



NEWSLETTER

Term 3 Week 7
26 August 2020

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The Newsletter is designed to offer an information service to the parents of Wedderburn College students and local people interested in Education.

COMING DATES

Please note: An official College Calendar with all dates for the year was distributed to all families via Compass and the Homeroom. Should you require one, please ask at the Front Office.

8 September	Tuesday	F-12 Learning Conversations
7 October	Wednesday	General Achievement Test (GAT) for VCE
4 November	Wednesday	2021 Year 8 Orientation
9 November - 2 December	Monday	End of Year Written Examinations

FROM THE PRINCIPAL

Dear Parents, Guardians, Carers and Friends of Wedderburn College

Learning Conversations

Learning Conversations will be conducted via telephone again on Tuesday 8 September from 9.00am - 4.30pm. Bookings will open on Compass at 9.00am next Tuesday 1 September. You will be able to book appointments with your children's teacher. If you require an appointment with any teacher, such as the Senior Student Leader to discuss subjects, please contact the office to make that booking. The Learning Conversations are a great opportunity for you to receive ongoing feedback about your child's progress. All conversations are conducted according to our College values of Respect, Responsibility and Resilience.

VCE Essential Assessments & NCTTC VET Classes

The Department of Education has advised that VCE & VCAL Essential Assessments, such as SACs, can be conducted onsite. In addition to the COVID Safe plan already in place, these essential assessments are to be conducted with specific additional controls which students are notified about by their teachers. As advised on Compass, most VET classes will run at Charlton this Thursday and the buses will run as normal. Students will be required to have their temperature tested before getting on the bus. If your child is unwell, or will be absent from classes, please notify the office in the morning as early as possible.

Fire Services Upgrade

The College has received funding to upgrade the Fire Services across the whole school. As an essential service, these permitted works have commenced this week and work will continue to occur over the next six weeks. These works include the installation of two new tanks. This necessitates the removal of the large tree in the driveway. The community can be reassured that the tree removal is authorised and that offsets have been purchased as well as replanting. We look forward to the additional protection that this upgrade will bring to the school and community, in addition to the vegetation clearing work that was undertaken at the end of last year.

Feedback on Learning from Home

We are receiving positive feedback about our Learning from Home program this Term. Please feel free to submit any type of feedback or raise any concerns to me on remotelearning@wedderburn-college.vic.edu.au and it will be received in the spirit of improvement and with good intention. Thank you for all of the many unseen ways that you are supporting your children's learning. We appreciate the effort you have put into creating a suitable learning environment, for your supervision, for your technological assistance, for your resilience to keep persevering, and for your physical presence. Great job!

Ms Rachel Lechmere (Principal)

FROM THE ASSISTANT PRINCIPAL

Learning From Home Requires Active Supervision From Within the Home

We are into Week 7 of Term 3 and our third week of learning from. I am sure you will all agree that version 2 of Learning from Home (Remote Learning) is much better in all aspects. Less pressure on parents and guardians, greater engagement from students and teachers embracing a new medium for delivering a class. The feedback has been positive and appreciated.

Given that the overall experience of learning from home has been a positive one we still have a few concerns. Our teaching staff are teaching from their home and the students are learning from within their home. This has posed some problems with students exhibiting behaviour that are not part of our SWPBS learning from home matrix such as not staying on task, not staying seated in front of their device, finding different forums to communicate with other students during class time, bringing their mobile phone to their WebEx class and divulging WebEx class numbers and passwords to other students outside of the class.

We are doing everything we can to limit this, such as switching the chat function off during WebEx classes and expelling unwanted guests, but we still need your help. Please don't set your child up and leave - **we require active supervision**. Be in the background, keep 'one eye on your child', be a presence and be switched to the signs of inappropriate behaviour. Please don't allow your child to bring their mobile phone to their WebEx class. Be active in your supervision of your child learning - we need your help.

If you're unsure of what is expected of your child's behaviour, we have included in today's newsletter our Learning From Home Expected Behaviour Matrix. Our teachers have outlined this with their students, it would

Mr Dean Lockhart (Assistant Principal)

SWPBS

Well done to **Zane Polkinghorne** (photo below) for saving his Burn Bucks to buy a fishing rod from the Burn Bank, what a marvellous effort!

When Zane saw this fishing rod, he immediately started to save up...and he saved for a long time! Zane likes it when he casts out the lure to catch lots of fish. He loves going fishing with dad!

Mrs Maddie Postle, Teacher



SWPBS

Learning from Home

Expected Behaviour Matrix



WEDDERBURN
COLLEGE

	We are Respectful	We are Responsible	We are Resilient
Learning from Home	<p>I will...</p> <ul style="list-style-type: none">• I will mute my microphone before I enter the meeting and when I am not speaking• I will listen to the teacher and to others when they are speaking• I will engage with all of my peers with respect	<p>I will...</p> <ul style="list-style-type: none">• I will be on time to my WebEx Class• I will blur my background when necessary• I will let my teacher know in advance if I am going to be absent• I will stay on task and remove distractions	<p>I will...</p> <ul style="list-style-type: none">• Accept when routines change• Keep trying• View situations positively• Be a problem solver

FOUNDATION/1

Congratulations to all those children who are working hard at solving our addition problems in Maths. Your names have gone into the 'Stew' for showing resilience, by viewing problems positively. We have been using your facial expressions and body language to help guide us, such as how you are feeling when faced with a challenge. At the end of the week, we will be pulling out names from our 'stew' to see who wins Burn Bucks. Remember the more times your name is in the 'Stew', the more chances you have of your name being pulled out. We have talked lots about our brain growing when we make mistakes or don't know something. Some of you have been very courageous and are happy to share or put your hand up if you don't know. Keep up the great work.

