this had stuck with all of us on retreat and would in turn later become our motto for the year.

Mr Beynon later spoke about his schooling experience and what shaped him as a person which later led to him teaching and even becoming Principal. He spoke to us about relationships with others and how in Year 12 we must choose good friends who support and respect us, not harmful friends who distract us. This really allowed us to consider all of our relationships we have with one another and what sort of friend we want to be. Later in the day we received presentations by the Police Force, Defence Force and Kangan Institute. All of these Organisations were incredible with the information they presented. It allowed those of us who didn't know what we want to do after we finish this final year, the opportunity to reflect on where we can see ourselves after we finish. We also had a discussion about what impact we want to leave on Sunbury Downs after we have left. The discussion we had was well needed and we created a list of potential motto's for the rest of the year.

After dinner we were given free time, which most of us used to take photos out on the lawn and spend quality down time with each other, getting to know each other even better. Later that night we caught a tram into Melbourne Central to see a private screening of Bad Boys the movie. This gave us all an opportunity to spend time with our teachers and peers out of the professional environment which we all benefited from.

The next day we were in for an action packed day. Ms Sonya Karras spoke about party safety and how to handle situations in which we may feel uncomfortable or unsafe. She was fantastic and provided a funny but insightful approach to the whole idea. Everyone was really grateful to her for her wisdom and advice. Afterwards Mr Watson came and gave us a really powerful speech about Liverpool SC and the tragic incident that occurred during one of their games. He shared with us the song ‘You'll Never Walk Alone’ which we could really apply in our lives this year.

After lunch we were given the task of a Scavenger Hunt around Melbourne. We were to find the “Soup Man”, Parliament House, brochures of things to do in Melbourne, take a photo with a Penguins Classic book in the State Library and much more. This was a fantastic way to end the day before being dismissed, as it allowed us to work as a team and have some fun before we got back into the grind of Year 12.

All in all, it was a great two days and we as a cohort are really thankful to our teachers; both Mr Bongiovanni's, Ms Gleeson, Ms Trione, Mr Quigley, Mr Gray, Ms. Bouras, Mr Watson and Mr Beynon for organising the retreat and making it an enjoyable and memorable experience.

Darryl Defrutos-Roper 12A



# Year 12 Retreat



**Mitchell Bongiovanni | YEAR 12 COORDINATOR**



# Middle Years

The first few weeks of each school year are jam-packed and go by so fast if you blink you will miss them and just like that we are nearly halfway through the Term.

Throughout the start of the 2020 academic year, we have seen all our students make an extremely positive start.

Our Year 7 cohort have begun their Secondary School journey with a sense of enthusiasm, embracing the 2020 Year 7 Theme – **Make a positive start.**

Over the coming weeks, students will receive their laptops and experience their first Sunbury Downs College Swimming Carnival, all of which I am sure they will approach with the same level of excitement.

Year 8 students have settled into new Home Groups and new subjects with an open mind and a thirst for learning. Whether it is Music, Visual Communication Design, or Digital Technology, Year 8 has fully embraced these subjects that are providing them with new learning opportunities, exploring their understandings and in many cases sparking new interests. All Year 8 students have been encouraged to embrace the 2020 Year 8 Theme – **Leave your mark** – calling for them to consider how their actions impact their peers and the wider community, with the aim of leaving a positive mark.

While our leaders of the Middle Years, the Year 9 students have started laying the foundation for their studies in the Later Years and beyond as they have had their first taste of elective subjects. With a range of elective specific activities, camps, excursions and incursions over the coming months, students will have numerous opportunities to engage fully with the curriculum. The students have already displayed that they are living their 2020 Year 9 Theme – **Be the best that you can be.**

As we move into the second half of Term 1, I would like to draw all students' attention to Friday 13 March. This is the date of publication for the first Grade Point Average (GPA) reports of 2020.

