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12 April 2019

Principal's Report



School Plan 2018 – 2020

The School Plan outlines our vision and strategic directions for the next 3 years. Below is a snapshot of what we aim to achieve in this period. We are really excited about what lies ahead for GRC Oatley. The full version of the document can be accessed on our school website.

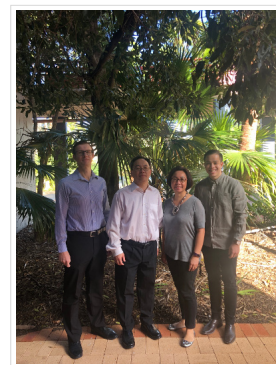
School strategic directions 2018–2020



Teachers Accredited at Proficient Teacher Level

From 1 January 2018, it is a mandatory requirement that all NSW teachers are accredited at Proficient Teacher Level, and maintain that accreditation, with the National Education Standards Authority (NESA).

It is with pleasure that we recognise staff who have recently been accredited as Proficient Teachers. These teachers make a difference to students and have made a conscious decision to contribute to public education. Congratulations to Mr Andrew Bates, Mr Kieren Beard, Ms Brenda Leong and Mr Andy Leung.



Open Night Extravaganza

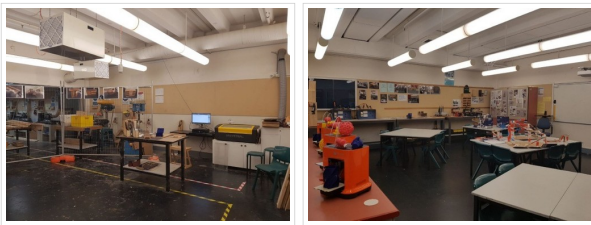
Our Open Night in Week 6 was a resounding success. Our school motto of *Creating Your Future* was certainly front and centre as we showcased why Georges River College Oatley Senior Campus is the local comprehensive school of choice.

We welcomed over 500 visitors and prospective families to the Georges River College Oatley Campus Community and showcased our wonderful school: students, staff, facilities and grounds. The atmosphere was electric and families witnessed first-hand what it is that makes us such a great school.

I would like to acknowledge the huge effort and contribution the whole school community made to present our school so fabulously. A big thank you to all students and staff who volunteered their time on the night. It was fantastic to see our Georges River College pride so obviously on display. Thank you also to our tour guides from the Student Representative Council (SRC). Visitors experienced a range of activities in science labs, drama rooms, technology labs, hospitality kitchens and art rooms to gain a taste of some of the differences and similarities between senior school, middle school and primary.

Feedback received from visitors included "your students present the school so passionately." "...your facilities are fantastic..." , "...this has been one of the best Open Nights that I have been to..." , "your school has such a great feel to it..." , "It is great to see the passion teachers have about learning..." and "Fantastic open night and outstanding facilities....".

Congratulations Oatley Senior Campus.



Christchurch Tragedy

This term we were faced with dealing with the tragic events that occurred in Christchurch - in particular the personal nature of this tragedy, the continued media coverage as well as the chatter across social media and how we might support each other. I have included an article below that may be of assistance to families as you process this tragic event with your children.

In the words of Ms Jacinda Ardern, New Zealand Prime Minister, who opened her tribute remarks in Parliament House in Arabic this week, "As-salaam-alaikum", "Peace be unto you".



Last Friday's shooting of innocent people in two Christchurch mosques is an event that has shaken people to the core worldwide.

While we'd like to protect our children from such events, in reality it's impossible, as the news coverage is so widespread and the event itself has impacted so many people. The personal nature of this particular tragedy makes it even harder to stomach than some recent natural disasters that have made the news, as awful as they have been.

So how do you approach this with your children? There is no easy answer, but be assured that your child will benefit from talking to you. These ideas may help:

Be available

Let your child or young person know that it is okay to talk about the events in Christchurch. Listen to what they think and feel. By listening, you can find out if they have misunderstandings, and you can learn more about the support that they need. You do not need to explain more than they are ready to hear, but be willing to answer their questions.