P.S Did you know some mathematicians have been working on a maths problem for 82 years? That's nearly as old as Mrs McKenzie!

Mrs Tanya Chalmers, Teacher

YEAR 2/3

Hi everyone. It is so pleasing to see and hear all our students every morning. We will probably continue to have some internet issues at different times, but the students are becoming very skilled at logging on and off or deciding to patiently wait to see if it improves. You are all displaying incredible resilience.

During Literacy we have been focusing on spelling and learning some new strategies to help us understand what we read. These include visualising the text as we read and asking ourselves questions. Within our hour lesson, there is often not enough time for the students to quietly practise their own reading. If families could build in time during their daily schedule for the students to read to themselves or preferably read aloud to someone, that would help enormously.

During Numeracy we are continuing to build our mental strategies. We are becoming very quick at solving doubles and near doubles. This week we are looking at telling the time, including reading quarter past and quarter to.

The Inquiry lessons are on Compass under School Resources. Please check what is required for this week and email a photo of the map of Australia you are working on. We are also pressing some flowers for science but don't stop and talk to any hairy wolves (it is in the book we are reading at the moment!)

Please feel free to email me with any questions or concerns you have. Great job everyone!

Mrs Deirdre McKenzie, Teacher

YEAR 3/4

What a start to the remote learning! We have had excellent attendance with most WebEx meetings for Literacy and Numeracy. The participation from all students has been excellent to see.

During Literacy, we have had some excellent results with a few short writing pieces about 'My worries...' and 'My Happy Place...' as well as an information report about our current Inquiry topic 'Fungi'. It has been great to hear many students are reading regularly. It is important to have all students maintaining a regular reading program.

During Maths WebEx's, we have explored items around our houses that help us to understand maths topics such as symmetry, angles and transformation (slide, flip and turn).

It is great to see most students completing their Mental Maths and are logging onto Studyladder.com too. The current topics have been covered recently in class time. Looking forward to seeing you all in the WebEx's!

Miss Jessica Higgins, Teacher

YEAR 5/6

The Year 5/6 have been busy working on Information Texts during English. Students were required to write an information report on a chosen topic. Many students chose to research their favourite animal. The reports need to be sent to Mrs Postle and Mrs Steel this week.

Here is a snippet of Jade Cramp's very informative report on the Egyptian Pyramids:

Throughout history, as many as 123 pyramids have been discovered across Egypt. Described as pyramid-shaped monuments, the Egyptian pyramids were constructed as funerary tombs and ceremonial complexes for departed pharaohs. Constructed during the Old Kingdom period [257BC] to [2150BC] and the Middle Kingdom period [2050BC] to [1550BC], Egyptian pyramids played an important role in the religious life of ancient Egyptians. The pyramids were constructed in ways to help the Egyptian Pharaohs reach the afterlife. To prepare for their next life, the Pharaohs built themselves large, grand tombs, which were filled with all the things needed to prepare and support them in their next life. However, to this day exactly how these ancient wonders of the world were constructed is still a modern-day mystery.

We are now beginning to look at Procedural Texts. As a pre-learning activity, students were required to write the instructions for 'How to make toast' and send them to Mrs Postle. On WebEx, Mrs Postle followed the instructions exactly and we were all amused by the result (see photo of 'jam and butter on toast' to the right). This helped to demonstrate how specific and clear the instructions need to be when we write a Procedural Text.



Students have Reader's Theatre to look forward to with Mrs Steel, for some creative and dramatic fun! Have you got a special costume that you could bring for the lesson?

Students have been working hard at their Maths Pathways, with almost all students completing bonus modules each fortnight.

Have a great week!

Mrs Annita Steel and Mrs Maddie Postle, Teachers

MATHS PATHWAY

Congratulations to this fortnights Maths Pathway champions.

Congratulations to **Conrad** for achieving the highest growth this cycle with 367% and well done to Year 7 for achieving the highest average growth rate this cycle of with 128%.

CLASS	CLASS AVERAGE	HIGHEST STUDENT GROWTH
Year 5	167%	Aihen with 367%
Year 6	153%	Chanelle with 300%
Year 7	105%	Scott and Lillian with 233%
Year 8	97%	Shelby and Declan with 167%
Year 9	-	Eliza and Ella

Just a reminder that students achieving 100% growth rate each cycle is equivalent to one year's growth achieved in the Mathematics curriculum.

Last week's math Joke/Pun

I saw my math teacher with a piece of graph paper yesterday.

Answer I think he must be plotting something.

New Joke/Pun What did the triangle say to the circle?

Answer Find out the answer in the next



Foundation to Year 3

1. Marbles

Katie was given a marble on Tuesday.

Then she was given two marbles every day for a long time.

When did she get her 11th marble?

