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OPPORTUNITY

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ACHIEVEMENT

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COMMUNITY

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Term 2 has seen a hectic start with so many activities already taking place. We welcomed several new staff members to the school, whilst some of our current staff are relieving for absent colleagues. A summary includes Ms Fetherston being selected as relieving Principal at Alexandria Park Community School for Term 2. She will be replaced by Mrs McMurray, whilst Mr Horrell will relieve as the HT Social Sciences and Ms Garcia will fill the vacant teaching position. Ms Russell was successful at merit position at Port Hacking HS in HSIE and she will be replaced by Mr Cochrane who will commence next week. In English Ms Kitson has taken leave before retirement and is replaced by Ms Atkins. Mrs Morris has welcomed a new addition to her family and is replaced by Ms Trifunovic whilst she is on leave. Ms Tiller, Maths and Mr Carter, IEF have also commenced this term.

I would like to thank students and parents who have cooperated so well whilst we have introduced our revised Bus Plan in cooperation with the State Transit Authority. As I outlined to parents at our P&C meetings the changes were necessary to alleviate significant safety concerns at the front of the school. After four weeks the operation is becoming much smoother and each afternoon all buses have completed their pickups by approximately 3.40pm, which is an improvement on the previous times.

These changes have caused some inconvenience to some students, particularly those who walk home and are now required to leave via the Nancy St or Chaleyer St exits. Some students have applied for front gate passes if they are picked up by parents or have a special reason. These can be obtained through the Deputy Principals. In addition the front entrance and foyer area has been restricted for use by parents and visitors to the school. This makes the office area more welcoming for visitors and safer for young children who often accompany their parents.

Our school recently won a free Positive Solutions - Bullying Resistance Program for our Year 7 students at a recent Roosters Community Event. This program normally costs schools approximately $5,000 and was a great opportunity for our year 7 students to participate in a ground breaking approach to dealing with Bullying. The company has recently aligned with the Sydney Roosters Rugby League Club and they had representatives from the club assisting with the presentations, including Brad Fittler. The program was delivered over three Wednesdays starting the first day back for students.
We have been busily organising a range of overnight camps and excursions at present. We had a hugely successful Music Camp at Stanwell Tops, a Year 12 Geography Excursion to Cairns and the annual Year 7 Camp at Morisset. From all reports the students had a great time and enjoyed the variety of experiences offered. I had the pleasure of visiting the Music Camp on its last day and hearing the concert performance of the pieces that the different ensembles had been working on. It was outstanding and a credit to the teachers and tutors who give up their time so willingly.

On Thursday 9 May our School Captains, Nelly Butterworth and Jack Gencher represented the school in a Student Leadership Program. They visited NSW Parliament House, meeting the local member, Gabrielle Upton and meet the Governor Marie Bashir at Government House.
Upon their return we held our SRC Induction assembly, welcoming the recently elected SRC representatives from Years 8-11 as well as presenting our Year 12 senior leaders with their blazers and badges. Another student leader, Karla Hayes from Year 11 was selected for the 2013 Board of Studies Student Advisory Group. This is a prestigious selection and I look forward to hearing about the role of the group from Karla.

This term is also a testing time for students as well. Year 11 are currently sitting their half yearly exams, whilst Years 7 & 9 completed their NAPLAN tests last week. All students should be congratulated upon the mature manner in which they approached these exams and their behaviour during the conduct of the exams.

As some parents and students would be aware 2013 is the final year of the Federal Government’s Laptop program through which all students in Year 9 have been provided with a free laptop. Funding for the program has ceased and as such all schools are grappling with trying to determine a plan for future years. Teachers have adapted their teaching approaches to utilise increased technology in the classroom and we do not wish to lose that momentum. To this end the school has reinvigorated the Technology Committee which will split into three teams.

Each will have a specific purpose, namely

1. Hardware, software, infrastructure issues
2. Pedagogy, Laptops for Learning/ICT skills
3. Communication/ marketing

The school would like to involve parents and students in these teams to assist us in meeting the 21st Century needs of our students. The P&C and School Council are also heavily involved in this planning. Please contact us if you would like to be involved in this very important area.

Can I finally make a plea for parent support to keep our students in uniform, particularly as the weather cools down. The school has uniform pullovers, cardigans, sloppy Joes and jackets so there should be no reason for students to be out of uniform. In addition, black shoes are required on all days except sports day on Wednesday. Students need to bring joggers on other days and change into them for PE practical lessons.
Sydney Writer’s Festival 2013

On the 21st of May a group of avid readers departed from the Bondi Junction interchange, bodies and minds set on achieving their quest, the quest to attend the Sydney Writers Festival. Upon the strike of 8:30 the adventurers boarded the train to Martin Place, were they disembarked at Sydney Recital Hall.

After entering the majestic entrance way, the group of students were ushered into the coatroom and shown the camouflaged toilets. The tickets were then dispersed and they ascended the two flights of stairs where they came upon the great doors to the Hall where they entered and listened to the Hosts Ambelin Kwaymullina, Danny Katz, James Roy and Libba Bray.

I especially enjoyed hearing from Libba Bray one of whose books, The Diviners, I have read. It was very interesting and amusing to hear from all the writers who had great insights as to what people should do if they want to become writer’s themselves. Ambelin Kwaymullina’s advice was to draw ideas from things you know. She explained how she based some of the characters in her most recent book, The Interrogation of Ashala Wolf, on some of her friends and family members. She also drew inspiration from a certain stream of eucalyptus trees that she grew up with and placed them in her book. It was hilarious to us when she told us that her publishers thought she had made the ecosystem in the book up, not realising that it was a real tree. She said how she was tempted to say that “Yes I did in fact make up a whole ecosystem.” She also told us about her love of sci-fi and fantasy books, something I instantly related to.

Danny Katz was the next author to come out. Being a former stand-up comedian he was, as expected, very funny. After a few jokes and causing applause to erupt from the crowd he proceeded to tell us about what it was like to write a column for The Age and The Sydney Morning Herald. His young adult book was the next thing he spoke to us about, S.C.U.M. he explained how it was about a teenage boy who did not fit in at high school and tried to avoid most people, except for a single girl, of course.
After an hour lunch break we all filed back into the auditorium and James Roy was the third author to come out and speak to us. Unlike the other two authors he didn’t start by telling us about writing or even his books. He instead told us about a shy, kind of awkward young boy (We all know one) he had known and how when he was playing cricket one day the rich, popular, cool boy had come out to bat and had hit the ball hard and long, it had headed right for the boy he had known. Instead of it falling to the ground at his feet or hitting him in the face like most people had expected he caught it. The point of this story was to tell us that things that happen in real life, coincidence, chance, accidents, can’t always be put into books because they wouldn’t be believable but t. He then proceeded to tell us about his books, City and Town. He explained that they are books filled with short stories that intertwine with one another and the connections people can have that they don’t even realise.

Libba Bray was the final author to come out; they saved the best till last in my opinion. She was the only author who asked for volunteers to come up onto the stage. In a state of confused excitement most of us raised our hands. She called six of the audience up onto the stage. She then proceeded to ask them to create a character, after each had done so she asked them where their characters lived, then what they wanted more than anything, so on and so forth. When they were finished she thanked them and asked them to sit down. She explained to us that even if you were stuck and unsure of what to do in a story you are writing you just have to keep to making stuff up and no matter how ridiculous the ideas may seem as long as you’ve got your brain working a good idea will come to you. She was very funny as well, poking fun at her accent and, for some reason, English people.

It was surprisingly easy to relate to each of the authors, in their own way. It was very exciting to be able to ask them questions when they had finished and hearing their thoughts on specific topics. It was an entirely enjoyable and exciting experience and those of us that went hope we can go again next year. If so none of us can wait.