These reports focus on the students work habits, by assessing the following criteria from 0 (Well Below Standard) – 4 (Well Above Standard);

- Participates constructively and remains on task
- Follows instructions and respects others learning
- Is organised and meets deadlines
- Reflects on progress and utilises feedback

I would like to encourage all students to take 5 minutes to reflect and assess where they believe they currently see their GPA score and make a concerted effort to lift that score for each criterion by one.

Share these goals with your parents and teachers so that they can support you in achieving these goals, as ultimately positive work habits will set you in good stead for future studies and life beyond school.



# Middle Years

If any parents or guardians have any questions or believe their child may benefit from any support throughout the year I encourage you to contact your child's Year Level Coordinator;



Year 7 – Ms Jayne Duffy



Year 8 – Mr Riedwaan Nassiep



Year 9 – Ms Fabiana Johnston



Year 9 - Ms Jaclyn Demetriou

I look forward to working with all Middle Years students and their families in embracing our College Values of **Respectful Relationships, Ambitious Expectations, Successful Outcomes, Resilient Behaviours and Community Engagement.**



**Dwayne Stojcevski | MIDDLE YEARS MINI SCHOOL LEADER**

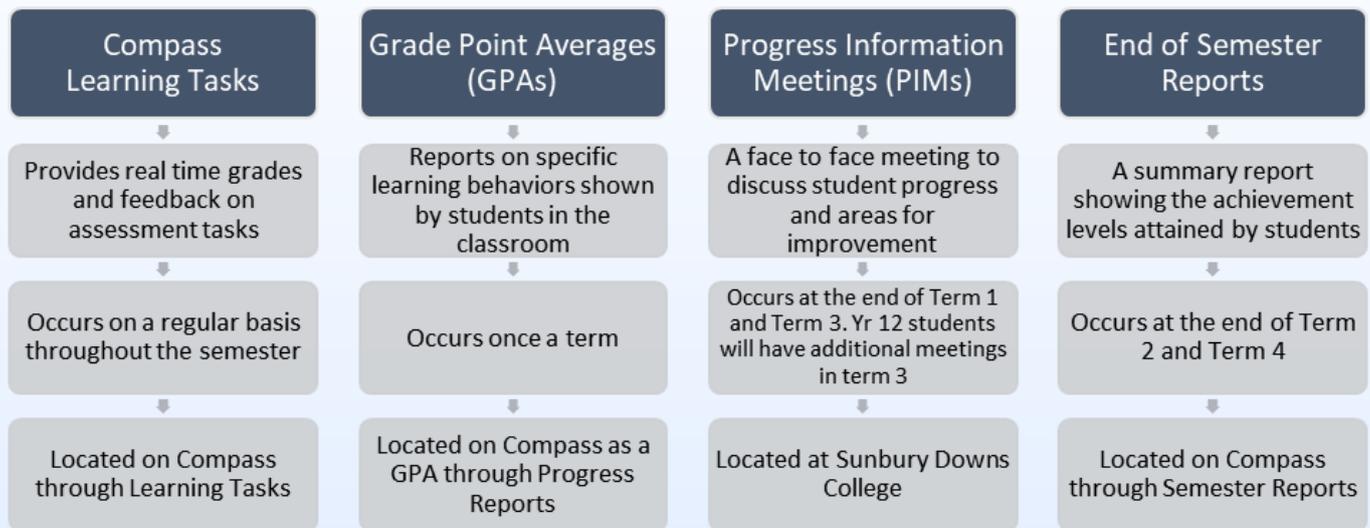


# Assessment & Reporting

## Assessment and Reporting in 2020

At Sunbury Downs College, parents and students are kept fully informed of student progress throughout the academic year through Learning Tasks, Grade Point Average (GPA) reports, Progress information Meetings (PIMs) and Semester Reports.

An outline of the various reporting methods at the College is shown below. This diagram details information about each of these reporting methods.