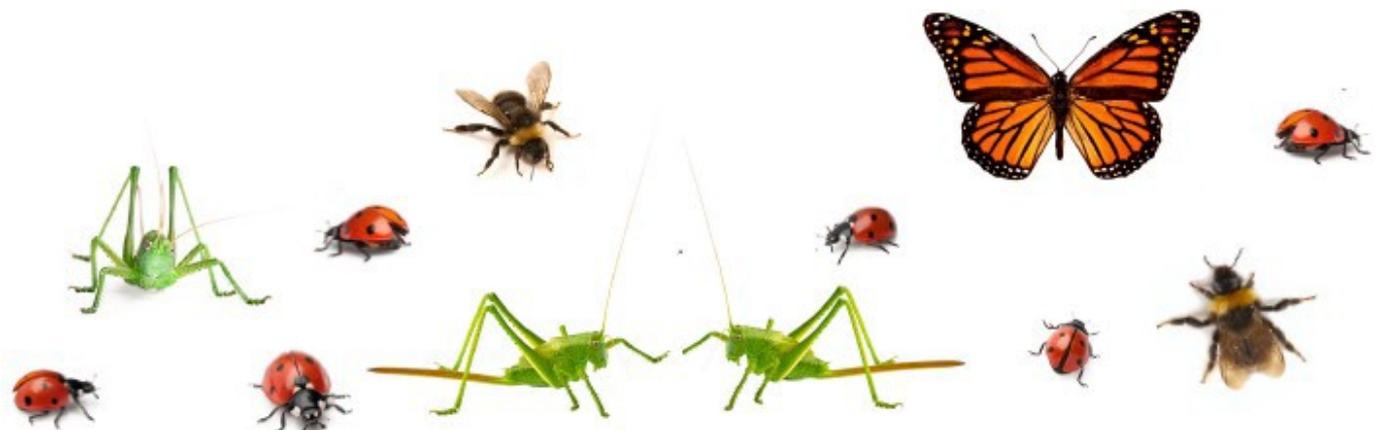


2. The Garden

Kelly likes looking for insects in the garden.

These are all the insects that she saw in one afternoon.

Can you help her display them so that she can tell her friends what she saw in the garden?



Year 4 to 7

3. More pizzas and things

Pizza Place has three tables of the same size.

The Chicken N Chips bar has four of the same tables and can seat 24 people altogether.

How many people can Pizza Place seat?

One third of the seats at Chicken N Chips are empty and a half of the places

If 18 more people want to eat out, is there room for them at the two restaurants?

4. How many ice-creams?

The Sloppy Ice Cream Dairy has four flavours of ice cream.

How many different cones can you buy that have two different flavours side by side in the cone?



Year 8 and above

5. My Son is very naughty

Jack says, "Did you know that today is my three sons' birthday?" "How old are they?" asks Ollie.

Jack gives him a hint. "The product of their ages is 36 and the sum of their ages is 13."

"That's no help," says Ollie.

Jack gives him another clue. "O.K. My youngest son is very naughty." "Nothing to it," exclaims Ollie, and he tells Jack the correct ages of his sons. How does Ollie figure out the correct answer and what are Jack's sons' ages?



Mr Danny Fowles and Miss Emma Milne, Teachers

SENIOR ADVOCACY

Welcome to Week 7.

I hope that our senior students are continuing to feel prepared, organised and supported, throughout our Term 3 Learning from Home. I would like to remind all students to be regularly checking in with their teachers, checking their Learning Tasks through Compass for feedback and feed forward and ensuring they are actively participating in all WebEx classes.

VET classes have resumed at NCTTC from this week, with all students except those in Salon Assistance and Sport and Recreation. Please check your student emails and Compass for further information.

Where appropriate, SACs will take place at school for the remainder of our Learning from Home period. Students will be informed when these will take place by teaching staff. Students are asked to be aware of their own personal hygiene and safety at all times when in public, particularly if attending school for assessments. Masks are required to be worn, social distancing should be adhered to and hand washing/sanitising should be taking place.

Students are also reminded to be aware of their own wellbeing and ensure they are taking breaks, eating well and exercising. Stress can affect health-related behaviours like; sleep patterns, diet, and exercise as well, taking a larger toll. Common causes of stress for students includes school, homework, online Learning from Home, friendships, relationships and work commitments.



Many students feel a sense of needing to relieve stress, but with all of the activities and responsibilities that fill a student's schedule, it's sometimes difficult to find the time to try new stress relievers to help dissipate that stress. These options are relatively easy, quick, and relevant to a student's life and types of stress.

1. Get enough sleep

Students, with their packed schedules, are notorious for missing sleep. Unfortunately, operating in a sleep-deprived state puts you at a distinct disadvantage. You're less productive, you may find it more difficult to learn, and you may even be a hazard behind the wheel.

Don't neglect your sleep schedule. Aim to get at least 8 hours a night and take power naps when you need them.

Using guided imagery to reduce stress is easy and effective. Visualisations can help you calm down, detach from what's stressing you, and turn off your body's stress response. You can also use visualisations to prepare for presentations and score higher on tests, by vividly seeing yourself performing just as you'd like to.

2. Exercise Regularly

One of the healthiest ways to blow off steam is to get regular exercise. Students can work exercise into their schedules by doing yoga in the morning, walking or biking riding, or reviewing for tests with a friend (online!) while walking. Starting now and keeping a regular exercise practice throughout your lifetime, can help you live longer and enjoy your life more.