The group had learned valuable knowledge, and had left with the insight of elders and veterans of writing. The journey had been great, the trip giving experience in the ways of life. The group had left the hall now knowing things that they will remember for life, and things they regretted. The group were content in what they had learnt, and excited for next year.
From the Music Ensembles Desk

MUSIC ENSEMBLES PROGRAM

What a whirlwind the last few weeks have been! Week four, Term Two is only just upon us and already we have had three big events in the MEP calendar. With the mid-year concert coming up and the forthcoming eisteddfod appearances for Percussion Ensemble and an out of school event for the Vocal ensemble there is no time to waste! Now for the recap…

Instrumental Evening, April 11th.
Well, for those of you in the MEP who haven’t performed or attended a soiree yet, let’s just say it’s the new black, and leave it at that. After just two of these events the evenings have LEGEND written all over them. This time around we had a slew of talented instrumentalists and singers, several performing in public for the first time whilst some of our more seasoned performers took the chance to workshop material or debut their upcoming assessments.
As before the standard was excellent and all the performances were received in an atmosphere of warmth and appreciation. It really is a lovely event and I would encourage any of you who haven’t already participated to start thinking about your involvement in one of the events either this term (June 20th) or next (September 12). Great to hear the String Ensemble busting out the Bartok too.

Pupil Free Day, April 30th
Both Concert, Stage, percussion and Rock ensembles took part in this term’s Pupil free day workshop this term; free in the sense of “no other students at school” and free in the sense of gratis to the members, thanks to the generous support of the MEP. Rock Band had a terrific day-long session with renowned Canadian producer Brian Campeau and by all accounts it was very productive. Campo, as he refers himself to the locals, is already asking when he can come back which is a pleasant referral for the members involved- well done students! Concert bands had intensive tutorials on the new material they will cover this term and especially fun for me was the jam with the stage bands and tutors, with one professional per section (trumpets, trombones, rhythm, reeds) including Nick- I’m in the house band on the Voice – Garbett. Ali Foster said her session was the most productive, and best behaved, workshop she has had at the school, all of which bodes well for their upcoming performance at the Sydney Percussion Eisteddfod. Vocal ensemble had the serendipitous good fortune to find a great new rehearsal space by way of their usual room being busy. From now on they will have the benefit of the hall to rehearse in. This from Mr Paul:
“At today’s rehearsal we learned two new arrangements - Holi hla hla Mandela, a south African resistance song from the apartheid era, and I Believe I Can Fly, a contemporary pop song. We learned both of them completely and they will form part of our repertoire for our gig on 23rd May. We also revised the songs Bonse Aba (with Carla on the djembe), All You Need is Love by the Beatles, and a fun arrangement of Ho Hey by The Lumineers.
We’re also working on our singing technique and our choir “sound”. Singing in a choir is a very different experience to singing a solo so we are focusing on how to create a “blended” sound. It requires good singing technique and keen listening. We were happy to have 4 guys singing with us today – keep coming back gents – we need that BASS sound!”

By Ms Masterson
Music Camp, May 6 to 8th

After a regrettable start with the buses the camp proved to be a huge success. All ensembles were involved and clearly benefited from their time away. While camps at this level are not really the forum for bringing works to completion, they are a fantastic exercise in building familiarity with the material and a sense of camaraderie in the bands involved. While the nature of these events means that many groups were not at their full complement the improvement in ensemble performance was noticeable. We tried hard to have students involved in as many activities as possible and I think improvements were made in that area. Highlights included the workshop for Senior Concert Band with renowned international conductor Simon Thew and the Latin rhythm workshop with Toby Bender for percussion ensemble.

With the luxury of time and participants we were also able to trial the chamber group idea that Romano and I have been discussing for some time. The new Acacia venue which proved to be a great success. The new digs were modern, well laid out and spacious. While a couple more rehearsal spaces would be ideal and help mitigate some down time for those members only involved in only one ensemble overall the size was well suited for our group. As ever, the staff at the Tops were professional and courteous with food and lodging being appetizing and commodious. Local band, Leisure Bandits (check ‘em on Triple J, kids! http://www.triplejunearthed.com.au/LeisureBandits) played an amazing set and then jammed late into the night with members of the MEP. Thanks to them for their generosity, enthusiasm and encouragement. It was also very pleasing to hear the Vocal Ensemble perform for the first time under the guidance of their new conductor, and I would like to congratulate them all for what was a really great performance. Congratulations and thanks also to all the students and ensembles who participated in the camp. You were focused, diligent and courteous throughout and made the whole experience very pleasant.

Murray Jackson – Program Director
On Monday, 20th May – Rose Bay Secondary College Percussion Ensemble performed in the Sydney Eisteddfod at the Concourse Hall in Chatswood. As we approached the venue the students looked in awe and disbelief at the enormity of the building they were about to perform in. We dropped off our gear, went and grabbed some lunch and then watched the other schools’ performances for inspiration and ideas. Once the school that was on before us went on stage, we went to the backstage area to warm up and here we sang/played our parts on the floor. We then got called to the stage and played Caravan by Duke Ellington first and it went very well. Some of the adjudicator’s comments were; “nice arrangement”, “consider mallet choices” and “keep listening to each other”. “Shock Factor” was our second piece and we didn’t play it as well as we could have, mainly because we weren’t listening to each other. Some of the comments were “good use of dynamics”, “good sense of rhythm and ensemble” and “well done on the demi-semi quavers”. Overall, I was very pleased with our performance and our mark of 85% was a great result. It was an amazing experience for the students to perform in such a lovely new venue with great acoustics. 

Ali Foster, Percussion Ensemble Conductor
Bondi Lions Club Scholarships 2013

These generous scholarships are specifically targeted to help students from financially disadvantaged backgrounds continue on from Year 10 and complete the HSC.

A number of our students have benefited from these scholarships in the past.

This year the Lions Club has gladly donated two Scholarships worth $1500 each to the students at Rose Bay Secondary College.

We at Rose Bay Secondary would like to say thank you to the Bondi Lions for their continued support.
City to Surf Money Off to East Timor

Last year students, parents and teachers raised money at the City to Surf for a project in East Timor. $1,500 was sent recently to support a school building project in Timor Leste at Hato Udo. The project to develop a three-classroom school is about to get underway.

Our contribution is to allow toilets to be installed at the same time as the school. Child health is a major issue in Timor Leste and to have functioning wash facilities and toilets go in at the time the new school is built would be a great contribution.

The construction and most of the funding is being organised by Rotary Australia. Paul Bollard is travelled to East Timor in May to visit the school but also to look at other possibilities for friendship links between Rose Bay Secondary College and communities there.
TIMOR LESTE VISIT MAY 2013

Last year students, parents and teachers at Rose Bay Secondary College raised $1500 at the City to Surf. This money has been donated to a Rotary project in Hato Udo, a remote area of Timor Leste (East Timor). The project is to build a primary school and our money will be used to build a toilet.

I visited Hato Udo recently. It is a rural area of about 10,000 people, about half being of school age. It is about 7 hours drive from the capital, Dili over a very poor road, requiring a four wheel drive vehicle.

At present there is a 2 room school at the site made of besser brick and split bamboo windows and no lighting. The new school will provide the space needed and allow for a more structured teaching day. The pupils assisted by carting sand down in wheelbarrows to the site. They also assisted by bringing rocks down to the site, but not without risk. On day 2 a cobra popped out of the rock pile and some of the elder boys killed it then spent the next 15 minutes chasing the girls around the school with the dead snake in tow.

Over three days in the Hato Udo area we visited one high school and seven primary schools. Approximately 5,000 students are attending schools, about half the local population.