Filter the news

While we don't advocate censorship, we do suggest that you take particular care about your child's exposure to news events. The consistency of images can be frightening for young children who don't understand the notion of distance and have difficulty distinguishing between reality and fiction. Older children and teenagers will probably be interested in the news events, but they probably need an adult available to answer their questions and reassure them.

Engage in the news with older children

Many issues are now arising from this event that may be of significant interest to older primary-aged children and teenagers. Be prepared to engage in discussions about political leadership, gun laws, the coverage of the event itself by the media and other issues that will emerge. Increasingly, young people are demonstrating that they want to have a voice in shaping the world they live in. Give them a chance to air their concerns and formulate their ideas in the safe confines of home.

Manage emotions raised

The Christchurch tragedy may raise many emotions for children and young people including sadness over the loss

parenting ideas

of life, confusion over how such an event could happen, and outrage over injustice. Take your cues from your children and follow the themes that emerge. Demonstrate that you understand how that they may be upset and clarify their emotions if possible: "It's understandable to be angry when you hear news like this."

Moderate your language

Currently, we live in very divisive times. The fact that this shooting was carried out on one particular group demonstrates just the extent of the divisiveness of our community. Encourage kids to be inclusive, steering clear of valued ladders, extreme language such as "terrorists", "evil" and "horror" when describing the events and the alleged perpetrators. Not only does this type of language encourage children and young people to take a position rather than focus on the problems, it risks desensitising them to the reality of the impact of this event. The use of more sedate, yet descriptive language such as "german", "awful" and "tragedy" can take remove the emotional sting, while demonstrating the enormity of the event's impact.

Keep to a normal routine

Your child may feel powerless. You may feel the same way as that's what events like the Christchurch shooting does to us. Maintaining the same sleeping, eating and daily routines can help to restore a sense of control over our daily lives.

Show them how to change the world

Arguably, these are the worst of times in terms of social divisiveness. Our children in many ways are letting us know that they don't want to continue living this way. So how can they have an impact? Recently a timely clue came my way in the form of a notification from Facebook. Over the weekend, a parent shared an exciting message to her Muslim friends as a message of hope. The quote reads:

"Don't become too pre-occupied with your child's academic ability, but instead teach them to sit with those sitting alone. Teach them to be kind. Teach them to offer help. Teach them to be a friend to the lonely. Teach them to encourage others. Teach them to think about other people. Teach them to share. Teach them to look for the good. This is how they will change the world."

We get that power back when we start to impact the people around us in small ways, making positive changes for the better.

'Kindness', 'helping others', 'encouraging', 'sharing' and similar concepts don't make great political slogans but they form the basis of every strong community - which is precisely what kids need.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 30 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spooned Generation: How to raise independent children*.

Leadership by the River

Our Year 11 school leaders have been invited to participate in "Leadership by the River" - a Student Leadership Initiative within the Georges River Network. 140 student leaders from primary

and high schools will be involved in leadership activities with local Principals to strengthen their leadership skills. In addition to this, participating students will receive mentoring from a range of prominent business and political leaders.

There are two focuses to this initiative:

- High school leaders will mentor primary school leaders, helping them plan and implement a project they can work on and achieve in 2018.
- GRC Oatley leaders will identify a project they would like to work on this year and watch their efforts come to fruition.

This is a unique opportunity to develop skills for their careers, work in their community and develop resilience and perseverance through challenge.



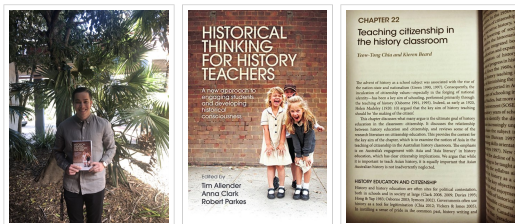
History Thinking for History Teachers

One of our teachers, Kieren Beard has been honoured and thrilled with the opportunity to engage in educational research into curriculum and practice. His work has been recognised and published in a new book - **History Thinking for History Teachers**. He hopes to build on this achievement by continuing his research into teaching and improving education standards well into the future.