3. Take Calming Breaths

When your body is experiencing a stress response, you're often not thinking as clearly as you could be. A quick way to calm down is to practice breathing exercises. These can be done virtually anywhere to relieve stress in minutes and are especially effective for reducing anxiety before or even during tests, as well as during other times when stress feels overwhelming.

4. Listen to Music

A convenient stress reliever that has also shown many cognitive benefits, music can help you to relieve stress and either calm yourself down or stimulate your mind as your situation warrants. Students can harness the benefits of music by playing classical music while studying, playing upbeat music to "wake up" mentally, or relaxing with the help of their favourite slow melodies.

5. Practice Visualization

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from what's stressing you and turn off your body's stress response. You can also use visualisations to prepare for presentations and score higher on tests, by vividly seeing yourself performing just as you'd like to.

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9. Get Organised

Clutter can cause stress, decrease productivity, and even cost you money. Many students live in a cluttered place, and this can have negative effects on grades. One way to reduce the amount of stress that you experience, is to keep a minimalist, soothing study area that's free of distractions and clutter.

This can help lower stress levels, save time in finding lost items, and keep relationships at home more positive. It can also help students gain a positive feeling about their study area, which helps with test preparation and encourages more studying. It's worth the effort.



10. Eat Healthy

You may not realise it, but your diet can either boost your brainpower or sap you of mental energy. A healthy diet can function as both a stress management technique and a study aid. Improving your diet can keep you from experiencing food-related mood swings, light-headedness, and more.

11. Use Positive thinking and Affirmations

Did you know that optimists actually experience better circumstances, in part, because their way of thinking helps to create better circumstances in their lives? It's true! The habit of optimism and positive thinking can bring better health, better relationships, and, yes, better grades.

Learn how to train your brain for more positive self-talk and a brighter future with affirmations and other tools for optimism. You can also learn the limitations to affirmations and the caveats of positive thinking, so you aren't working against yourself.

If you would like some support around your wellbeing or schoolwork, please contact myself or your home room teacher.

REMINDER Term 3 Career Advisor dates

Sue Clay, our Career Advisor will be available to meet with students on the following dates this term. Please email or discuss with Mrs Barker if you would like to make an appointment time.

Monday	31 August
Wednesday	16 September Have a great week everyone!

Mrs Lauren Barker, Senior Student Leader

COMPASS

Don't wait for the end of semester to view your child's progress. Log in to Compass and view teacher feedback and feed forward at any time by checking out your child's Learning Tasks. Children also receive regular (every 5 weeks) progress reports on their Organisation, Behaviour, Attitude to Learning and Work Completion. Learning Tasks and Reports can be found on your child's profile page.

COMMUNITY NEWS

Wedderburn College Parents Association sell SECOND HAND and NEW UNIFORMS to help raise funds for camps, books, excursions etc. These uniforms can be purchased from the Uniform Shop at the School, located on Chapel Street side of the school. (Building formally known as the HUB)

Hours Thursday 3pm to 4pm

Friday 8.30am to 9.30am

Or phone **Kylie** on **0409 389 916** or **Jo** on **0407 049 268** to arrange another time.

RAMJAC Uniform Price List

SS Champion Polo Navy/Gold	\$24.00
LS Champion Polo Navy/Gold	\$26.00
Champion Jacket	\$40.00
Micro Fibre Shorts	\$30.00
Drill Shorts	\$30.00
Skirt with Skort	\$37.00
Microfiber Track pant -Kids	\$40.00
Microfiber Track pant -Adult	\$44.00
LS Tee with Logo	\$18.00
Padded Vest	\$45.00
Bonded Polar Fleece Vest	\$39.00
Bonded Polar Fleece Jacket	\$44.00
Polar Fleece ½ zip jumper	\$32-\$36
Wide Brimmed Hat	\$15.00
Bucket Hat	\$15.00
Beanie	\$15.00



***** Navy Socks Now Available*****

We have a wide variety of sizes to try on. Orders taken and paid for on the day via Cash or Credit Card and delivered to the School Uniform Shop the following week.

Second hand Uniform Price List

Polar Fleece Jumpers	\$3.00
Navy Polo	\$2.00
Shorts	\$2.00
Track pants	\$2.00
Hats/Beanies	\$2.00
Dresses	\$5.00
P/F Vest & Full zip Jacket	\$5.00
Champion Jacket	\$5.00

Donations of unwanted or no longer needed uniforms are greatly appreciated. These can be dropped off to the front office or call or text **Kylie** on **0409 389 916** for other arrangements.

Wide variety of sizes to purchase on the day. Cash only. New Dresses now Available \$55 each.

Love Your Body Week for Schools

6th – 12th September 2020



This September, Wedderburn College will join hundreds of organisations around Australia to promote positive body image in support of Love Your Body Week.

Love Your Body Week is an annual campaign of the Butterfly Foundation and asks people of all ages to:

- Reflect on the relationship they have with their body
- Celebrate the amazing things their body can do!

This campaign promotes body acceptance and diversity, while encouraging people to engage in behaviours that are positive and respectful to themselves, their body and to others.

Love Your Body Week also encourages people to consider the language they use around appearance, body shape and size and to see their worth as a person, well beyond how they look!