The first school that we visited, The Hatu Udo Basic School was in very poor condition:

There was no water or toilets;
The buildings were in very bad condition with holes in the walls and the floors, some had been completely burnt out by the retreating Indonesian soldiers.
Most rooms had neither desks nor chairs
There was no electricity.

The other schools were generally in better condition but none had functioning toilets. This has a very serious health outcomes, with the prevalence of parasites which add to the malnutrition and anemia of the population. All of the schools lacked books and teaching aides. None had computers or internet access. However, the students are enthusiastic, many walking considerable distances to attend and the teachers are doing their best with minimum books, few computers and teaching aids. They are supported by volunteer parents who form about 40% of the staff.

A number of teachers speak English and would be able to assist in correspondence.
Some ideas:

1. At the City to Surf this year raise money to fund construction of toilets and hand washing facilities at The Hatu Udo Basic School
2. The development of a relationship between Rose Bay Secondary College and Hatu-Udo High School The situation in Timor Leste is covered by Year 8 and 10 Geography. The principal, Mr Springer, has agreed that some class time could be devoted to looking at Timor Leste and that some students might like to communicate with students in the Hatu-Udo High School,
YEAR 7 CAMP
May 2013
From the Sports desk

RBSC OPEN RUGBY LEAGUE

The mighty RBSC Open Rugby League juganaught played their nemesis, St Mary’s Cathedral College on Monday 13th May at Centennial Park. Both teams took the field looking extremely well drilled and ready for what would prove to be an enthralling contest.

RBSC received the ball from the kick off and had a great first set of six culminating in the ball being delivered to the full back on his 22 metre line. The tall lanky St Mary’s full back was lucky that two of our players slipped on the way to the tackle and then he was away – scoring an eighty metre try with the first touch of the ball. Not a great start for the RBSC steam train. How would the team respond? With great determination and pride is how they responded. Five minutes of relentless attack and defence by our boys and Jayden crossed the line and the scores were level. The first half continued in much the same fashion with both teams completing good sets of six and demonstrating a willingness to win the contest. St Mary’s went into the half time leading 12-6.

The second half started with a flourish with the St Mary’s boys once again attempting to steam roll the RBSC team. Determined leadership by our senior players steeled our defence and gave our attack some sting. This leadership group of Allan, Jayden and Ronnie were outstanding throughout the game. Spencer had an inspiring game in the position of fullback continually completing try saving tackles and then putting his hand up for more work in attack often doing extra runs in every set of six.

With five minutes to go RBSC was down 18-16. However, momentum was building and there was a great sense that this was their moment, this was their time to beat St Mary’s. A planned move was called by Allan, he started to execute the move which involved Jayden running a special line to beat the defence. Jayden ran the perfect line, Allan threw a great pass. Jayden scored without a hand being laid on him. RBSC were up 20 – 18 and after missing the conversion, the score stays that way. RBSC were leading with only three minutes to go.
With only needing to hold the ball for a set of six it looked like the reign of St Mary’s was to finally come to an end. However, the football gods conspired against us and after allowing St Mary’s to have the ball from the kick off they scored; once again gaining the lead 22-20. One final determined effort from Allan saw us get the ball from the kick off and drive the ball to the 22 through determined attack but the time and St Mary’s beat us in the end.

The team list is printed below.

Spencer Krochmal, Lewis Carey, Keanu Rogers – Smith, Lawrence Kandy, James Kennedy-Saunders, Keaton Smith, Alan Perkins (Captain), Daniel Bicioc, Ronnie Ostrovsky, Simon Spiro, Daniel Pervon, Chester Travers, Jayden Thomas, Sam Doane, Dominik Drygala, Peter Lewis, Edenn Rogers-Smith

Special mention to Lawrence, Keanu and Edenn for stepping in at the last minute to replace players that were injured. As a Year 9 student Edenn did a great job playing against boys in Year 12.

Congratulations to all of the team on a great season which saw a win against Gymea Technology High School, a loss against Oatley College and a close loss to St Mary’s. Thank you to all of the boys for being dedicated to training and for representing RBSC with great determination and sportsmanship. Special mention to Allan who did an inspiring job as Captain. Thank you also to Mr Flack for running the water for all of our games.

Mr Godby
First XIII Rugby League Coach
From the Sports desk

OPEN FUTSAL TOURNAMENT

So, there they were, the seven strong Rose Bay open futsal team, standing outside school waiting at 7 am for their bus and for their destiny. Once on the bus to Matraville, the team started their pre-competition warm up, which consisted of listening to music and eating food.

After two hours of becoming mentally prepared for the grueling task in front of them, they finally stepped off the bus and onto the polished wooden arena floor. Johnny immediately took the team under his wing, instructing the team to start warming up before the first game against James Cook Boys.

The whole team was focused, knowing that the first game is the hardest and most important if any progression through the tournament is to be made. With the short 11-minute halves an impact had to be made early and Dylan supplied, with a lovely side foot from the back post. Rose Bay then found their form, striking twice more before the break. During the second half the boys didn’t take their foot off the pedal and, with a stunner from Johnny and a cheeky skill goal from Marley, tied up the game with a resounding 5-0 win.

After a short break, the second game had come around and, with Holsworthy beating Blakehurst 7-0, it was clear that Rose Bay had to one-up them. The team went out firing, starting the decimation in the first minute with a great team goal from James, from there in, it was apparent that the game was won and the score ended 9-0 to Rose Bay, with a hat-trick from James and Marley, one a piece for Johnny and Yuval and a disappointing own goal by Blakehurst.

This was what it had all come down to, the game to top the group and get sent into the play-offs, the grudge match against Holsworthy, who sent Rose Bay spiraling out of the tournament a year earlier. Coming into the game on a high from the previous 9-0 victory, Rose Bay started strong, going up 2-0 through the sublime footwork of Johnny Barzel. Holsworthy then pulled one back before Yuval slotted the ball home after an impressive show of teamwork. Again Holsworthy scored, and, but for the defensive prowess of Tainan, could have gotten a couple more. Marley then chipped the keeper with a graceful header and sent Rose Bay all the way to the knockouts.

Emmanuel vs Rose Bay. Gareth, our coach, pitted against us in a war for a place in the final. The boys went in hard, pushing for an early lead, though, unfortunately Emmanuel dealt the first blow. After extremely unlucky efforts from Tainan and Johnny, who together hit the bar at least 5 times and a couple of quick reaction stops from Jasper in goal, Emmanuel hammered the final nail in the tournament run.

The fantastic coaching and encouragement from Mr. Godby and Mr. Weiner kept the team pushing until the very end, and Rose Bay was extremely unlucky in not getting a result from the match.

The team was:
Jasper Lloyd, Tainan Masch-Marchiori, Johnny Barzel, Yuval Rubinawitz, James Kennedy-Saunders, Dylan Felsher and Marley Jackson
Under 16’s Futsal Tournament

The Rose Bay Secondary futsal team woke up early on a cold Monday morning to get down to the school for our bus trip to the Marrickville PCYC indoor soccer courts. The boys arrived after an hour long ride in the mini bus and were eager to get out of the bus and warm up. After walking into the courts many of the guys saw some familiar faces from primary schools or prior soccer teams and there were many small reunions between them. After that we got stuck into it, getting dressed and prepped for the first game.

After very careful warm ups and a few inspiring speeches the team was geared up and ready to get onto the court and bring home the trophy for Rosebay. The first game was against Al Zahra, our team was a little nervous and we didn’t start to work together until about half way through the first half. However, once we found our grooves we went head down and started to put points on the board. The final whistle blew and there was a great sense of relief as we realised we had just won our first game 5-0 with a hat trick going to our striker Nathan.