## Key Reporting Dates in 2020

Term	Date & Time	Event
Term 1	13 March 4:30pm	Term 1 GPAs Published
	13 March 4:30pm - 20 March 4:30pm	Bookings open on Compass for Progress Information Meetings
	23 March 11:00am - 7:00pm	Progress Information Meetings
Term 2	22 May 4:30pm	Term 2 Grade GPAs Published
	26 June 4:30pm	Semester 1 Reports Published



# Assessment & Reporting

<b>Term 3</b>	31 July 4:30pm	Term 3 GPAs (Unit 3/4 & Senior VCAL Students Only) Published
	31 July 4:30pm - 7 August 4:30pm	Bookings open for Year 12s on Compass for Progress Information Meetings
	10 August 4:00pm - 6:00pm	Progress Information Meetings (Unit 3/4 and Senior VCAL Students Only)
	28 August 4:30pm	Term 3 GPAs Published
	28 August 4:30pm - 11 September 4:30pm	Bookings open on Compass for Whole School Progress Information Meetings (Optional for Year 12 students)
	14 September 11:00am - 7:00pm	Progress Information Meetings
<b>Term 4</b>	23 October 4:30pm	Term 4 GPAs (Year 10 & 11 Only) Published

## Continuous Reporting through Compass Learning Tasks

Sunbury Downs College reports continuously throughout the Semester through Compass Learning Tasks. Parents and students are reminded to regularly check Learning Tasks to monitor student academic progress. A letter explaining how to check Learning Tasks has been published and distributed on Compass as a Newsfeed item.

This benefits of Continuous Reporting includes:

- Students and parents will have continuous access to academic progress and feedback – students will know where they are going, how they are going and how they are going to get there.
- Students will have the opportunity to reflect on their progress.
- Parents will be informed of progress (strengths and actions for future improvement) on a regular basis rather than waiting until the end of semester to receive important information.

## VCE Assessment Schedules

All VCE Students have now received an Assessment Calendar with the dates of School Assessed Coursework (SACs) and School Assessed Tasks (SATs). The Assessment Calendar is also available as a newsfeed item on Compass.

This calendar has been created to support students in their preparation and study for Assessment Tasks. Parents are strongly encouraged to check this calendar so they are aware of busy study periods for their child.



# Assessment & Reporting

## **Progress Information Meetings (PIMs)**

Progress information Meetings will be held at the College on **Monday 23<sup>rd</sup> March**. These meetings provide an opportunity for students, parents and teachers to discuss the Learning Tasks, GPAs, class work and current academic progress. Meeting with subject teachers will allow students to reflect upon their achievements and set goals for continued learning. Timetabled classes do not occur on these days and it is expected that all students attend meetings with their subject teachers. Progress Information Meetings are not a Pupil Free Day.

Details on the PIMs day and booking procedures will be distributed closer to the date.

## **NAPLAN**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 7 and 9. Students will complete tests in reading, writing, language conventions and numeracy. The NAPLAN tests are being held on 12 – 15 May.

Further information about NAPLAN can be found at:

<https://www.nap.edu.au/docs/default-source/default-document-library/naplan-on-paper-information-brochure-for-parents-and-carers.pdf?sfvrsn=2>



**Peter Compston** | FEEDBACK, ASSESSMENT & REPORTING LEADER (ACTING)



# College Dux 2019



Hello! My name is Ethan O'Donovan. I studied Music, Science, and Maths and came out with the highest ATAR in the school last year, which gives me the title Dux.

One piece of advice was from my mother, given to me in Grade 6. I was worrying about going into High School and she said to me 'son, don't worry about grades: University is where that matters. For now you need to focus on *'learning how to learn'*. And I thought *'learning how to learn'*, what on earth does that mean? I figured it had something to do with being adaptable, taking hints, following the instructions. I tried this with my learning and to my surprise it was highly successful. It meant that I could forget absolutely everything I had learnt in a year but if I had taken the right notes and copied some YouTube urls I could regain that knowledge in a flash, and then I could go on to learn more. I learned how to search for my questions online and in libraries, how to phrase my questions and answers in class so I was understood, and came out with the Year 6 equivalent of Dux for it.