Love Your Body Week provides a great opportunity for parents to talk to their child about feeling good in their bodies. If you would like support in encouraging a healthy body image for your child, Butterfly has produced a 'Tip Sheet' for parents <https://butterfly.org.au/resources/>

For further information on Love Your Body Week for Schools, visit <http://butterfly.org.au/get-involved/campaigns/love-your-body-week-for-schools/>

APPLYING FOR TAFE COURSES



You can learn just about anything and gain nationally recognised qualifications with Vocational Education and Training (VET)

VET providers, including TAFE and RTOs, operate across Australia and deliver highly transferable skills which can increase your employability. The focus is on student success and practical training that is designed to prepare students for the workplace. Courses are developed in consultation with business and industry to ensure skills are relevant and in demand.

[Do you know what you want to study?](#)

Each course will lead you in a different direction. If you already know what you want to study, then you need to find a course in that Study Area, which you can do on your local training provider's website.

[Read the rules](#)

When you apply you agree to adhere to student guidelines and pay certain fees, so it's a good idea to read all the paperwork thoroughly before you commit to anything. If there's something you're not sure about just pick up the phone and call the training provider for an explanation.

[How are you going to pay for it?](#)

There is LOTS of financial support available for students, and many courses are free (or almost free) for school leavers. But before you apply, you need to know what funding support you are eligible for and how to make sure you get it. Read the fee details in the course handbook, and if in doubt just check with the training provider before you apply.

[Apply Online](#)

Once you've found the right course for you simply click on 'Apply Now' to start your journey (if the course states that you have to apply through VTAC - you will need to create a VTAC account).

Not ready to commit? Click 'Enquire Now' instead - someone will be in touch soon to walk you through your options and help you apply. You may need forms or other documents through the process, but they will tell you what you need and how you need to submit it. Make sure you pay attention to any deadlines, or you may lose your spot.

To explore TAFE courses in Victoria visit:

www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/default.aspx or visit the individual TAFE Institutes Website.

There are currently many FREE TAFE courses in Victoria - for further information visit

<https://www.vic.gov.au/free-tafe>

Source: <https://studyworkgrow.com.au/further-learning/apply-for-tafe/>

Year 12 Reminders



EARLY ENTRY PROGRAMS

Latrobe ASPIRE – Close 31 August

Australian Catholic Uni – CAP – 2 Sept. (Ballarat)

Charles Sturt Advantage – Close 31 August

Swinburne University Early Entry Program –

www.swinburne.edu.au/alerts/coronavirus/future-student/early-entry-program/

ACU Guarantee - Applications open 3 August 2020.

www.acu.edu.au/study-at-acu/admission-pathways/acu-guarantee

YOUTHRIVE SCHOLARSHIPS

UNIVERSITY – Now Open – Close August 24 2020

www.youthrivevictoria.org.au/scholarships/uni-scholarships/

RURAL CHANCES (TAFE/Apprenticeships) –

Open September 4 2020

www.youthrivevictoria.org.au/scholarships/rural-chances/how-to-apply/



Register your attendance here:

<https://federation.edu.au/events>

Webinar: Bachelor of Geoscience

Wednesday 26 August 5:00pm – 5:30pm

With our Bachelor of Geoscience degree, you'll learn all about the geology of our planet - the structure, physical history, composition, and dynamic systems.

This course is ideal for those who wish to pursue professional careers in mineral and oil exploration, extractive industries, environmental science, or hydrogeology.



UPCOMING ONLINE INFORMATION SESSIONS

Certificate III Health Services Assistance

Tuesday 1 September 3:00pm

www.eventbrite.com.au/o/bendigo-tafe-information-sessions-3346265028



Webinar: Introduction to Law

Thursday 27 August 6:30 – 8:00pm

A Monash law degree equips you with the practical knowledge to pursue an endless variety of career prospects. Hear from our staff and students about their experiences in one of the most widely respected law schools. www.monash.edu/inside-monash

OPEN DAY this weekend – 29 – 31 August

www.monash.edu/news/events/open-day-2020

ACU | Year 12 Revision Webinars



24 August 2020 - 9 September 2020

Worried about your Year 12 exams? You're not alone. We know this can be a stressful time, which is why we've teamed up with InspirED to help you do your very best and get you ready for what's to come. Join us for a series of free inline webinars run by experienced Year 12 exam markers and assessors. They'll guide you through how to respond to possible exam questions, help you get your head around the class content to deepen your understanding, and offer plenty of tips and strategies along the way. You'll also have an opportunity to get your questions answered during a live 30-minute Q&A.

Find out more:

www.acu.edu.au/about-acu/events/year-12-revision-webinars/vic



Tertiary
Information
Service

The Tertiary Information Service (TIS) invites you to join Tertiary education representatives and current University/TAFE students as they discuss the Special Entry Access Scheme (SEAS) and scholarship applications. This event is best suited to Year 12 students and their parents and career practitioners and is your opportunity to ask questions as you navigate the submission of these applications.

Please join us on **Wednesday 26 August** at 4pm via Zoom. Access is available via this link:

www.tis.org.au/upcoming-events/

VTAC APPLICATION ONLINE EVENTS



VTAC Events for Year 12 students and Parents:

- **Applying for tertiary courses (and understanding the ATAR):** provides an overview of the entire application process, including finding courses, preferences, results and offers. Includes a brief discussion of SEAS and Scholarships.
- **Understanding special consideration (SEAS) and scholarships** provides detailed information about applying for SEAS and scholarships.