Kieren studied at the University of Sydney, where he began to explore his interest in Asia's place in Australian education, particularly in the History and English curricula. This project was inspired by his own educational experience, which led him to feel that there was a genuine void in the history curriculum with regard to preparing Australian graduates as active and informed citizens for an Asia-centred 21st century.

The book is aimed at pre-service and early career teachers to reimagine how to teach history in Australian classrooms. The book has amalgamated research of many new and established scholars in the field of history curriculum to enrich understandings of how students learn history; exploring a diversity of perspectives and insights into practice.

Congratulations Kieren. We are extremely proud of this achievement. Cannot wait to see what lies ahead.



Year 11 and 12 Parent Teacher Night

Research shows that parents have a significant impact on their children's educational achievements. In fact, parental engagement overrides all other factors that have been shown to influence a child's achievement. It is therefore critical that teachers and parents develop effective relationships to bridge student learning between home and school.

Therefore, we value the role of informed parent participation in our school community. Open parent communication is vital to ensure a quality education for your child. When respectful, proactive communication is established between home and school a child will truly be supported in reaching their learning potential.

A note and email will sent home this week regarding Year 12 Parent Teacher Night. I urge all Year 12 parents to make appointments to meet their student's teachers to discuss HSC progress. Year 12 Parent Teacher Night is scheduled for **Tuesday 7th May (4:00pm – 7:00pm)**.

Year 11 Parent Teacher Night is scheduled for **Monday 4th July (4:00 pm – 7:00pm)**. Instructions on how to book appointments with teachers will be sent home next term.

Attendance

There is a high expectation at Oatley Senior Campus that all students attend school every day and be punctual in their arrival to school. Lateness and absence severely impacts on each individual and student learning. Data clearly shows that regular attendance improves student learning outcomes and engagement. This in turn improves student options and life and career choices. Please support us in ensuring that your child arrives to school on time and is ready to engage in lessons.

School and P&C Contributions

All families would now have received their invoices for the 2019 School Contributions. A big thank you to all members of the Georges River College community who have paid their school contributions so rapidly. Funds raised are necessary for our wide curriculum to continue in its current format, while the Voluntary General Contribution supports a variety of student programs and needs, including the purchase of the most appropriate texts and resources that support and celebrate student learning.

Families will note the P&C Contribution that is also included on the schedule. The P&C do not engage in other significant fund raising activities. We are fortunate that our school community strongly supports our school and values the education that their sons and daughters receive. I encourage all families to continue

their support in 2019, particularly as we work in consort with the P&C to refurbish learning environments for our students.

Anyone experiencing financial difficulties should contact me in confidence so an appropriate arrangement may be made.

P&C AGM

At last month's P&C meeting, we elected the P&C Executive. They are:

- **President:** Carolyn O'Brien
- **Secretary:** Lyndal Smith
- **Treasurer:** Sophie Barclay

Parents, as partners in the education process, have a right and a responsibility to play an active role in the education of their children. The P&C enables parents and citizens to meet together to determine the needs and aspirations of the school community.

P & C meetings provide a forum for parents to learn about the activities at the school, raise concerns and have input into the decisions affecting their children. I am looking forward to meeting with you at our next meeting. Our P&C meet on the last Monday of the month at 7:00pm in the Horseshoe Theatre.

I look forward to working with the new Executive and P&C this year as we partner together to continue with our tradition and motto of *Creating Your Future*.

Annual School Report

Our Annual School Report will be available to all parents and community members via our school website by the middle of next term. It is an informative document that contains worthwhile information about the school's academic performance, sporting performance, extra-curricular activities and outstanding achievements over the 2018 calendar year.

