



60 Williamsons Road
South Morang VIC 3752
Subscribe: <https://marymedecc.schoolzineplus.com/subscribe>

Email: principal@marymede.vic.edu.au
Phone: 03 9407 9000
Fax: 03 9407 9010



30 July 2020

FROM THE PRINCIPAL

Dear Parents, Staff, Students and Friends of our Marymede Community,

I think the word most used the past few months has been 'unprecedented'. It aptly summarises the extraordinary circumstance we find ourselves in as we come to terms with the unfolding reality of a pandemic. This year will probably forever be known as the Year of COVID-19.

The pandemic has disrupted our lives in ways we have never known and certainly never expected. The return to remote online learning for our P-10 students last week is something that we never expected. I am confident that the positive staff and student relationships which were so evident when we were in home schooling to start Term 2 will once again ensure that our students experience success in their learning throughout this second wave of COVID-19.

I also wish to acknowledge the role of our parents in the way you have juggled your own work demands and supported your children with their schooling. We have often spoken about the partnership between school and home. In so many ways we are truly in partnership. I hope when we reach calmer waters, we can rejoice in the gift of unity that has been strengthened as a consequence of such difficult circumstances.

Marymede Day: 11 August

I have always regarded this day as the most significant event in our school year as it gives both staff and students the opportunity to come together and celebrate who we are and what we stand for as a College Community.

Secondary Subject Selection Information Evening

It was pleasing to see that a number of parents were able to sit with their sons/daughters last Tuesday evening to watch our online presentation. In my experience, the best pathway

decisions are made after students, parents, Domain Leaders, and the Careers Coordinator talk and listen to each other.

I urge our students to set their goals high and strive hard to achieve them, engaging in all the learning experiences along the way.

Year 11 Retreat

Our Year 11 students are currently participating in their Retreat experience which is being held on campus. I will be speaking to the students in their House Groups tomorrow about the qualities we are looking for in our young people who aspire to be leaders in our school community.

Parent/Teacher/Student Interviews (Senior Students): 6 & 10 August

A reminder to parents of Years 11 & 12 students and Year 10s who are studying a VCE Units 1 & 2 subject, that phone P/T/S Interviews will take place next Thursday 6 August and the following Monday 10 August from 4.00pm to 7.00pm. In these challenging times, I strongly encourage parents to book a time to talk with your son/daughter's teachers.

Mr. Michael Kenny
Principal

DEPUTY PRINCIPAL STAFF AND OPERATIONS PREP – YEAR 12

Face Masks Compulsory From 23 July: For Whom and When?

Premier Daniel Andrews announced that from Thursday 23 July the wearing of a face covering is compulsory in order to help arrest the spread of COVID-19. According to CECV advice, 'all school-based staff and secondary school students' are legally required to wear 'a face covering' while at school and travelling to and from school. The Victorian Chief Health Officer has advised that any face covering will be acceptable – it does not need to be a surgical mask. Parents and carers conducting drop-off and pick-up are also required to wear a face covering.

Exemptions are provided as follows:

- Teachers and education support staff will not be required to wear face coverings while teaching, but those who wish to do so can
- Students while engaged in a sporting activity do not need to wear a mask
- Staff alone in an office may remove their mask
- Primary school students do not need to wear a mask: 'Students who attend primary school for onsite supervision will not be required to wear a face covering. Students who are aged 12 by Year 6 will not be required to wear face coverings'
- Students or staff who have a medical condition – including while experiencing problems with their breathing, a serious skin condition on the face, a disability, or a mental health condition – are not required to wear a face covering

VICTORIA'S FACE MASK RULES

Face masks must be worn outside the home in metropolitan Melbourne and Mitchell Shire, including most workplaces

The "common sense" rules allow exemptions for medical issues and when a mask is "entirely impractical"

1 GREATER MELBOURNE
2 MITCHELL SHIRE

EXERCISE

RUNNING
NO
But have one to put on after your run

WALKING
YES

SCHOOL

TEACHERS at school
NO

VCE and VCAL students at school
YES

DRIVING

FAMILY
NO
Driver in car, alone or with family

RIDESHARE
YES
Driver in car with others for work or rideshare

CARERS

CHILD CARE workers
NO

AGED CARE workers
YES

CHILDREN

CHILDREN AGED 12 and above
YES

CHILDREN UNDER 2
NO

Masks are a consideration for other ages

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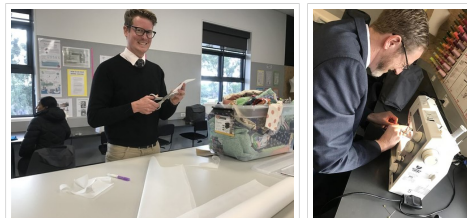
Staff and students are required to supply their own masks. CEM has provided a supply of single-use face masks as a back-up for those occasions when a student's own face mask is damaged or misplaced: these are available from the First Aid Office.