We flew through the groups stages winning our games against Blakehurst 7-3 and against JJ Cahill 2-0. There was a feeling that we could win the competition going into the semi finals against Emanuel. However after kick-off we suddenly realised that this win would not be as easy as it had been against the previous teams. 5 mins into the semi finals we were down 2-0 and we could feel the frustration starting to build up. As the first half was coming to an end our fullback Noah made a very valiant run and put away the ball in the bottom left corner of the goal shooting from outside the box. We went into the half knowing we could win but it would need to be fought for. The boys came out of the break with their heads up and within 5 mins levelled the score with a nice goal from our winger Richard.

The final whistle blew and the game went into a 5 min period of golden goal. We started the period knowing we had just as much chance of winning as the other team did. However, it was not our day about half way in there winger made a streak down the line and put away a freakish shot into the corner of our net. We were crushed, however, we knew we had done our best and put on a thrilling game for the crowd.

The ride home was reasonably quite, we knew we should have won. But we were happy with our efforts and proud of how we all performed together. The team parted ways at Bondi Junction and that was the end of a good but disappointing day.
ABOUT WORKPLACE LEARNING
Workplace learning programs form part of the NSW secondary school curriculum. They enable students to spend a planned period of time - usually a week - in a workplace of their choice, enhancing their classroom learning, assisting their career choices and building their industry skill. These programs are relevant to all students in NSW government schools, regardless of their career aspirations or levels of ability.

How does workplace learning benefit your child?
Workplace learning helps students to:
* test their job and career choices.
* learn what employers want in their work force.
* build general work skills like workplace communication, self reliance and team work.
* gain confidence and maturity through participation in an adult work environment.
* make informed decisions when planning their transition through school and to further education, training and work.

What kinds of workplace learning programs are there?
NSW secondary schools offer two main types of workplace learning program - work experience and work placement. Most students will have the chance to participate in atleast one of these programs during their time at high school.

> Work Experience
These programs are usually first undertaken by students in Year 10 with some opportunities in Years 11 and 12.
Work experience provides a general introduction to the ‘ world of work ’. Students are able to observe a variety of work, usually in a field of their choice, and undertake supervised tasks appropriate to their level of skill.
Work experience builds on career planning and transition activities in your child’s school and can assist their course and subject choices in Year 11 and 12. Students are encouraged to partake in work experience near the end of Term 4.

> Work Placement
Work placement programs are intended for students enrolled in Higher School Certificate industry recognised courses. These courses may be delivered by the school, or a TAFE.
The host employer supervises your child in the work place, allowing them to practise and enhance the specific industry skills they have learned in their off-the-job course work.
During their work placement, students aim to achieve specific industry competencies. Upon achieving this, students will receive an industry specific VET qualification that is recognised throughout Australia.

How will your child find a work experience position?
Students may need to locate their own positions with support from the school and their parents or carers. These positions need to be submitted to their school’s Careers Adviser for approval, via the student placement record form located on pages 26 to 27 in this issue’s bulletin.
How will your child find a workplace position?
Here are the three most common ways for students to be matched to a workplace:

In the case of Work Experience, students may need to locate their own positions with support from the school and their parents or carers. These positions need to be submitted to their school for approval.

What is the general procedure for a placement?

BEFORE THE PLACEMENT
Host employers receive workplace learning guidelines.
Parents receive workplace learning guidelines.
Workplace positions are arranged and approved for the students based on their course work and/or career planning.

DURING THE PLACEMENT
Students attend the workplace every day of the program (usually 1 week).
Host employers or nominated workplace supervisors supervise the students in the workplace.
A teacher makes a supervisory visit or phone call to the employer or supervisor and the student to check on their progress and welfare. Students may be assessed for industry-based competencies.
Parents or carers provide support and encouragement at home.

AFTER THE PLACEMENT
Host employers report on the student’s performance in the workplace.
Teachers follow up with the students to ensure maximum benefit.
Parents and students discuss their experience and possible education and training pathways.

I like this approach to learning. You actually get out in the field and practise what you learn instead of just doing the text book stuff.
Work experience was a totally different environment to school. I got hands-on experience and a better understanding of the industry. It helped me to see where I wanted to go and how to get there.”

3. HOW YOU CAN BEST HELP YOUR CHILD

The role of parents and carers is vital to the success of any workplace learning program. By taking steps to understand what’s involved and by providing the necessary support at home, you can help your child get the most out of their placement and make important decisions about their future.

A CHECKLIST FOR PARENTS AND CARERS

BEFORE the placement is arranged

- Become familiar with workplace learning by reading the information provided and attending information sessions
- Encourage your child to discuss their developing career interests and work preferences
- Suggest they go to www.myfuture.edu.au to find out more about preferred industries and related careers
- Urge them to complete the Workplace Learning Research pages in their Employment Related Skills Logbook Online
- Discuss what they hope to learn from the placement and any questions they might want to ask their host employer or supervisor
- Encourage them to complete all pre-placement activities arranged by their school, or where involved, by the TAFE or private provider
- Advise the school of any suitable placements you know about or could offer
- Inform those arranging your child’s placement (their school, TAFE or private provider) of any disabilities or special needs that may require adjustments in the workplace
- Locate your child’s Student Placement Record in their information package. When completed, this form will include vital information relating to your child’s placement arrangements
When can students undertake workplace learning?

Young people can participate in workplace learning programs from the age of 14.
Year 9 and 10 workplace learning programs can only operate during term time. Students under 15 years cannot work before 7am or after 6pm.
Workplace learning may be extended into the weekend with special approval from the Principal, but only if weekend work is an essential requirement of the industry. In exceptional circumstances, the Principal may approve workplace learning by individual Year 11 and 12 students during school holidays. This does not include the Christmas holidays.

Will your child be paid?

No. Students are classified as ‘voluntary workers’ and host employers are not required to make any payment to them under the Federal or State award covering their industry, the NSW Annual Holidays Act or the Workers’ Compensation Act. Any payment to the student may invalidate the Department’s insurance and indemnity arrangements.

The one exception is where your child uses their part-time employment as part of their mandatory HSC VET work placement requirement. This arrangement must be negotiated with the employer and approved by the school, TAFE or private provider and in this instance the employer’s insurance will apply.

How far will they need to travel?

Most placements will be within commuting distance from home. To receive approval for a placement away from home, families must prove its exceptional educational value and make satisfactory arrangements for their child’s transport, accommodation and overnight supervision. If you are considering an interstate placement, you should first contact your child’s school or the relevant TAFE or private provider to ensure the suitability of the placement.

What about travel arrangements?

All travel is at the student’s expense. You will be expected to help your child with their travel arrangements and support their travel costs for the duration of the placement. Concession fares are available for travel on public trains, buses, ferries and some private buses. To be eligible for a concession, older students may need to show their concession card available through the school.
As a parent or carer, you must be satisfied that the travelling arrangements can be safely managed by your child. If you have concerns, you should discuss them directly with the program organiser.

For timetables and other information relevant to public transport, call the Transport Info Line on 131 500 or check the website www.131500.com.

For full details of the child protection, emergency procedures and insurance matters relating to workplace learning, please go to: https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html

If your child has a disability or medical condition

You will need to advise the school, TAFE NSW institute or private training provider of any disability, medical condition, allergy or restriction affecting your child that may affect the safety and supervision of your child in the workplace. This important information should be included or attached to your child’s Student Placement Record.

If your child needs any adjustments in the workplace to accommodate their additional support needs or disability, you must discuss this with the school’s Learning Support Team during the planning process.

Your Child’s Safety

Student safety and child protection are very important priorities for the NSW Department of Education and Communities.

All host employers receive The Workplace Learning Guide for Employers to help them provide safe and effective learning opportunities for students attending their workplace. The employer is required to ensure that all staff are aware of child protection issues and of their special responsibilities when working with school students. Departmental staff will follow clear procedures in response to any reasonable suspicion or allegation of misconduct by employers or their employees against students.