90th Anniversary Dinner

This year GRC Hurstville Boys Campus celebrates its 90th birthday. I have attached the invitation below. It would be great to have tables of GRC Oatley Campus parents and staff help one of our middle schools celebrate this milestone.

Georges River College Hurstville Boys Campus

90TH ANNIVERSARY
SATURDAY 18TH MAY
2019



Celebration Dinner 6pm in the Bini

\$90 per Adult or a table of 10 \$850

Dinner tickets: <https://www.trybooking.com/BBNWE>

Punchbowl Bus Company

Please read the important notice below from Punchbowl Bus Company. It is important that students are using their opal cards at the beginning and end of each trip to assist us with having accurate data to discuss with the bus company about bus services to and from school.



Always at your service

11 March 2019

Dear Principal,

Please help us supply appropriate bus services by reminding students to tap on and tap off with their School Opal cards.

One of the more significant changes created by the introduction of the School Opal card was the need for students to tap on and off when they travel to and from school. Opal data gathered by tapping on and off is used to determine demand for bus services. If students do not tap on and tap off, services may be cancelled due to the lack of recorded patronage.

With this in mind, we ask for your assistance in reminding students that tapping on and off at the beginning and end of each trip is one of the conditions of using their School Opal card. If a student does not have a School Opal card or their details have changed direct them to visit www.opal.com.au/en/about-opal/opal-for-school-students/

Any student that is not eligible for a School Opal card should obtain a Child/Youth Opal card or purchase an Opal single bus ticket from the driver when boarding the bus.

Damaged or lost School Opal cards can be replaced by completing the form found at <https://ssts-apply.transport.nsw.gov.au/ApplySSTS/ReplaceCard.html>

Thanking you in advance for your assistance. Please feel free to contact me if you have any questions about any of the above.

Yours sincerely,

Hamish Fraser
Planner & Scheduler
Punchbowl Bus Company

Punchbowl Bus Company Pty Ltd ABN 39 000 067 589
56 Hannans Rd Riverwood NSW 2210
Telephone (02) 8522 5000 Facsimile (02) 9533 1778 www.punchbowlbus.com.au

Term 2, 2019

Term 2 commences for staff on Monday 29th April 2019 and students on **Tuesday 30th April 2019**.

As this is the last newsletter of the term, I would like to take this opportunity to thank both the staff and students for their

hard work and the parents for their ongoing support. Have a Happy Easter and a safe, happy and restful mid-term break. I am looking forward to a productive Term 2.

Diary Dates – Term 1

- Week 11 – Year 12 reports distributed

Diary Dates – Term 2

- Schools resumes for students – Tuesday 30th April
- Year 12 Parent Teacher Night – Tuesday 7th May (4:00 pm – 7:00pm)
- P&C Meeting – Tuesday 27th May (7:00pm) in the Horseshoe Theatre
- Public Holiday – Monday 10th June
- Year 12 Post School Options Parent Information Night – Tuesday 18th June
- Week 8 – Year 11 reports distributed
- Year 11 Parent Teacher Night – Monday 4th July (4:00 pm – 7:00pm)
- P&C Meeting – Monday 24th June (7:00pm)

Anna Girginis
Principal

TAS Faculty

Hi, my name is Mrs Byron, I am new to GRC this year and have thus far thoroughly enjoyed my new school and students. But, WOW! What a term it has been - fun, learning and lots of new names to remember. At GRC, I teach VET Hospitality - Kitchen Operations and Food Technology, I love food and have really loved meeting your beautiful young adults.

So far this term we have had some great practical learning, and practical assessments. The practical lessons are great for the students as they not only learn to cook and get to eat but are learning about the functional properties of the foods and cooking processes along the way, at times without even realising it.

Mother's day should be rewarding this year as all year 11 Food Technology students should be cooking up a storm for mum...Bacon and eggs (scrambled or fried) for breakfast, Mini pizza for lunch and Lemon meringue pie for dessert. Whilst year 12 students can make Crumbed chicken and coleslaw with Apple crumble for dessert or if you fancy, some sweet homemade oreo cookies. Yummo.