Now I wasn't at all the golden child, in fact if anyone here knows how my Captaincy speech went they know that I am a right twit. And it goes beyond that: In Year 9 I was going to be kicked out of ACE. I had a behaviour slip and everything, that I had to get signed off every class. I took that piece of paper, with all its numbers and signatures... and got it signed off... and I was having fun! I was enjoying getting this piece of paper filled out, getting the high scores for behaviour and contribution to class, even if all of my answers were wrong. It was a game to me. One I was determined to win. And I thought... 'What if school was a game too? What if... everything were a game, I'm good at games...' And so... I decided to try it with school. I went into my next maths class and we were learning completing the square. We were told the rules, which I still don't remember today, and we fiddled around trying to get the answers at the back of the book. It wasn't working. I took a step back, opened up my laptop, closed Minecraft, and searched up 'how does completing the square work?' I spent the rest of class pouring over explanations and images, and came out with an answer so satisfying I felt as if I had invented the process all on my own. I was then able to get every single 'complete the square' question right after that, and it became my favourite trick. I used it even when I didn't have to, and when I was comfortable with how it worked started using the tricks we were taught, and progressed from there. Where my classmates struggled to comprehend the formulas and their meaning, and their relevance, I understood it well enough that I felt I could teach it. But I wasn't satisfied, something was still missing. I still didn't know why I needed it. Weeks passed, contently listening in class for some semblance of an answer, and then the graphs were drawn, and everything clicked. Immediately every worded question was a matter of time, not of process.

Some people are sceptics. They say you can't do what's fun and exciting, you'll only end up distracted. They say emotions get in the way of work; that the best approach is to *just tough it out*~. I say they're wrong. You shouldn't study, you should explore. And when you forget it, you rediscover it all over again.



Welcome Back Parents/Guardians and Students,

In Australia the eSafety Commissioner is responsible for managing and promoting Safer Internet Day. This is a worldwide event that aims to raise awareness about online safety and encourages everyone to help create a better internet. On this day Online Safety Tips as listed below were shared with the Sunbury Downs Community.

For more resources related to being safe online you can visit <https://esafety.gov.au/>



## Top 5 online safety tips

- 1** Think of others' feelings before you post, like or share content.
- 2** Ask for permission before you share a photo or video with someone else in it. Respectful online relationships start with consent.
- 3** Be an upstander Speak up if you see someone cyberbullying or sharing nudes in a group chat – let them know that's not okay. Report and delete it.
- 4** Use privacy and screen time settings to take control of your digital life and its impact on your mental health.
- 5** Ask for help Cyberbullying and sharing intimate images without consent can be distressing, but eSafety can help remove them.

eSafety young people | [esafety.gov.au/young-people](https://esafety.gov.au/young-people)



**Christine Jajo** | eLEARNING COORDINATOR



# Production

## LEGALLY BLONDE *The Musical™*

**Music and Lyrics by Laurence O'Keefe and Nell Benjamin**  
**Book by Heather Hach**

Based on the novel by Amanda Brown and the Metro-Goldwyn-Mayer motion picture. Licensed exclusively by Music Theatre International (Australasia). All performance materials supplied by Hal Leonard Australia.

Sunbury Downs College is pleased to announce the commencement of our College Production for 2020. The proud Performing Arts tradition continues with this year's performance of **Legally Blonde: The Musical**. A tale proving that being true to yourself never goes out of style. Auditions are already underway, with rehearsals starting in the coming weeks. If you have any questions regarding this program or your child's involvement, please contact Mr Bradley Chivell (Head of Performing Arts) at the College.



**Bradley Chivell** | HEAD OF PERFORMING ARTS



# School Council Elections

## College Council Elections – March 2020

Each year Sunbury Downs College undertakes an election process for the College Council composition. We will be looking for nominations from 1<sup>st</sup> March 2020. Please carefully read the information below:

THE  
EDUCATION  
STATE

SCHOOLS

## School Council Elections - Information for Parents

### WHAT IS A SCHOOL COUNCIL AND WHAT DOES IT DO?

All government schools in Victoria have a school council. They are legally constituted bodies that are given powers to set the key directions of a school within statewide guidelines. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

### WHO IS ON THE SCHOOL COUNCIL?

For most school councils, there are three possible categories of membership:

- A mandated elected Parent category – more than one-third of the total members must be from this category. Department of Education and Training (DET) employees can be Parent members at their child's school as long as they are not engaged in work at the school.
- A mandated elected DET employee category – members of this category may make up no more than one-third of the total membership of school council. The principal of the school is automatically one of these members.
- An optional Community member category – members are coopted by a decision of the council because of their special skills, interests or experiences. Department employees are not eligible to be Community members.