Please click on this link to the Department of Health and Human Services website for advice about face coverings, including:

- which different types can be used
- how to make your own
- how to safely wear one
- how to safely remove it.

Face Mask Making at Marymede

In a wonderful example of collegiality, Marymede Textiles staff offered two mask-making sessions for staff and have created instructional videos posted on the Marymede Facebook page. It's almost 40 years since my own mother taught me a few simple steps on the sewing machine, so I was most grateful for the guidance of our Marymede staff and proud to have created my own face mask alongside other (socially distanced) colleagues.



Stay Safe, Stay Home

Until at least 17 August, all students except those in Year 11-12 (& VCE/VET accelerating Year 10 students) will be learning from home and there will be no classroom learning conducted by Prep to Year 10 teachers on-campus. This government decision has been made to increase physical distancing across the population and reduce the transmission of coronavirus (COVID-19). Therefore, all P-10 students who have an adult at home must learn from home.



Provision has been made for students in the following categories only for supervision of their Home Learning on-campus:

- Children of parents who cannot work from home and are not able to be supervised at home, and no other arrangements can be made; or
- Any student with a disability; or
- Vulnerable children, including:
 - children in out-of-home care
 - children deemed by Child Protection and/or Family Services to be at risk of harm
 - children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service).

Most of the adults engaged in supervision of P-10 students on-campus will not be teachers: the P-10 teachers will be actively engaged in conducting and preparing Home Learning programs. P-10 students on-campus will be engaged in the exact same Home Learning Program as students learning from home. Please click on this link to email the College Attendance officer and request the online permission form if your P-10 child fits the requirements above and will need to attend one or more days.

All parents and carers are reminded that if their child is unwell in any way they must not come to school. Students adjudged by College Nurses to be unwell will be sent home.

Limited Access to Student Resources On-campus

Due to the COVID-19 restrictions up to 17 August, Prep – Year 10 students and parents have limited access to tubs / lockers if a student requires additional learning resources that are at school.

Year 7 - 10 students may gain access to their locker during the normal periods 1, 4 & 5 times by visiting Main Reception. Only the student will be permitted on-campus. In keeping with social distancing requirements, only one set of siblings or two students will be permitted at a time. Please note that students may be required to wait outside Reception until a previous set of students has exited.

Primary parents will generally be unable to access their child's tub / locker unless your child's teacher has specifically requested retrieval of resources. In this case, the staff member will negotiate personally meeting the individual parent (during period 1, 4 or 5) outside the Finance office and escorting them to the classroom/locker. If there is a need across a year level to have parents retrieve resources, then parents will be contacted to book a time to either collect resources from Main Reception or for teachers meet parents outside the Finance office to escort them into the class/locker bay in groups of no more than 2 parents at a time.

Restricted Entry & Procedures For Students On-campus

Please note that entry and exit points to the campus are currently limited as a further measure for protecting the health of our staff and students. Parents will not be permitted to drive on-campus until further notice.

Year 11-12 (& Year 10 acceleration) students must be dropped off outside the College grounds and enter via the pedestrian gate near the Chapel.

For the small number of Prep – Year 10 students who will be on-campus, parents / guardians must park off-campus and accompany their child to personally sign-in their children at the Finance Office each day and await the result of their child's temperature check before departing.

Mr David Broadbent
Deputy Principal Staff & Operations P-12

DEPUTY PRINCIPAL LEARNING AND TEACHING PREP – YEAR 12

Academic Awards

This year we have implemented semester-based Academic Awards for students in Years 7-12. Acknowledging and celebrating student excellence and endeavour in academic pursuits will not only strengthen the individual student's self-belief, but also increase the profile of academia and further enhancing the culture of academic excellence at the College. There are two types of awards:

Excellence subject award – Acknowledges the student with the highest academic average who displays the desired learning dispositions and work habits.

Endeavour subject award – Acknowledges the student who has demonstrated determination, perseverance and has shown learning growth throughout the semester.

For students in year 7-10 an Excellence Award will be awarded for each class, in Year 11 and 12 one Excellence Award will be determined for each subject. Each class teacher from Year 7-12 has selected an Endeavour Award recipient.