We have completed a sensory taste test where students were asked to taste 3 different coloured jellies and report the flavour they tasted. Was the "RED" strawberry or was it raspberry? How about the "GREEN", was it lime or lemon? And the "BLUE", was that blueberry or maybe passionfruit?

HAAAA, the taste test was the only way to know if their sensory skills were working.

Are my taste buds tricking me or are my eyes deceiving me?

With the sensory aspect of food selection and consumption, it is important to understand that we first eat with our eyes

and nose. Therefore, ensuring we know how to style and photograph or present food is very important. Over the term students have been required to take photos of their final product during practical lessons. They are encouraged to use appropriate plating for size, colour and shape, consider the amount of food required on the plate, positioning of the food and the use of a garnish. They are then able to use a light box studio with a choice of background colours and LED lighting to help enhance their photo. We have had some great results and photos.

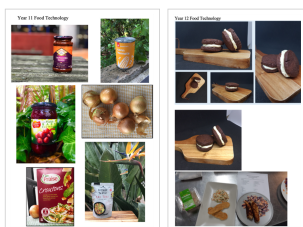
As food styling is a part of the syllabus, students were then sent on a mission to photograph a food product in a container using natural settings around the school where they had to consider the lighting, background and textures available to them. They could photoshop their image into a background if they wished, which extended their learning through the use of digital elements. The students found this to be a very interesting activity and turned out some great results.

Year 12 have been comparing homemade products to manufactured products and have had some great results also. Using a *Sous Vide* machine to cook apples for their crumble (poaching in airtight bags), comparing manufactured chicken tenders to hand cut and crumbed chicken tenders, homemade coleslaw V's sloppy, colourless pre-packaged coleslaw, but best of all were the Oreo Cookie comparisons. Students made their own chocolate cookies with cream filling and compared the production process of the real deal all American Oreo cookie to their own. The results were great and most thought they tasted better than the real deal, although they were a little too sweet for me.

Next term sees the students delving into the world of nutrition with foods for specific dietary needs and food product development. I hope your students are coming home with some great taste to be tried in your kitchen and a more confident approach to a life-long skill that will reap many rewards and praise for their new found abilities.

On behalf of the TAS-Food Technology staff we hope students remember to enjoy the break and keep cooking.

Mrs Byron, Ms Little, Ms Kalan, Ms Donald (Head Teacher TAS)



VET Report

Students in the Support Unit at GRC Oatley study Hospitality Food and Beverage. In Term 1, both the Red and Blue classes practicals were based around the unit of competency Sandwiches.

Last week the menu was the Bookmaker. This is also known as a steak Sandwich, best served with fries.

Please find our famous recipe below if you would like to try it at home.

BOOKMAKER / STEAK SANDWICH

Key Ingredient: Minute Steak
Key Skill: Deep frying
Equipment: Chef knife, butter knife, chopping board, measuring equipment, fry pan, toaster

Cooking Time: 15 minutes
Preparation Time: 15 minutes
Garnishes: Chips and chopped parsley

BOOKMAKER / STEAK SANDWICH

- | | |
|-------------|------------------------------|
| 1 | Minute steak |
| ½ | brown onion |
| 1 teaspoon | brown sugar |
| 2 teaspoons | butter |
| 1 teaspoon | balsamic vinegar |
| 2 slices | thick cut bread (sour dough) |
| 1 teaspoon | dijon mustard |
| 1 teaspoon | butter |
| Salt | to taste |
| 1 sprig | parsley (chopped) |
| 100gms | chips (frozen) |

Method

- Place chips into deep fryer. – Teacher demonstration
- Sauté onions in butter
- Add brown sugar and balsamic vinegar and sauté
- Heat griddle until very hot and pan fry steak for 40 seconds each side
- Put bread in toaster at the same time as cooking steak
- Once steak is cooked drain on paper towel on a silver plate
- Spread butter and mustard over toast.
- Assemble toast with steak and onions, place top on.
- Garnish with hot chips and chopped parsley.