If your child is considering a placement in a child related industry e.g. childcare centre, school etc., they will need to complete a Volunteer Declaration. This form is obtained through the school.

In Emergencies

We have provisions in place to support students in the rare event of an accident or emergency during their time in the workplace.

Your child will carry a small Student Contact Card listing their Medicare number and nominated contacts both during and outside normal business hours. This lets them know who to contact should they sustain a serious injury or feel at risk and unable to raise the matter with their host employer.

• During normal business hours the nominated contact will be provided by their school, TAFE or private provider.

• Outside normal business hours, the student must contact you, their parent or carer. You are NOT required to investigate or solve the issue: simply remove your child from risk of harm and notify the school, TAFE or private provider as soon as possible (e.g. the next day). The school or TAFE will follow up the issue with the workplace and advise you of the outcome.

Insurance and Indemnity

The Department has insurance arrangements for students injured while participating in workplace learning, including those injured while travelling to or from their placement. Please note that these provisions only apply to students undertaking workplace learning programs approved by their school or the relevant TAFE or private provider.
**WHEN a position is confirmed**

- Make sure your child reschedules other activities to give priority to their workplace learning
- Help them prepare their clothing (eg. enclosed footwear, business attire) and other requirements for the placement
- Help them find out more about Work, Health and Safety legislation and make sure they know and understand what it means for them while they are at work
- Assist them with their travel arrangements to and from work
- Check that they have the information they will need on the first day (starting time, address and contact person) including their completed Student Contact Card
- Confirm their meal arrangements. They may need to bring food with them

**DURING the placement**

- Encourage your child to complete any assignments or journals
- Have a conversation about their day in the workplace. e.g.
  - tell me about the things you do during the day at work
  - have you learned anything unexpected and especially interesting?
  - what are the education and training requirements of the job(s)?
  - what are the working conditions like? Is there a union?
  - have you been told about health and safety procedures in the workplace?
  - do you think this might be the right industry for you?

**DIRECTLY after the placement**

- Encourage your child to discuss their employer’s report with you
- Make sure they record their experience in their Employment Related Skills Logbook Online
- Review and discuss their career and work aspirations and their options for education and training
- Encourage them to value the networks they are making and to maintain a record of work place contacts for advice, assistance and opportunities in the future.

**YOUR CHILD’S STUDENT PLACEMENT RECORD**

All contacts, arrangements and approvals relating to your child’s placement will be recorded on their Student Placement Record. This enables important information to be shared, signed and approved by all parties.

Please make sure you locate the Student Placement Record in your child’s information package and provide the information as required by your school, TAFE or private provider. Once the form has been completed and signed by all parties, you will receive a copy for your records.

The Student Placement Record also lists your child’s individual work arrangements (start and finish times, lunch breaks, clothing requirements etc), the tasks they’ll be undertaking, any pre-training they may need, their Medicare number, emergency contacts and additional support arrangements for students with special needs.

**IMPORTANT CONTACTS**

Thank you for taking time to read the information in this guide. We hope that you feel confident and well-prepared to support your child as they take up these valuable workplace learning opportunities.

**YOUR FIRST POINT OF CONTACT:**

For further assistance, advice and information


see the Parents section


see the Parents and Community section


for information on injury prevention and workplace safety for young workers

**SENIOR COORDINATOR FOR WORKPLACE LEARNING**

State office - tel. 02 9244 5252.
# Section 1: Details of student and workplace learning program

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of student</strong></td>
<td>[Student's name]</td>
</tr>
<tr>
<td><strong>Date of birth</strong></td>
<td>[Date of birth]</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>[Address]</td>
</tr>
<tr>
<td><strong>Postcode</strong></td>
<td>[Postcode]</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td>[Student's School: Host]</td>
</tr>
<tr>
<td><strong>Student’s School: Host</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name of organisation or trading name</strong></td>
<td>[Name of organisation or trading name]</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>[Telephone]</td>
</tr>
<tr>
<td><strong>Fax</strong></td>
<td>[Fax]</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td>[Email]</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>[Website]</td>
</tr>
<tr>
<td><strong>Related Course/Activity</strong></td>
<td>[Related Course/Activity]</td>
</tr>
<tr>
<td><strong>Start date</strong></td>
<td>[Start date]</td>
</tr>
<tr>
<td><strong>Finish date</strong></td>
<td>[Finish date]</td>
</tr>
<tr>
<td><strong>Total number of days</strong></td>
<td>[Total number of days]</td>
</tr>
<tr>
<td><strong>Description of the proposed placement</strong></td>
<td>[Description of the proposed placement – in detail]</td>
</tr>
<tr>
<td><strong>Any activities or tasks the student is not to undertake</strong></td>
<td>[Any activities or tasks the student is not to undertake eg no-go areas, machinery or equipment that is too dangerous for new or young workers to operate]</td>
</tr>
<tr>
<td><strong>Supervision and student hours</strong></td>
<td>[Supervision and student hours]</td>
</tr>
<tr>
<td><strong>Lunch Break</strong></td>
<td>[Lunch Break]</td>
</tr>
<tr>
<td><strong>Student's est. total hours</strong></td>
<td>[Student's est. total hours]</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>[Other]</td>
</tr>
</tbody>
</table>

# Section 2: School details

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of the experienced employee who will provide on-going supervision of the student</strong></td>
<td>[Supervisor's name: Position]</td>
</tr>
<tr>
<td><strong>Home phone</strong></td>
<td>[Home phone]</td>
</tr>
<tr>
<td><strong>Mobile</strong></td>
<td>[Mobile]</td>
</tr>
<tr>
<td><strong>Work phone if relevant</strong></td>
<td>[Work phone if relevant]</td>
</tr>
<tr>
<td><strong>Employer's workplace</strong></td>
<td>[Employer's workplace]</td>
</tr>
<tr>
<td><strong>Nature of industry</strong></td>
<td>[Nature of industry]</td>
</tr>
<tr>
<td><strong>Main activity</strong></td>
<td>[Main activity]</td>
</tr>
<tr>
<td><strong>Approx. no. years in current operation</strong></td>
<td>[Approx. no. years in current operation]</td>
</tr>
<tr>
<td><strong>Approx. no. employees at proposed worksite</strong></td>
<td>[Approx. no. employees at proposed worksite]</td>
</tr>
<tr>
<td><strong>Type of industry</strong></td>
<td>[Type of industry]</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>[Other]</td>
</tr>
</tbody>
</table>

# Section 3: Host employer details

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of the organisation</strong></td>
<td>[Name of organisation]</td>
</tr>
<tr>
<td><strong>Business name</strong></td>
<td>[Business name]</td>
</tr>
<tr>
<td><strong>Location of placement</strong></td>
<td>[Location of placement (if different from above address)]</td>
</tr>
<tr>
<td><strong>Contact person</strong></td>
<td>[Contact person]</td>
</tr>
<tr>
<td><strong>Position</strong></td>
<td>[Position]</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>[Telephone]</td>
</tr>
<tr>
<td><strong>Fax</strong></td>
<td>[Fax]</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td>[Email]</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>[Website]</td>
</tr>
</tbody>
</table>

# Overview

The school undertakes to ensure that:
- the student is prepared for the workplace by the school to optimise the student's safety and achievement during their placement,
- the employer is provided with a copy of the parent and care guide to workplace learning,
- parents and carers are provided with a copy of the
- the student is aware of the contents of the relevant Privacy Notice on page 3.
- I have hosted school students for work experience or work placement in the last 12 months
- I am aware of the contents of the relevant Privacy Notice on page 3.
- I will inform both the host employer and the teacher in charge as soon as possible if I am unable to attend the workplace and comply with all reasonable directions of the host employer and their employees.
- The school undertakes to ensure that:
  - chemicals, fumes; use of particular tools or equipment
  - exposure to sun, noise, vibration, loud music
  - manual handling; repetitive activities such as keyboarding
  - workers to operate
  - Any activities or tasks the student is not to undertake
  - supervision and student hours
  - lunch breaks
  - the school undertakes to ensure that:
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                          - workers to operate
                          - Any activities or tasks the student is not to undertake
                          - supervision and student hours
                          - lunch breaks

*You are kindly asked to complete all the following responses to give the school important information about the relevant workplace obligations.