Generally, the term of office for all members is two years. The term of office of half the members expires each year, creating vacancies for the annual school council elections.

### WHY IS PARENT MEMBERSHIP SO IMPORTANT?

Parents on school councils provide important viewpoints and have valuable skills that can help shape the direction of the school.

Those parents who become active on a school council find their involvement satisfying and may also find that their children feel a greater sense of belonging.

### DO I NEED SPECIAL EXPERIENCE TO BE ON SCHOOL COUNCIL?

Each member brings their own valuable life skills and knowledge to the role. Councilors may need to develop skills and acquire knowledge in areas that are unfamiliar to them. What you do need is an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

### HOW CAN YOU BECOME INVOLVED?

The most obvious way is to vote in the elections, which are held in Term one each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

In view of this, you might consider

- standing for election as a member of the school council
- encouraging another person to stand for election.

### WHAT DO YOU NEED TO DO TO STAND FOR ELECTION?

The principal will issue a Notice of Election and Call for Nominations following the commencement of Term one each year. All school council elections must be completed by the end of March unless the usual time line has been varied by the Minister.

If you decide to stand for election, you can arrange for someone to nominate you as a candidate or you can nominate yourself in the Parent category.

Department employees whose child is enrolled in a school in which they are not engaged in work are eligible to nominate for parent membership of the school council at that school.

Once the nomination form is completed, return it to the principal within the time stated on the Notice of Election. You will receive a Nomination Form Receipt in the mail following the receipt of your completed nomination.

Generally, if there are more nominations received than there are vacancies on council, a ballot will be conducted during the two weeks after the call for nominations has closed.



# School Council Elections

THE  
EDUCATION  
STATE

SCHOOLS

**REMEMBER**

- Ask at the school for help if you would like to stand for election and are not sure what to do
- Consider standing for election to council this year
- Be sure to vote in the elections.

**Contact the principal for further information.**

## FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

### CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

### MORE INFORMATION

For more information about the CSEF visit  
[www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)

### HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)

If you applied for the CSEF at your child's school in 2019, you do not need to complete an application form in 2020 unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- new student enrolments; your child has started or changed schools in 2020 or you did not apply in 2019.
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2020.

Check with the school office if you are unsure.





# Careers

## WORK EXPERIENCE 2020

Year 10 students are currently in the preparation stage for Work Experience from 22 - 26 June. Students are encouraged to find their own placements; however, support is available at the College for those who are finding it difficult to secure a placement.

All students must complete the Work Experience Arrangement Form and the Safe@Work OHS Modules before placement.

Please contact Ms Diane Bouras or Ms Livinia Natoli for Work Experience enquiries.

## LA TROBE UNIVERSITY - EXPERIENCE CLEVER

Experience Clever gives you the chance to experience university for a day by taking part in fun and dynamic workshops led by real lecturers. Year 10, 11 and 12 students and their parents are invited to get hands-on and discover what being a university student is really like.

You'll attend workshops, lectures, seminars and meet the academics who'll be teaching your course. Chat with current students and get the inside scoop on Life at La Trobe and what to expect when you study with us.

**Date:** Friday 3 April 2020  
**Time:** 9.00am – 3.30pm  
**Location:** Union Hall, La Trobe University, Melbourne Campus, Union Building

Please register for the day.

<https://www.latrobe.edu.au/study/life/events/experience-clever/melbourne-campus>



## **Seminar: Unpacking the Application Process to Studying in the USA**

Interested students and parents are invited to attend a *free* public event aimed at unpacking the U.S. application process presented by EDUSA staff and a former Assistant Vice Chancellor & Director of Admissions at the University of California – Berkeley.