For further information about the sessions and/or to



www.rmit.edu.au/events

Discover What's Next – Create a game and explore Information Technology

Tuesday 25 August 6:00pm – 7:00pm

This is an introductory session to Information Technology at RMIT, where our graduates will introduce you to basic concepts of computer science by taking you through 'snap!' computer software. You'll leave the session having created a fun and retro arcade game!

All you need for the session is: A

- laptop/computer
- A stable internet connection Access to Google Chrome browser

This session is for secondary school students looking to pursue a course in Information Technology and will provide students with the chance to follow along from their own home and ask our staff and alumni students questions along the way!

Discover What's Next – Women in Engineering: Hear from our leading students

Thursday 27 August 6:00pm – 7:00pm

Join RMIT's leading women studying engineering as they showcase what they love about engineering and their experiences across different engineering areas.

Learn where engineering can take you and how you can solve some of the biggest challenges of our time with your STEM skills.

Join our leading engineering students from our student club Females in RMIT Engineering (FIRE) to hear about:

- Course options
- Industry Experience
- Global Opportunities
- Prerequisites and Pathways
- Clubs and societies

This is the perfect session if you're in secondary school and want to explore engineering as an option for you. Our student speakers were in your shoes just a few years ago.

University of Melbourne OPEN DAYS



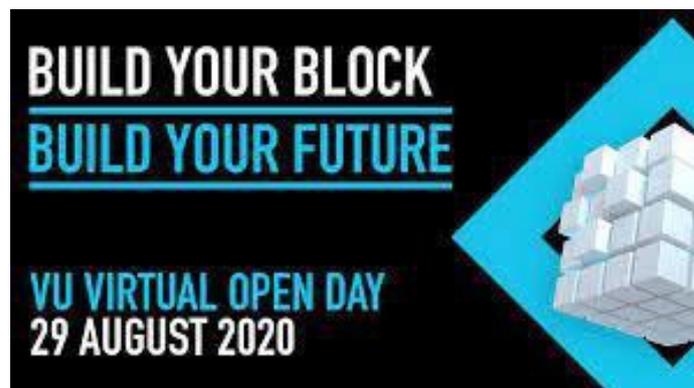
5 – 6 September 2020

<https://events.unimelb.edu.au/event/7781-open-days-2020>

We've reimagined Open Day this year to bring you the best of the Melbourne undergraduate and graduate experience, virtually. Join us for online Open Days to discover how you can redefine your future in a changing world. Have all your questions about the Melbourne curriculum, our undergraduate to graduate degree pathways and student life answered.

Victoria University OPEN DAY

www.vu.edu.au/open-day-2020



Australian Catholic University (ACU) OPEN DAYS

29 August, 5 & 12 September



<https://openday.acu.edu.au/>

This year we are running Virtual Open Days, so you can join us online to explore our campuses and our courses from wherever you are.

On the day you can:

- chat with current students and staff
- learn more about our courses
- discuss your study options with experts
- check out videos, virtual tours, and photos of our campuses
- join online Q&As and discussions
- discover how ACU can help you achieve your goals.

La Trobe Sports Stadium Virtual Showcase



Join La Trobe Sport on Tuesday August 25 in our exclusive online showcase of Australia's first state-of-the-art recreation, exercise and sport science teaching and research facility – the LaTrobe Sports Stadium

www.latrobe.edu.au/events/all/la-trobe-sports-stadium-virtual-showcase

COLLARTS OPEN DAY



AUGUST 29, 2020

www.collarts.edu.au/open-day

Curious about online study and wondering what life at Collarts is really like?

Come and find out for yourself at our Online Open Day

At our **Online Open Day**, we invite you to come and experience Collarts life. Just like our previous Open Days, enjoy **detailed information sessions** about our courses, and jump into **live chat Q&A sessions** with teachers and student advisors.

SAE – Creative Media Institute



OPEN DAY SUNDAY 30 AUGUST

<https://sae.edu.au/news-and-events/events/sae-virtual-open-day-30-august-2020>

University of Tasmania



Virtual Open Day
28 - 30 August
10am - 5pm

www.utas.edu.au/open-day

An immersive and interactive online experience Open Day is your chance to learn everything about studying with us.

This year, we're offering an exciting virtual experience. It's a great way to explore our campuses, access key information on our units, pathways, scholarships, and more.

If you're in year 10, 11 or 12, you're invited to join us on the 25 of August – click on link for further information.

Puggy Hunter Memorial Scholarship



The Puggy Hunter Memorial Scholarship Scheme is designed to encourage and assist undergraduate students in health-related disciplines to complete their studies and join the health workforce. The scheme provides scholarships for **Aboriginal and/or Torres Strait Islander** people studying an entry level health course.

Funding is provided for the normal duration of the course. Full time scholarship awardees will receive up to \$15,000 per year and part time recipients will receive up to \$7,500 per year.

Eligibility Criteria

Applications will be considered from applicants who are:

- of Aboriginal and/or Torres Strait Islander descent
- enrolled or intending to enrol in an entry level or graduate entry level health related course
- intending to study in the academic year that the scholarship is offered.