Rebecca Jamieson
HT VET

Support Unit Report

The GRC Support Unit have recently introduced two long neck turtles and two pigmy bearded dragons into our “family”. These new additions have been welcomed by the students, staff and Alfred the goldfish, and are already providing opportunities for the students to learn how to care for something other than themselves. Part of the life skills outcomes for year 11 & 12 involve the caring of other living creatures.

These reptiles, with their own quirky personalities, have delighted students with their antics as they settle into their new homes.

The Support students have taken great pleasure in naming, feeding and caring for all of the animals, these are some very important life skills for students to learn.

The students have created artworks to adorn the areas around the tanks, others have chosen to carry the “animals” theme through to include a bugs and insects inspired, three-dimensional CAPA artwork which is on display outside the GRC library.

The interest in our news additions has also led to research projects about our new creatures.

<http://www.youtube.com/watch?v=h16Qxge3kSk>

<http://www.youtube.com/watch?v=nUPmg8fSNpl>



speakers: Arthur Alla the founder of Red Earth, and Associate Professor Jioji Ravula from the University of Wollongong.

One of the themes for the day was “making a difference by being different”, emphasising that our differences matter. Dr Ravula also highlighted the findings from Covey’s book: “7 Habits of Highly Effective Teens”. These are:

1. **Be Proactive:** Take responsibility for your life. Overcome stereotypes and tables – prove to yourself that you are beyond these.
2. **Begin with the End in Mind:** Think about your future. Define your mission and goal in life. Look for pathways for this to occur. Research has shown that it is never too early to plan your pathway.
3. **Put first things first.** Prioritise and do the most important things first. Find balance in your life – schedule study time and social time.
4. **Think Win-Win.** Have an “everyone can win” attitude, working across the community and creating opportunities for others.
5. **Seek first to understand to be understood.** Listen to people sincerely.
6. **Synergize.** Work together to achieve more – create partnerships to achieve challenging goals.
7. **Sharpen the saw.** Renew yourself regularly – have other interests and find things in life to enjoy beyond focussing on your goals.

Having been inspired at this conference, our Year 11 leadership group will be working together to plan and deliver a range of initiatives this year.

CAPA Faculty

The GRC STAGE BAND
Do you love jazz, funk, latin and swing?
 Rehearsals: 4.15-5.45pm, Wednesdays at GRC Oatley Campus
 Director: Angela Pryce (HT CAPA, Oatley Campus)
 angela.pryce@det.nsw.edu.au

SAX
TRUMPET
FRONE
DRUMS
GUITAR
BASS
KEYS
VOCALLS

**GRC
COMBINED
CAMPUS
CONCERT
BAND**

TERM ONE REHEARSAL:
**FRIDAY 5TH APRIL
 9AM-2PM**

ALL CAMPUS BAND MEMBERS
 TO ATTEND

Location:
GRC Oatley Campus
 Music Rooms – Level 2

Musical director: Angela Pryce (GRC Oatley HT
 CAPA)
 angela.pryce@det.nsw.edu.au



Debating Report

GRC Oatley’s Debating and Public Speaking Season Has Begun

GRC Oatley is participating in the Year 11 and 12 Premier’s debating challenge. So far this term we have hosted 2 debates.

Our first debate was against Engadine High School on the issue of should private schools be compelled to enrol a percentage of disadvantaged students. We won the toss and argued for the topic. Our first speaker Laura Bancroft created a detailed and credible model of how private schools should have to enrol students from disadvantaged backgrounds. Our second speaker Sarah Butler and third speaker Sar Youss with the support of our fourth speaker Kenton Chen argued the benefits of equality of opportunity for all students. The debate was passionate and close and GRC rebutted objections to their argument confidently and competently but at the end of the day Engadine convinced the adjudicator due to having a more developed and sustained case. Although disappointed with our loss, Engadine are to be congratulated for an excellent debate and the GRC debaters are proud of their eloquent efforts! We also thank Kevin Zhou for being chairperson and time keeper for this debate.