**Date:** Monday 2 March 2020  
**Time:** 6.00pm – 8.30pm  
**Venue:** Melbourne Grammar School, 47 Domain Road, Higgins Theatre in Melbourne

Registrations are essential and should be made at [EDUSA - In-depth Tips on Applying to US Colleges](#)



## **Tax File Number (TFN)**

Any student will need a tax file number if he/she starts work (part-time or full-time) and all students planning on a tertiary education require one when they start.

**Importantly, current Year 12 students are reminded that they cannot enrol in a CSP (Commonwealth Support Place) course at University without a Tax File Number, so it is worthwhile getting an application submitted early!**

Students must apply for a TFN online and have their family identity verified through an interview at a participating Australia Post Office.

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



# Careers

## **UCAT** University Clinical Aptitude Test

The *University Clinical Aptitude Test (UCAT)* is an admissions test used by the UCAT ANZ Consortium of Universities in Australia and New Zealand for their Medical, Dental, and Clinical Science Degree Programs. Universities requiring the UCAT are listed at this link - [Universities requiring the UCAT](#). Students intending to apply for courses requiring the UCAT at any of these Universities are reminded that they will need to **book a test**.

Bookings will open on **2 March 2020** and close **11 May 2020 at 11.59pm AEST**. The testing dates will be **within the month of July 2020**.

Students who are preparing for entry into any of these courses are encouraged to familiarise themselves with the **format of the test** at [UCAT Test Format](#) and the **practice tests and preparation material** provided at [UCAT Preparation](#)

**Find out more at:**

[UCAT](#)

## **RMIT** RMIT University – Pathways Tool UNIVERSITY

*The traditional path into university is not the only one.* RMIT offers a large range of vocational education courses that lead onto undergraduate study.

Students are encouraged to browse RMIT's *new pathways tool* to find out more at:

[RMIT University – Pathways Tool](#)



**Diane Bouras** | CAREERS COORDINATOR



# Student Services

## **Health Promotion:**

Resilience, Rights and Respectful Relationships (RRRR). An initiative provided by the Department of Education. An initiative that Sunbury Downs College has committed to. The RRRR initiative provides social and emotional learning across 8 topics.

- Emotion literacy
- Personal Strengths
- Positive coping
- Problem Solving
- Stress management
- Help seeking
- Gender and identity
- Positive gender relations

As the Adolescent Health and Health Promotion nurse it will be my focus in 2020 to work closely with a working group of staff and students to ensure this education occurs in class and is seen within the culture of the students, staff and wider school community.

## **Why is this so important:**

By building social and emotional skills it helps students to develop resilience. Social and emotional skills are also the foundation of positive relationships. Positive relationships within the school community creates school connectedness with cognitive, emotional and behavioural engagement.

## **Anaphylaxis and Allergy plans:**

Please remember to provide an updated action plan and medication to the school.

The Action Plan includes the date of next Action Plan review, which should coincide with the next scheduled appointment with a doctor or nurse practitioner to obtain a new adrenaline autoinjector prescription (approximately every 12 to 18 months).

Plans must be provided to the school in colour. A 2020 version of the action plan has been released. 2018 & 2019 version are still accepted until 2022.

<https://www.allergy.org.au/about-ascia/info-updates/updated-2020-versions-of-ascia-action-plans-are-now-available>

## **Immunisations Year 7 & 10.**

All Year 7 and Year 10 students have been given an immunisation card. This card **MUST** be returned to the school. Even if you **DO NOT** wish for your student to have their immunisations at school you tick **NO** on the card and return it. If you do not return the card you may receive a call from the Hume Council to confirm.

If you wish to find out more please see the link below.

<https://www.thermh.org.au/patients-visitors/services-clinics/trauma-care/party-program/parents>



# Student Services

## P.A.R.T.Y Programme.

The Year 11 cohort had a presentation during their year level assembly for the P.A.R.T.Y excursion. Sunbury Downs College have been offered another opportunity this year to attend Royal Melbourne Hospital P.A.R.T.Y program – this is not only a great opportunity but is an amazing reflection on our students who attended last year as traditionally schools only get this offer every 3 years.