To the host employer:

- Tick if the placement includes out of normal business hours, ie
- Overview of the Victorian Workplace Learning Program

Details below (or attached) of any medical condition, allergy, medication, disability or factors which the school or employer should know:

[This first section may be completed by the student]
Section 2: School approval of the placement

(name of student)

(signature of principal/nominee)

date

Section 4: Parent/carer permission

(name: business:)

(Student's School: Host)

Student's School: Host

(name of nominated contact)

(date)

Section 5: School approval of the placement

Years 11-12: Signature of nominated contact

(date)

Section 3: Host employer details

(name: business:)

(Student's School: Host)

(Student's School: Host)

(telephone:)

(work:)

(mobile:)

I have read the Parents and Carers Guide to Workplace Learning and understand my role and responsibilities.

I consent to my young person in Year                undertaking the placement outlined on this Student Placement Record.

I am aware of the contents of the relevant Privacy Notice on page 3.

I have read the Employer's Guide to Workplace Learning and understand my role and responsibilities.

I will see that the student is first provided with a site-specific workplace induction and then with the appropriate information.

I confirm that the activities assigned are suitable for the student and that OH&S risks have been assessed and managed in conformity with the Occupational Health and Safety Act 2000 (NSW).

I am not aware of anything in the background of any staff member or other person who will have close contact with the student that would be relevant.

I am aware of the special responsibilities associated with working with children and young people as detailed in the section related to child protection responsibilities and to support the information needs of the student, employer and the parent/carer. The Local Community Partnership might access information related to HSC VET work placements but only with the approval of the Principal.

I have informed employees of their responsibilities when working with children and young people.

I acknowledge that the student will not be paid in relation to the placement.

I have read An Employer's Guide to Workplace Learning (provides guidance)

I am aware of the contents of the relevant Privacy Notice on page 3.

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**Work Experience @ Taronga Zoo**

My week at Taronga Zoo was very interesting and I experienced what working full time work would be like. I was assigned to the Birds Division, where I learnt about the role of zookeepers. As a work experience student I was given basic, entry level tasks such as thoroughly cleaning the aviaries and preparing the bird’s food.

Once I proved myself trustworthy, I was allowed to feed the birds. I was taught the correct technique for: tossing small fish to the pelicans in the wetlands, feeding fruit to the rainforest birds and throwing meal worms to the Rainbow Bee Eaters who always caught the worms in midair! I learnt something new no matter which zookeeper I was working with and over the week I grew much more confident.

At lunch I sat with the other seven work experience students and shared our experiences, then walked around to different sections of the Zoo.

The hardest part of the experience was the commuting back and forwards each day but it was worth it to be working at the Zoo.

Whatever career you choose, going on a work experience is a great opportunity that all students should take part in.
**A FREE CAREERS WORKSHOP**

ProjectABLE gives students the opportunity to gain first-hand experience in the disability and community care sector.

Our inspiring 3-hour workshops are led by export trainers, staff and clients. Students who participate in one of our workshops can go on to complete Certificate Training, studying a Unit of Competency from Certificate III in Disability or Community Services Work.

The opportunity to make a difference.

For more information contact the ProjectABLE team on 02 9258 3157 or email us at info@projectable.com.au

www.projectable.com.au

Careers in the disability and community care sector include:

- Occupational Therapists
- Exercise Physiologists
- Community Educators
- Youth Workers
- Support Workers
- Speech Pathologists
- Physiotherapists
- Teachers
- Social Workers
- Marketing Professionals
- Finance Professionals
- Business Managers
- Lawyers

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**LOOKING TO GROW YOUR CAREER?**

For information and a full list of vacant positions currently available, please visit:


**PHONE ENQUIRIES:**

Teresa Canturi: 0409 107 177
The Scholarships Information Evening provides greater depth and detail on the range of scholarships at UNSW, with a focus on the application process and answering specific questions. The evening is aimed at year 11 and 12 students and their parents.

The evening will consist of a general introduction to UNSW scholarships and the Co-op Program, as well as information time for one-on-one discussions about specific scholarships.

To make the most of the evening be sure to have a look at the Scholarships and Co-op Program websites before attending:

**UNSW Scholarships Office**
- p: 02 9385 1078
- e: scholarships@unsw.edu.au
- www.scholarships.unsw.edu.au

**UNSW Co-op Program**
- p: 02 9385 5116
- e: cooprog@unsw.edu.au
- www.co-op.unsw.edu.au

Register your attendance at the [What’s On](#) home page and select the event.

Click [HERE](#) for a Map of the University. The Science Theatre is at coordinate F13.
Year 11 and 12 students are invited to attend on upcoming Engineering and Information Technology Information Evenings at UTS.

**IT Undergraduate Courses and Scholarships Information Evening.** Student must register to attend

- WHEN: Tuesday 11 June 2013
- TIME: 6.00pm

**Round 1 BIT Co-op Scholarship**

Applications are open. Students must apply online at UTS as well as complete their UAC application. Round 1 applications close 21 June 2013.

**Engineering Undergraduate Courses Information Evening.** Students must register to attend

- WHEN: Tuesday 25 June 2013
- TIME: 6.00pm

**Engineering Scholarships Information Evening.** Students must register to attend

- WHEN: Tuesday 2 July 2013
- TIME: 6.00pm

If you have any questions please contact the UTS Engineering and IT Outreach Team on 02 9514 2666 or email FEITOOutreach@uts.edu.au
Hi

I am writing to you with important information for your students, particularly those interested in drama. With the proliferation of multimedia in recent years, the training of actors has changed from traditional stage projection to teaching based on moments facing camera. With both of these considerations top of mind, the International Screen Academy (ISA) has brought together some of Australia’s best classically trained actors alongside some of Australia’s best known film actors with one goal - nurture and train the best talent for screen.

Introducing ISA. Where storytelling is at the heart of everything we do. Creating Australia’s most prominent future storytellers is at the core of ISA’s existence. Whether acting in a feature film, TV drama or doing voice over for an animated comedy ISA teaches actors how to bring stories to life.

ISA is Australia’s preeminent teaching school for screen actors. With proper training in the art of storytelling it takes our students a short period of time to move from agent, to set, to screen.

We are seeking Australia’s best acting talent. So, we are writing to you to encourage your students to consider ISA. We are seeking the best, so we would like to come to your school during your careers education program to talk about what it might mean to pursue film acting as a career and the process for audition at ISA.

So, please contact the International Screen Academy in the first instance by email, future@isasydney.com.au or complete the reply paid coupon and we will be in touch within the week.

Kind regards,

Bernadette Walker,
Managing Director
Rose Bay Secondary College
proudly presents

V-Fest
2013
a student video festival

~ Entries close Tuesday 3rd September 2013
~ Screening at the Chauvel Cinema, Paddington
  Tuesday 17th September
~ Phone RBSC on 9301-0300 for details
~ Entries also available at:
  www.rosebay-h.schools.edu.au
Dear Parents, Carers and Supporters,

On the evening of Tuesday 17th September 2013, Rose Bay Secondary College will proudly host their 15th annual inter-school student Video Festival. This will be screened at the Chauvel Cinema in Paddington. V-Fest is a non-profit student video festival, celebrating the phenomenal talent in the medium of video making. It was originally conceived in 1999 as a showcase for senior high school students whose work was only ever viewed by their class and parents. Since then it has taken off with last year’s competition attracting over 65 video entries from a number of public and private high schools across the metropolitan area. We hope that you can be involved in what promises to be our biggest V-Fest ever!