In the absence of all students being on-campus, we are unable to distribute the printed certificates at this time; however, students have been notified via email if they are the recipient of one of these awards. I congratulate all our award recipients and encourage all students to set high expectations of themselves as learners and maintain a consistent approach to their studies, even in these challenging times.

2021 Subject Selection

We thank the parents that were able to attend the subject selection information session on Tuesday evening. This is a very exciting time for many of our students but for others they can find the choice to be quite overwhelming. A reminder that we have developed a number of resources to assist you and your child with making these selections. All of these can be downloaded from the subject selection folder via Knowledge Banks on SIMON (student access) or PAM (parent access). Please do not hesitate to contact the relevant member of the College should you have any questions; their contact details can be found in the Subject Selection Handbook.

Disability Standards Review

The Disability Standards for Education 2005 (the Standards) help make sure students with disability in Australia can access and participate in education on the same basis as students without disability.

What is happening?

The Australian Government Department of Education, Skills and Employment, on behalf of the Minister for Education, is undertaking a review of the Standards through an extensive community consultation process. The Standards are reviewed every five years to test if they are effective in achieving their objectives and whether any improvements could be made.

Current, former and prospective students with disability, their families and carers, advocates, educators and other members of the public are invited to share their experiences, views and ideas to inform the Review of the Standards. A discussion paper has been developed with guiding questions to help you have your say.

How can you be involved?

Due to COVID-19 restrictions, engagement activities will mostly be held online via a dedicated 2020 Review Consultation Hub. There is a range of different ways you can share your views and ideas. To register to be involved or to make a submission visit the Consultation Hub. The consultations are open until 11.59pm AEST on Friday, 25 September 2020

For more information on how to get involved, email The Social Deck at engage@thesocialdeck.com or call 0491 617 118.

NCCD

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, in line with the NCCD guidelines (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the Australian Government's Privacy Policy:

Further information about the NCCD can be found on NCCD Portal.

Mrs Jessica Hall

Deputy Principal Teaching & Learning P-12

DIRECTOR OF FAITH AND MISSION

Year 12 RE Seminar with Andrew Fuller

Renowned psychologist and family therapist presented to our Year 12's via Zoom on the topic 'From stressed to Strong'. He tapped into what was important to them at this time and how to maintain perspective; to be creative with solutions and to use personal strengths to leverage wellbeing and focus.

He has fantastic resources for learners and parents, and his books provide very practical and realistic advice.

<https://mylearningstrengths.com/>

<https://andrewfuller.com.au/>



Marymede Day COVID-19 Style

We are committed to honouring the *Feast of the Assumption of Mary*, as our whole-school Marymede Day in the week beginning August 10, knowing that our P-10 Students are at home during this time. We are looking to prepare a 'Holy Week' for the community beginning with acknowledging the Feast Day of St Mary of the Cross Mackillop on Saturday, August 8 and concluding with the Feast of the Assumption of Mary on Saturday, August 15. On the morning of **Tuesday August 11**, there will be a reflection for the community and activities prepared by Directors of Students, House Leaders and Year Level Teachers to mark the occasion both at home and at school.

In preparation for this day, it would be great to receive any footage from students, from any year level, responding to one or two of the following prompts:

Marymede day is special to me because...

My best memory of past Marymede Days is...

What do you think about Mother Mary?

On this Marymede Day at home I am going to make it special by...

If there are siblings at home, you might like to make a joint video. Please send these into Julia.wake@marymede.vic.edu.au by **Wednesday 5 August**.

Community Mass via Facebook on Wednesday 12 August will be dedicated to the Feast of the Assumption – please join us.

Friday 14 August will now be a day of normal classes.

Sacraments Update

Our advice remains the same, subject to any Government advice post-17 August:

First Reconciliation: Year 3 students will be prepared for this over the course of Term 3, with the intention to experience this sacrament within their class group in class time in the week beginning the 7 September, with Fr Martin Ashe and Fr John Murphy, assuming we are back to face to face learning.

First Eucharist: Year 4 students will be prepared for this over the course of Term 4, with the intention of receiving this sacrament in November. Students will also experience Reconciliation with Fr John during Term 3. The format is still to be confirmed.

Confirmation: Year 6 students will be prepared for this over the course of Term 3, with a Reflection Day on Monday 31 August,

however we will not be able to celebrate this Sacrament at St Patrick's Cathedral on 13 September. It is likely that we will need to make arrangements for smaller groups with Bishop Terry and our Parish Priests.

Upcoming Faith & Mission Events

Weekly Wednesday Community Mass: 8.00am each Wednesday morning with Fr John via Marymede FACEBOOK.