Prevent Alcohol Related Trauma in Youth program gives students a first - hand experience of what happens if you experience trauma.

## Awareness days: Term 1



Clean Up Australia Day: Sunday 1 March.



National day of action against Bullying and violence: Friday 20<sup>th</sup> March.



Harmony Day: Saturday 21<sup>st</sup> March.



# Student Services

Welcome back to all our students and their families in 2020! Our team is keen to work with students and their families to bring out their absolute best.

## Our team:

- Ms Amanda Carlyle – Student Wellbeing Coordinator
- Mr Nick Livingston – Youth Health Worker
- Mr Angelo Snell – Chaplain
- Ms Michelle Hartwell – DET School Nurse
- Ms Nadia Cucanic – Learning Support
- Mr Dan Crane – Inclusion Coordinator

## The support available to students and their families include:

- **COUNSELLING:** counselling support is available to students for a range of needs including interpersonal and friendship support, family concerns, anger management, health concerns, personal learning, time management and grief.
- **PSYCHOLOGY SERVICES:** are provided by an external Psychologist. This service is accessed through a referral process including attending the GP and getting a Mental Health Care Plan. Parental consent is preferred.
- **SCHOOL NURSE:** the School Nurse supports students through specific classroom engagement and programs and is also available for health support through appointments.
- **YOUTH WORK:** Student Services staff are qualified youth workers and can provide support and advocacy for young people in support of their overall wellbeing. Holistic support for mental health referral, family concerns, substance use, family violence and other agencies are available
- **CHAPLAINCY SERVICES:** are provided by Korus Connect, a DET initiative to provide Chaplaincy Services in support of schools. Chaplaincy Services are available to students, families and staff and can be accessed through Student Services. Parental consent for students is preferred.
- **LEARNING SUPPORT STAFF:** are available to students who are funded for classroom assistance to support them with learning challenges. Access to learning support is provided through appropriate assessments, application and referral can be provided through Student Services.
- **INCLUSION COORDINATOR:** the Inclusion Coordinator supports the engagement and inclusion of students through classroom engagement and tailored programs. The Inclusion Coordinator works with students and their families to identify needs and accommodate students with individualized learning plans, student snapshots and modified timetables.
- **EXTERNAL SERVICES:** wherever necessary students and families are provided with support through external agencies and services. Student Services staff are skilled at making external referrals and facilitating case support in the best interest of students and families.



# Student Services

In 2018 The Australian Student Wellbeing Framework (the Wellbeing Framework) was released by the Federal Government, it provides Australian schools with a vision and a set of guiding principles to support school communities to build positive learning environments, and to consider reviewing their current safety and wellbeing policies and support requirements. The five key elements of the Wellbeing Framework are:

- **Leadership:** Principals and school leaders play an active role in building positive learning environments where the whole school community feels included connected, safe and respected.
- **Inclusion:** All members of the school community are active participants in building a welcoming school culture that values, diversity, and fosters positive, respectful relationships.
- **Student Voice:** Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- **Partnerships:** Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
- **Support:** School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

The Wellbeing Framework is based on evidence that recognises the strong linkages between student safety, wellbeing and learning outcomes. The Australian Student Wellbeing Framework and supporting resources are available for educators, parents and students on the **Student Wellbeing Hub** website.

<https://www.education.gov.au/national-safe-schools-framework-0>

Useful Websites for Parents and Teens

<https://studentwellbeinghub.edu.au/>  
[www.reachout.com.au](http://www.reachout.com.au)  
[www.kidshelpline.com.au](http://www.kidshelpline.com.au)  
[www.esafety.gov.au](http://www.esafety.gov.au)  
[www.headspace.org.au](http://www.headspace.org.au)  
[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

SDC Student Services welcomes you to contact us at any time if you have concerns for your child. Referrals can be made directly to Student Services or through Student Management or Year Level Coordinators and through the Principals. We look forward to meeting you and working with you through this year.