WE NEED YOUR ASSISTANCE!

You can support us by providing a gift certificate or a cash donation, which will be used as prizes for the students. If you have a business, please include a business card and we will acknowledge your support in the programme. Please complete the form below and return to:

Rose Bay Secondary College
34a Hardy Street, Dover Heights 2030

----------------------------------------------------------------------------------------------------------------------------------

YES I would like to support the V-FEST 2013 Video Festival.

Enclosed is $__________ and a business card for inclusion in the programme

Name: ______________________________________________________________

Address: _____________________________________________________________

Phone: ____________________________

NB: All cheques made payable to Rose Bay Secondary College
For further information please contact Deborah Cave (Video Teacher) on 9301-0300 or 0439 480 699.
From the Duke of Edinburgh

GROWING TREES AND ACHIEVING GOLD

In the first week of the April school holidays, Qistina Aziz, Zaliha Hanna-Idris, Jenny Lee and I completed our residential project for our Duke of Edinburgh Gold Award. Students can choose and organise their own residential project, but it must include at least four nights spent away from home, around new people, completing an activity with a purpose. Through Conservation Volunteers Australia we took part in a habitat restoration project for an endangered fish, the purple spotted gudgeon, on a property in Goorangoola in NSW’s Hunter Region.

Our work involved planting and watering a variety of trees and other flora along the river and the surrounding field to create an environment the fish could thrive in. We stayed in eco-cabins in nearby Callicoma Hill for the duration of the trip, where we got to enjoy the beautiful country scenery, native wildlife and nightly campfires. We learnt a lot on our trip, not only about planting trees and environmental conservation, but also organisational and teamwork skills. We had the opportunity to learn from and give back to the community, and made lots of new friends on the project.

I’m so glad to have had this experience through Rose Bay’s Duke of Edinburgh program, it was a fun experience to share with friends, a good challenge and a happy break after our exams!
From the Freelance desk

STUDENT TEACHER PRACTICUM @ RBSC

Interview with Mr Tinks, Faculty of Art

Why is it you would like to become a teacher?
I enjoy seeing students discover and advance in areas that they find challenging, observing their creativity and using their imagination in developing artwork.

How well has university prepared you for teaching?
University preparation was fine, however it does not prepare you for the “in class” experience.

What is the most important thing you learned from your supervising teacher?
To relax and prepare your lessons well ahead. It is important to have a plan B just in case.

What will you take back from your overall student experience here @ RBSC?
I had noticed there were a wide range of student abilities in a single class. So I had to adjust my teaching strategies and techniques to suit the varying abilities.

What are your interests outside of teaching?
I spend time painting and creating artwork, playing the guitar and following rugby league, Rabbitohs.

Interview with Mr Talay, Faculty of English

Why is it you would like to become a teacher?
I am passionate about English & History, and I have a burning desire to learn more about both subject areas

How well has university prepared you for teaching?
University has consolidated my knowledge of my subject areas, however more time at the practicum would be of greater benefit.

What is the most important thing you learned from your supervising teacher?
To maximise enjoyment and engagement. Ms Nufeld was a wonderful supervising teacher, I wish I had someone like her when I was in high school

What will you take back from your overall student experience here @ RBSC?
With the diversity of students here, I had noticed a profound level of communal respect across the board, that was quite impressive.

What are your interests outside of teaching?
Sport, in particular cricket. Film, travel and reading
ENGAGING ADOLESCENTS™
PARENT COURSE

Parenting skills for resolving teenage behaviour problems
A three-session program for parents and carers
at The Come In Youth Resource Centre
on
Thursday 13th, Thursday 20th & Thursday 27th June
From 6:30 – 8:30pm

Learn:
✓ Some common ground shared by parents & reasonable expectations to hold about adolescents
✓ New understandings of adolescence
✓ Flow chart for decision-making
✓ Awareness of button pushing for parents
✓ Building relationship with your teenager and making the best of your non-crisis conversations with them
✓ Skills for tough conversations

Registration Fee: There is no charging for this course, registration free. Sign up quickly to avoid missing out on the free places.

Register for this course contacting Martin Guy or Shannon Nolan at The Come In Youth Resource Centre on 9331 2691

What parents have said...
The course showed me how the gaps in my own upbringing have created difficulty in relating and disciplining my adolescent son. Maturity is reached through giving your children more responsibility gradually and patiently! Also deeply reassuring to know how normal these issues are in all families with teenagers.

A single Mum who had presented as quite anxious on the first night told the group in week 2 that she had made an appointment with her 15 year old son during the week and had had a far more favourable discussion with him than would previously have been the case.

Who’s running it?
The trainers for this course are Shannon Nolan & Martin Guy who completed Parentshop’s Engaging Adolescents training on 2nd March 2012. Shannon is a Social Worker who has 4 years experience working with adolescents and their families in a number of different settings throughout Sydney. Martin is a Family Counsellor who as worked with adolescents and their families for over 10 years in both the UK and Australia.

For more information contact Martin or Shannon on 9331 2691

• An end to the arguing and yelling! • It saved our lives • Simple, sane, effective •

This course is being run by a Parentshop® licensed practitioner. www.parentshop.com.au
Who are we?

The Come In Youth Resource Centre is a project of St Francis Social Services, a non-government, Public Benevolent Institution supported by the NSW Department of Community Services and the Franciscan Order in Australia.

We are a youth resource and counselling service for young people aged 12-25 who live in and move through the inner city and eastern suburbs of Sydney.

What do we offer?

The Centre provides counselling and specialist support on a wide range of issues. These include: homelessness, drug and alcohol issues, legal issues, educational needs, loss and grief, family and relationships. Our services are organised across the following program areas:

- Counselling and therapy
- Casework
- The Noah Project (housing support)
- Jonah Project (mental health and drug and alcohol issues)
- HYPA Project (under 18’s)
- Strong Mums Program
- Parenting programs

Contacting us

Our hours of operation are:
Monday to Friday 9.00am – 6.00pm

t: (02) 9331 2691
f: (02) 9331 1583
e: m.guy@stfrancis.org.au

What is family counselling?

Families are small and unique communities. Like all communities they sometimes get into difficulties through their differences with one another, or feel the strain when members experience troubles.

Family counselling helps people in close relationship help each other. It enables family members to express and explore difficult thoughts and emotions safely, to understand each other’s experiences and views, appreciate each other’s experiences, and make useful changes in their relationships and their lives.

How might it help me and my family?

Research shows that family based counselling can be helpful for a number of different issues.

These include:
- Breakdown in family communication
- Conflict between parents and adolescents
- Adolescent behaviour difficulties
- Truancy or school related issues
- Running away
- Mental health issues
- Drug and alcohol misuse

What happens in family counselling?

For the first session we encourage all the family members who live together to come along. This helps us understand what is happening for the family from a number of different perspectives. During the session it is not our aim to take sides, blame, or provide simple answers. Rather, we aim to engage family members in sharing understandings and exploring ways forward that work for them.

How many sessions will we need?

The number of sessions needed varies from one family to another. Here at the Centre we find that between four and six fortnightly sessions suit most families, however some families benefit from more than 6 sessions. If you feel family counselling might help we would encourage you to come along for the first meeting, from there, how many sessions you commit to will be between you and your counsellor.

Most sessions last between one to one and a half hours in length.