Feast Day of St Mary of the Cross Mackillop: Saturday 8 August

Sacrament of Reconciliation Family Evening via Zoom: Tuesday 11 August 6.30 – 7.30pm

Marymede Day COVID-19 Style: Tuesday 11 August

Feast of the Assumption of Mary: Saturday 15 August

Sacrament of Confirmation Family Evening via Zoom: Tuesday 18 August 6.30 – 7.30pm

Ms Julia Wake

Director of Faith & Mission P-12

STUDENT LIFE

Primary Student Wellbeing

START UP Term Three

Term Three has commenced with Remote Learning 2.0 and many of our students will find it easy to adjust back to learning at home. However, for others the novelty of Remote Learning has passed and maintaining our wellbeing is a priority second time round. The Primary Wellbeing Team will continue to share wellbeing initiatives with students and their families through Seesaw to support everyone's wellbeing.

Wellbeing was a focus of START up TERM 3; Marymede students started off on a positive note with their self-care plans on Seesaw. It is helpful to reflect on what worked well in Term 2 and make adjustments to assist with this next phase of learning.

I encourage you to display your family's self-care plans so they prompt you to act. Mine is on display in my office at school and at home to remind myself to priorities both my own wellbeing and my family's opportunities to selfcare.



Mrs Murray's Self-Care Plan!



3 things to help Victorian parents get through Lockdown in Melbourne

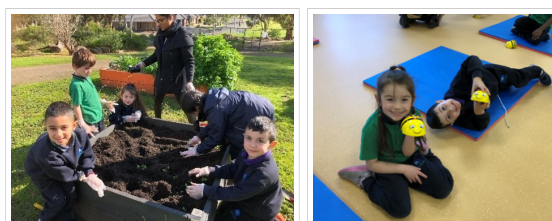
In Patrick Wright's article on abc.netv, Patrick has three elements that will support parents during this second phase of lockdown, [self-care](#), [connections](#), and [a positive mindset](#). Please feel free to read this article to support your own wellbeing.

School Holiday Program

Following the announcement of an extension of the July school holidays, Mr Kenny put out a call to the Marymede Community to assist with providing a School Holiday program for students who required care.

It is a clear sign of a strong community that when you ask for help at short notice and people respond with not only a YES, but they go above and beyond.

Students participated in paper plane competitions, made slime and bouncy balls in the science lab, played with the new IT robots, visited the gym, participated in art and craft activities, cleared out the garden beds, planted new vegies and flowers in the SUN!



Thank you to all off the staff who stepped up this week and helped organise or supervise activities - there were plenty of smiles on both staff and student's faces and very appreciative parents.

Ms Lisa Murray
Student Wellbeing P-6

Co-Curricular Program

With the return to remote learning for our Prep-10 students, we are again delighted to offer some fun, optional activities to complete at home while the Co-Curricular program is reduced on-campus. Recent activities include Hip-Hop Lyric & Magic Workshops, Coding, Puzzles, a new Dance Club Routine and more! Students are still eligible to earn house points each week with a variety of activities.

<http://marymede.vic.edu.au/node/874>



Ms Angie Bedford
Cultural Co-Curricular Coordinator P-12

Primary Sports

It was great to see so many families participate in last Friday's House Walkathon Activity. House points will be awarded to every student who participated in the activity. It was lovely to see so many students out walking in their Marymede House Uniform and committing to their daily exercise.

We will have a new House Activity each Friday whilst we are Home Schooling.



Ms Liz Miles
Primary Sport Assistant

CAREERS

Pathways

This update contains Information on the following:

- Virtual Open Days
- Getting the Most out of Open Days
- VTAC Guides
- Early Entry Programs – Latrobe University and ACU
- Special Entry Access Scheme
- ACU Early Entry program
- ACU Guarantee Program
- Special Entry Access Scheme
- Latrobe – News from Latrobe University

- Swinburne Early Entry Program
- Monash University
- Kangan Institute

Getting the most out of a Virtual Open Day

Most institutional Virtual Open Days will be held in late July and August (see previous page for Open Day dates). However, you are more than welcome to contact an institution at any time for advice on courses.

Who should participate in a Virtual Open Day?

Anyone who is considering studying at a tertiary level in the next few years should attend.

Why should you attend an Open Day?

Apart from the opportunity to obtain course information there are many other reasons for participating:

- You are going to feel more comfortable arriving at a university or TAFE institute on the first day of classes if you have done your research and found out more about the institution.
- What is really involved in the course or courses you are interested in?
- If you have to move away from home, where are you going to live?
- Will you be happier studying in a large metropolitan institution or a smaller, perhaps rural institution?
- What does the place 'feel' like? Watch Virtual Tours and try gaining an insight into whether or not it is a bustling environment with lots of activity, or a quieter, more relaxed campus set in landscaped grounds?
- How are you going to get there? Is it close to public transport or should you start saving now for a car?