**Amanda Carlyle** | WELLBEING  
COORDINATOR



**Angelo Snell** | CHAPLAIN



**Michelle Hartwell** | HEALTH, WELLBEING  
& SPECIALIST SERVICES  
BRANCH SECONDARY  
SCHOOL NURSING PROGRAM



**Nicholas Livinston** | YOUTH / HEALTH  
WORKER



# Community News



## BACK 2 SCHOOL ASTHMA CHECKLIST

The start of the school year is busy enough without the added concern about your child's **ASTHMA** striking them in the classroom or playground. But that's just the time when kids are most at risk of asthma flare-ups, with a spike in asthma attacks and hospital visits happening during the first few weeks of the school term every year.

When children return to classrooms, stress, a change of environment or allergens, and less strict asthma management over the holidays can trigger asthma symptoms. New classmates can also bring a new batch of colds and flu, which a risk factor for asthma flare-ups.

### What can you do?

#### At home:

- Talk with your doctor about updating your child's written Asthma Action Plan
- Get your child back into their asthma routine before school starts, make sure they take their preventer medications every day if prescribed
- Ask your pharmacist to check your child is using their puffer properly or visit our How-to Video library
- Have a check-up before the school year or sports lessons start
- Pack a spare reliever puffer and spacer in your child's school bag, checking that the puffer isn't empty or out of date.

#### At school:

- Make sure your child feels comfortable asking for help or telling their teacher if they are getting asthma symptoms
- Give the school and/or childcare a copy of your child's Asthma Action plan and tell teachers and staff if your child needs help using their puffer
- Talk to the school about asthma triggers and find out if staff have training on how to recognize and respond to asthma symptoms.
- Taking measures before and during the first few weeks of school can go a long way to helping keep your child well and out of hospital.

#### Back to school checklist:

To help your kids enjoy a happy and healthy start to the school year, Asthma Australia has a handy back to school checklist.

<https://www.sensitivechoice.com/>



# Community News



**HEALTHY MALE**  
ANDROLOGY AUSTRALIA

Plus Paternal: A Focus on Fathers | [Have your say](#)



**Only two weeks left until the survey close date (17-Feb)!  
Submit your response today.**

**Take the survey**

Healthy Male is leading a project called *Plus Paternal: A Focus on Fathers* which aims to improve the health of men and their children in Australia. The *Plus Paternal* Project will examine men's experiences and health needs on their journeys to fatherhood – from preconception to early parenting. It will also explore the practice and views of health professionals who provide services in any point of the pathway from pre-conception to the end of the first year of a child's life.

It is important that this work is informed by the experiences and views of health professionals working in the field and this survey provides an opportunity for you to have your say. Through this online survey, you will be asked about your practice, the engagement of men and your ideas for how the system could be improved to better inform and support men in this significant life phase. The results will help us to identify opportunities for improving how the health system engages with and supports fathers and potential fathers.

<https://www.healthymale.org.au/resources-tools/current-research-studies-projects/plus-paternal-focus-fathers>



# Community News



**Do you love music?**

**Would you like to attend  
a music school holiday program?**

**If yes and you sing  
or play an instrument  
then this is for you.**

My name is Stephen Kennedy founder of Musics-kool, and together along with Hume City Council youth services we are exploring the possibility of providing a school holiday program focused on music.

Within this program we hope to include group ensembles, song writing, aspects of music technology and recording as well as explorations of different genres and various musical cultures.

If you would like to attend a school holiday program like this in your area over the next school holidays please email your interest to the following email address - [info@musics-kool.com](mailto:info@musics-kool.com)

Thanking you from Stephen Kennedy



# Community News



## IMPROVE YOUR GAME

***Jesse Laino Tennis Services - Mt. Carmel Tennis Club, Sunbury***

Would you like your child to start tennis lessons?

We have a FREE STARTERS PACK valued at \$50

First Lesson - Hotshots T-shirt - Junior Racquet

BOOK NOW!!! - 0423 382 268 - Jesse Laino - [jlts.com.au](http://jlts.com.au)