For further information visit:

www.acn.edu.au/scholarships/indigenous-health-scholarships

Australian Defence Force Academy ADFA



Catch all the action from the recent live event

Take the virtual campus tour featuring ADFA's world-class facilities, hear about the UNSW degrees available and watch the Open Day demonstrations. Receive first-hand knowledge from Army, Air Force and Navy Officer Trainees as they discuss the opportunities and experiences on offer in the Australian Defence Force.

Event highlights

- Welcome to ADFA Open Day 2020
 - Campus Tour
 - Military Working Dogs display Chat
- about study/life balance at ADFA
 - Abseiling demo ADFA
 - Degrees Q&A
- ADFA Precision Drill Team Performance
 - Section Attack demo

www.facebook.com/watch/live/?v=4863167950375987&ref=watch_permalink

Sue Clay



North Central LLEN

Careers and Pathways – North Central LLEN

s.clay@ncllen.org.au



EARLY ENTRY PROGRAMS 2021

LATROBE ASPIRE



The Aspire Early Admissions Program rewards your involvement in community, leadership, and volunteering with an early conditional offer into your chosen course at La Trobe. This means you'll know if you have a place at university in September or even earlier. You'll also receive exclusive benefits designed to nurture your skills and give you the support you need to succeed at La Trobe and beyond.

More than ever, 2020 is a year of uncertainty. With Aspire, you can lock in your future and set yourself up to succeed now — and when you get here.

A conditional offer means you've been accepted into your chosen course at La Trobe, as long as you meet all course prerequisites and other requirements for your course. For example, you might need to have studied Chemistry in Year 12. You'll also need to meet the minimum ATAR—but as an extra reward, we'll make that ATAR lower for you.

With Aspire, you'll find out if you've been (conditionally) accepted into your course in September or even earlier.

To summarise — to receive an early conditional offer as a Year 12 Aspire applicant, you'll need to:

- meet the minimum ATAR for your course
- meet the standard prerequisites and any special requirements for your course
- place your Aspire course amongst your preferences in the VTAC preference list.

Requirements

2 x written statements of 200 words each (1st Statement: Involvement, 2nd Statement: Impact on yourself and the community)

Focus on one Volunteering/Leadership experience

Referee contact information to verify your statements

Select up to three Latrobe Courses in Preferential order

www.latrobe.edu.au/study/aspire

AUSTRALIAN CATHOLIC UNIVERSITY COMMUNITY ACHIEVER PROGRAM (CAP)



The Community Achiever Program (CAP) was previously named the Early Achievers' Program (EAP). The program offers future students who are active in their community early entry to their undergraduate course of choice. It also provides opportunities to enhance leadership and volunteering skills. If you're successful in applying for the CAP, you could receive a Conditional offer to study with us in September. A core part of your CAP application is the Community Experience Statement, a piece of writing – of no more than 200 words in length – where you tell us about your community involvement.

Requirements

1 written statement of 200 words

You can write one statement or two, depending on how many community groups you've been involved with.

Write a concise, factual description of your community involvement.

Referee contact information to verify your statements

Select one ACU Course

www.acu.edu.au/study-at-acu/admission-pathways/i-volunteer-regularly/applying-to-the-cap

Australian Catholic University - ACU Guarantee

Guarantee your place at ACU, even before your Year 12 exams. The ACU Guarantee program offers eligible Year 12 students a place at ACU based on your Year 11 results.

Offers may be made as early as September. While successful applicants must still complete their Year 12 exams, you can do so secure in the knowledge that your marks from Year 11 meet our entry requirements. You may also enhance your entry score by including a short personal statement that gives ACU an insight into your personal circumstances and motivation for university study.

Applications open 3 August 2020.

www.acu.edu.au/study-at-acu/admission-pathways/acu-guarantee

CHARLES STURT UNIVERSITY ADVANTAGE PROGRAM



Charles Sturt
University

You'll take the pressure off your HSC/VCE by getting a conditional study offer *before* you sit your exams *and* an adjustment to the ATAR you'll need to achieve for most Charles Sturt courses. And our exclusive support program will help you step into life as an official Charles Sturt student full of confidence. To get the advantage, you'll need to answer three questions (150 Words each) to show us you have the soft skills we're looking for. Conditional Offers will be made in Mid-September.

Requirements

Answer 3 questions of 150 words each (on resilience, empathy, and motivation to create a world worth living in

Referee contact information to verify your statements

Select up to three Charles Sturt Courses in Preferential order

www.acu.edu.au/study-at-acu/admission-pathways/i-volunteer-regularly/applying-to-the-cap

SWINBURNE "NO ATAR" EARLY ENTRY



A different way to enter uni that won't depend on your ATAR. For Semester 1, 2021 only. For a while now, we've had options for every ATAR. We're now taking it a step further, by adding an option that removes ATARs from the equation. It's been a tough year (tougher for some than others). And so, to restore balance in the universe, we're making early conditional offers (as early as August!) based on a recommendation from your school. This isn't an easy way out, it's a determined person's way forward. You'll still need to complete Year 12 and achieve specific subject study scores to receive a full offer, but you won't have to sweat the ATAR you end up with.