Our second debate was against Kirrawee High School on the issue that journalists should be compelled to reveal their

SRC Report

Year 11 SRC – Leadership by the River

On Thursday 4 April, 9 of our Year 11 SRC joined students from a range of high schools and primary schools at ‘Leadership by the River’. Our students participated in a range of leadership activities and were privileged to hear two very engaging keynote

sources. We lost the toss and therefore were arguing against the topic. Our debaters went outside their comfort zones and tried new things. Kenton Chen spoke in his first debate and used strong legal arguments to establish our case and rebut the affirmative team's model. Laura Bancroft moved away from her favourite role as first speaker and was an amazing second speaker constructing strong and sustained rebuttals. Sar Youss showcased his brilliant mind as he skilfully synthesised the arguments of the debate. Although this was a very strong debate for GRC Oatley unfortunately debating can come down to definitions and sadly we lost the debate due to not engaging enough with the affirmatives model and accepting their definition of 'compelling'.

Next term we look forward to venturing away from home and debating St George Girls on the topic of politics. We also look forward to students from GRC Oatley participating in the Plain English Speaking competition. We will enjoy the impending announcement of a Federal election as we spend the holidays researching political issues in preparation for next term.

Fiona Willis (Debating and Public Speaking Coordinator)



- How to develop a resume, cover letter and tailoring your job application

Narelle Collins

EALD Report

Beverly Zhang: International Student

When I was about 14 years old, my Mum decided she wanted me to study in Australia. She had recently come back from a holiday to Australia and was impressed by the beautiful, clean environment. I can't say I was really enthusiastic about the idea. I had my close circle of friends, and I liked my life in China, but I respected my mother's wishes, so I agreed to go.

The visa application process was difficult, and my application to study in a school in Sydney was rejected. I was, however, accepted to a school in Canberra. So, in 2016, at the age of 16, I embarked on a life-changing adventure.

When I arrived in Canberra, my first thought was 'Is this it? It's so quiet and small!' Not only did I have to quickly improve my English and adapt to a very different culture, but I also had to get used to such a small city, completely differently from the high rises and hustle and bustle back home. My school and host family were very welcoming. However, I was the only international student at school, which was a little isolating. Another thing I struggled with initially were meals. For Chinese, lunch is the most important meal of the day. I had to get used to having sandwiches, a little underwhelming to be honest.

After two years of life in Canberra I was accepted to attend Georges River College Oatley Senior Campus. This was a whole new world to me. Will I make friends? What will the teachers be like? Is my English good enough? Thankfully I settled in quickly and made friends. I discovered that there were thirty other international students studying here. My English still needs some improvement, but on the whole I feel like I belong here at Oatley. I like the freedom and flexibility I get here. It's really different from the highly structure, strict education system in China. I appreciate being treated more like an adult. I also appreciate the regular lunches organised by the International Student Coordinators Mr France and Ms La Motte!

Am I glad I came to Australia? Yes. Australia is a part of my life now. It's a great, safe place to live, and I can't imagine being anywhere else!

Thanks for reading!

Beverly Zhang



Careers Report

Parents of Year 12 students

Few students know exactly what they want to do when they leave school.

They will start to consider which pathways suit them and should be explored over the coming months:

- Employment
- Further study at TAFE
- Further study at university

Ideally they will have several options in mind and will apply for multiple courses or jobs.

From week 1 in term 2, during the Friday mentoring sessions, students will work through a Careers booklet titled "My Transition Plan". This will be a useful resource for the rest of Year 12 and beyond. They will also be offered an individual interview with a GRC Oatley Careers Adviser during term 2 and/or term 3 to discuss and develop their plans. The interview request will be distributed during mentoring on Friday 3rd May.

Penny Morrison

For year 12 students considering employment as an option after Year 12, the Careers Service can assist with:

- Finding information about jobs and employers
- The many different ways to apply for jobs