Do family counsellors only work with families?

No. We understand that from time to time young people will not want to take part in family counselling. It is possible to help adolescents who are experiencing difficulties without ever meeting them. Therefore, we may at times work with just the parents, or other significant people in the lives of the adolescent. At times we may see adolescents individually and/or in family member groups.

When a family is involved with several different agencies, the family counsellor may work with the network of professionals as well as with family members to ensure their input is co-ordinated and helpful.

What’s meant by ‘family’?

The Centre recognises that different cultures and groups have different ideas of what ‘family’ means. We understand ‘family’ to describe any group of people who care about each other and define themselves as such. Therefore, as well as working with parents and children, we may work with grandparents, siblings, uncles and aunts, cousins, friends, carers, other professionals – whoever people identify as important to their lives.
The School Photographer Re-Order
Group Photos

The group photographs are on display in the library for four weeks, and may be ordered by completing a Re-Order envelope available in the library. Please place payment either Cash or Cheque in the envelope provided. Credit Card payments can be made Online through our website (www.theschoolphotographer.com.au), please enter your ORDER NUMBER on the envelope and return to your School By 30th June 2013.

The photos are $14.00 each, 2 for $26.00, 3 for $36.00, 4 for $44.00 or 5 for $50.00. Any additional orders over 5 photographs are $10.00 each. This discount is only available per family order. Maxi sized photos which are A3 in size are $20.00 (e.g. Whole school).

*Please note if payments are not received before photos are sent to the school, a late fee of $5 will be incurred*

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<thead>
<tr>
<th>Name Of Group</th>
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<tbody>
<tr>
<td>Percussion</td>
<td>Vocal Ensemble</td>
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<tr>
<td>Senior Stage Band</td>
<td>Book Club</td>
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<tr>
<td>Year 12 (FUN)</td>
<td>SRC</td>
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<td>Captains</td>
<td>Library Monitors</td>
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<tr>
<td>Open Rugby</td>
<td>2012 Tournament Of Minds “Rose Bay Tensai” team</td>
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<td>Open Netball</td>
<td>Debating</td>
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<tr>
<td>Junior Concert Band</td>
<td>Year 7 Film Club</td>
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<tr>
<td>Junior Stage Band</td>
<td>Year 9 Film Club</td>
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<tr>
<td>Senior Concert Band</td>
<td>String Ensemble</td>
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<tr>
<td>Rock Band</td>
<td>Book Club Fun</td>
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</tbody>
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PROUD SUPPORTER OF

[Stewart House Logo]
BASKETBALL & SOCCER

FREE!!

FRIDAYS
3.30 TO 5.00

11—19 YR OLD

INFO: 9365 2500
david@ways.org.au

PARKOUR LESSONS

A philosophy and method of movement through any environment with speed and efficiency. The concept is to overcome all physical and mental obstacles in your path by using your body and mind to run, climb, jump and vault.

WHEN: 4:30pm - 6:30pm, Wednesdays
WHERE: WAYS Youth Services, 63a Wairoa Avenue, Bondi Beach
WHO: 11 To 19 year olds
HOW MUCH: $5 per lesson

FOR MORE INFORMATION CONTACT DAVID:
(02) 9365 2500 OR david@ways.org.au
WWW.WAYS.ORG.AU

WAYS Youth Services

Tuesday
TWEENIES
3:30PM - 5:00PM
(9 to 11 year olds)

GUITAR LESSONS
3:30PM - 4:30PM
4:30PM - 5:15PM
5:20PM - 6:00PM

Wednesday
YOUTH CENTRE OPEN
3:30PM - 8:00PM

HOMEWORK HELP
3:30PM - 6:00PM
(9 to 16 year olds)

Thursday
YOUTH CENTRE OPEN
3:30PM - 8:00PM

XBOX & PIZZA NIGHT
3:30PM - 7:30PM

Friday
YOUTH CENTRE OPEN
5:30PM - 8:00PM

POOLS COMPS
(fortnightly)
5:30PM - 7:30PM

Saturday
YOUTH CENTRE OPEN
2:00PM - 7:00PM

GRAFFITI SESSIONS
2:30PM - 6:30PM

CALL: 9365 2500

TUTUROING, GUIDANCE AND TIPS FROM GRAFFITI EXPERTS, SPRAY CANS AND MASKS PROVIDED.

OR SUPERVISED FREESTYLE GRAFFITI (BYO SPRAY CANS)

FOR MORE INFORMATION CONTACT DAVID:
(02) 9365 2500 OR david@ways.org.au
WWW.WAYS.ORG.AU
HOMEWORK HELP

Are you finding it difficult to finish your homework on time?
Need some help but don’t know who to ask?
...We can help.

To register call WAYS:
Ph. 9365 2500
or e-mail David:
david@ways.org.au

FREE

Volunteers needed
Contact volunteer@ways.org.au

YOUTH COMMITTEE
MEMBERS WANTED!
-GREAT WORK EXPERIENCE -HELP PLAN, ORGANISE, AND MANAGE EVENTS
-EXPERIENCE AND REFERENCES TO ADD TO YOUR RESUME

A VALUABLE EXPERIENCE WITH NETWORKING OPPORTUNITIES

FOR MORE INFO:
9365 2500
eva@ways.org.au

TWEENIES
FREE AFTER SCHOOL PROGRAM FOR 9-13 YEAR OLDS
WAYS YOUTH CENTRE, BONDI BEACH

TUESDAYS, 3:30 – 5:00

MENTORING
WORKSHOPS
ACTIVITIES
EXCURSIONS
GAMES
INTRODUCTION TO THE YOUTH CENTRE

FOR MORE INFORMATION: WAYS: 93652500

BAND ROOM
ROOM FULLY EQUIPT WITH:
Guitars
Drum Kit
Bass
Turntables
Amplifiers
Microphones

AVAILABLE: WED-FRI 6-8PM
SAT 2-7PM
9-24YRS
COST: $10 PER HR
CALL TO BOOK:
9365 2500

Become a Youth Advisor for WAYS in matters affecting young people and the community
Contribute to WAYS programs and activities
Get support & advocacy from WAYS staff
Dive right in with us this Summer! Build your confidence in the surf, be supported by a fantastic team and really enjoy your swimming! Can Too Swim offers twice weekly coached sessions.

- Instruction and stroke correction
- Race specific swim sets for all levels
- Swim with others at your pace
- Shark repellent available!!

The mid-week pool session includes:

- Instruction and stroke correction
- Race specific swim sets for all levels
- Swim with others at your pace
- Shark repellent available!!

The Saturday beach session includes:

- Water safety and surf skills
- Build up of distance for race day
- Water safety supervision

Can Too Tri offers coached training four times a week. It is for anyone, from beginner to advanced triathlete, who enjoys a promising future. Can Too Tri trains athletes to compete in actual Great Ocean Road Triathlon events. Can Too Tri trains for both the ironman and the half-ironman distances.

Weekly training includes:

- Mid-week track session
- Mid-week pool session
- Weekend beach session
- Weekend bike session

Contact: info@cantoo.org.au
www.cantoo.org.au
For information on Cure Cancer Australia visit www.cure.org.au

Are you interested in becoming involved in Can Too beyond training? We are always looking for eager people to assist in:

- Office help
- Massage Therapists
- Energy Champions
- Race Day Volunteers
- Guest Speakers

YOU CAN TOO!
WE TRAIN YOU!
FUN, FITNESS AND FUNDRAISING

Tuition offered by former 2012 HSC All Rounder student Dean Shachar.

English from Years 7 to 12
Business Studies, Year 11 to 12
Economics, Years 11 to 12

FOR MORE INFORMATION CONTACT DEAN SHACHAR ON 0404 637 270