First things first – check that the course you want to study is offered in our 2021 Early Entry Program. Hop onto our webpage for the course and make sure you read all the course prerequisites in How To Enter This Course. You should also have a look at Course Details to understand your course structure if you successfully get in. If you feel like doing extra, take a look at the Course Planner.

Don't forget that you'll still need to complete VCE (or equivalent Australian Year 12) and achieve a study score of 20 in any English (except EAL). This is five points lower than what's required in the standard entry for degrees. If your chosen course has other prerequisites, such as maths, you'll also have to meet those.

Requirements

Step One - Obtain your school recommendation.

Step Two - Preference your chosen 2021 Early Entry Program course/s in VTAC.

Step Three - Complete the application form on our website (you'll have to upload your school recommendation here too).

www.swinburne.edu.au/alerts/coronavirus/future-student/early-entry-program/apply/

SPECIAL ENTRY ACCESS SCHEMES

ACCESS MELBOURNE



If you are a domestic student applying for an undergraduate degree at Melbourne, you may be eligible for additional consideration under our Access Melbourne scheme. Each of our Access Melbourne categories take into consideration the unique circumstances that may have impacted your final secondary school results – financial hardship, a medical condition, or even your location. Mature-aged students and Indigenous and Torres Strait Islander applicants may also be eligible. When you submit an Access Melbourne application, we ensure that your personal circumstances are taken into account when your undergraduate course application is assessed. This means you could be eligible for guaranteed entry to some of our participating bachelor degrees, or you may receive a place in your preferred course even if your ATAR is below the published minimum (subject to meeting all individual course prerequisites).

To apply – List a University of Melbourne Course/s on your VTAC preference list and submit a **VTAC SEAS application**.

Who is eligible for Access Melbourne guaranteed entry?

Melbourne Access applicants who meet the eligibility requirements for our financial hardship and/ or resident of a rural or isolated area categories may be eligible for guaranteed entry to the undergraduate degree programs listed below in 2020.

To be considered for guaranteed entry you must also ensure you meet all course prerequisites and achieve the ATAR (or notional ATAR) listed below:

Bachelor of Design	78.00
Bachelor of Science	78.00
Bachelor of Arts	80.00
Bachelor of Commerce	88.00
Bachelor of Biomedicine	90.00

<https://study.unimelb.edu.au/how-to-apply/special-entry-access-schemes/access-melbourne-undergraduate>

MONASH GUARANTEE



The Monash Guarantee can get you into a Monash course even if you don't reach the course's lowest selection rank. Every Monash course has a Monash Guarantee ATAR, which is lower than the expected selection rank for that course. For most courses, if you meet the eligibility criteria, achieve the Monash Guarantee ATAR (starting at 70.00) and complete all course prerequisites, you will be eligible for a place at Monash. The Monash Guarantee does not apply to the Law Pathway or Scholars programs.

To be eligible for the Monash Guarantee, you must:

- be studying an Australian Year 12 or International Baccalaureate in 2019 meet the Monash Guarantee ATAR for your preferred course
- satisfy all course-specific prerequisites and requirements, such as the UCAT, a portfolio, interview, or audition
- be an Australian or New Zealand citizen, a holder of Australian permanent residency or permanent humanitarian visa
- demonstrate that you have experienced financial disadvantage; attend a Monash- listed under-represented school, are an Indigenous Australian or live in a low socio- economic area.

To apply – List a University of Melbourne Course/s on your VTAC preference list and submit a **VTAC SEAS application**.

www.monash.edu/study/how-to-apply/entry-schemes/the-monash-guarantee

RMIT SNAP PROGRAM



The SNAP access scheme is designed to increase tertiary access and participation of eligible students from SNAP partner schools by giving them priority access to RMIT's certificate IV, diploma, advanced diploma, associate degree, and degree courses.

Am I eligible?

To be eligible to receive SNAP consideration you must:

- *be an Australian or New Zealand citizen, a permanent Australian resident, or a person seeking asylum*
- *be a current student at a SNAP school (St Arnaud, Charlton, Donald, Wedderburn, Birchip, and East Loddon are all SNAP Schools). Click on the following link to find SNAP Schools: www.rmit.edu.au/study-with-us/applying-to-rmit/local-student-applications/equity-access-schemes/schools-network-access-program-snap-schools*
- *successfully complete any RMIT program prerequisites and extra requirements.*

How it works

To receive SNAP consideration for a given course, applicants must have an ATAR that is within 20 points of the lowest selection rank (including adjustments) for that course. Depending on the applicant's initial ATAR and the competitiveness of the course, this may deem them eligible for an offer.

For courses that select on a range of criteria such as folio or interview, SNAP applicants receive equivalent consideration on their performance in these tasks.

SNAP minimum English study scores

SNAP applicants applying for bachelor degree courses are required to meet an alternative minimum English study score. For entry to bachelor degree courses, the minimum English study score for SNAP applicants is 5 points lower than the published English study score. For example, where a course has a published minimum English study score of 25 in any English, SNAP applicants must achieve a minimum study score of 20 in any English.

How to apply

1. Apply for courses of your choice through VTAC.
2. Apply for the **VTAC Special Entry Access Scheme (SEAS)**, and answer yes to Question 1 of Category 1

www.rmit.edu.au/study-with-us/applying-to-rmit/local-student-applications/equity-access-schemes/schools-network-access-program-snap-applicants