If you don't know the answers to any of these questions, then you should participate in a Virtual Open Day

How to make the best of Virtual Open Days

To make your Virtual Open Day activity fun and informative, here are some pointers:

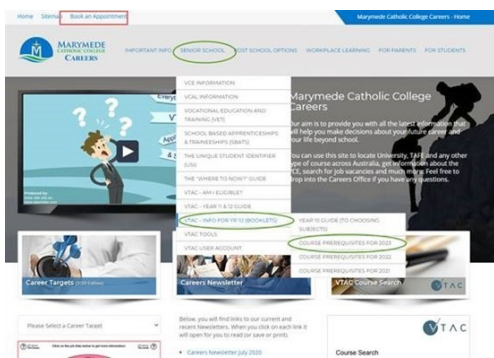
- Write down a list of questions you would like to ask about particular courses – if they are not addressed during the virtual event, you can always follow up with the institutions later
- If the event allows Q & A, make sure you ask lots of questions
- Enjoy the activity!

Not everyone can participate in every Virtual Open Day and various institutions are also holding their Virtual Open Days on the same date, so students are encouraged to register for as many as possible so that even if you miss one, you should receive notifications from the institutions and may be sent recordings if they are available.

VTAC Guides

Course Prerequisites for 2023 – The course prerequisite booklet for 2023 is now available via the careers website.

(screen shot below). Please download this booklet as it lists every course and subjects required for them for 2023.



Yr 10 VTAC Guide - The VTAC Year 10 Guide assists you in choosing senior secondary studies for the right reason. It contains information about researching tertiary education, choosing senior secondary subjects, and how the ATAR is calculated.

ATAR rules and restrictions for current Year 10 students (i.e. those receiving an ATAR in two years' time) are available VTAC Guide to the ATAR and Scaling

Year 11 VTAC Guide

The VTAC Yr 11 Guide provides information about researching tertiary education, choosing year 12 studies, and understanding the ATAR

Year 12 VTAC Guide

The VTAC Yr 12 Guide and further information is now available. The VTAC Application process does not open until August 3. Yr 12 students will be guided through the application process in the week August 3.

Year 12 Guide

The VTAC Year 12 Guide provides information about researching tertiary courses, including meeting course requirements, and a guide through the stages of the VTAC application process, including applying for courses, SEAS, and Scholarships.

Printable Guides

- The VTAC Guide to Researching Tertiary Education : covers the benefits of tertiary education, course research tools and resources, questions you should ask, researching careers and finding a 30 minute mentor, understanding the types of tertiary course, how to find eligibility and course requirements, researching prerequisites and selection requirements, preparing for interviews, auditions and folios, planning pathways, researching campus life, and researching the costs associated with tertiary education.
- The VTAC Guide to Applying in 2020 : covers each step of the application and offer process.



Early Access to 2021 Courses at the University of Tasmania (UTAS)

UTAS is introducing a **School's Recommendation Program**. This program will ensure that Year 12 students are not disadvantaged by any challenges they have faced this year. It has been designed to give students confidence in completing their Year 12 and receiving a university place in 2021.

Students are encouraged to browse UTAS School's Recommendation Program **to find out more.**



New Nexus Program

Introducing a revolutionary new path into secondary teaching - the Nexus Program: providing a first of its kind pathway into secondary teaching. Nexus students will be supported by the Federal Government's High Achieving Teachers Program. This means successful participants **will receive a salary while studying** as well as access to mentoring and professional development.

What are the benefits of Nexus?

Nexus aims to recruit, prepare, graduate, and assist in the employment of teachers in low socioeconomic schools in urban, regional and rural Victoria. Nexus students will receive all the benefits of the Master of Teaching (Secondary) plus:

- payment at teacher aide rates as they become a fully qualified secondary teacher
- placement in a low socioeconomic secondary school in regional or metropolitan Victoria throughout their degree
- extra opportunities for professional development in social justice areas
- employment support at graduation and for two years as a beginning teacher
- a blend of block study during intensives and highly mentored external study
- Nexus students will spend more time with lecturers, teachers and local communities
- all Nexus places are Commonwealth supported

Current VCE students considering a career in secondary education are highly recommended to learn more about this excellent opportunity - La Trobe Nexus Program



News from the University of Melbourne

- **Study Website**

Study is a very useful online toolkit that has all the information prospective students need to make the most of their post-secondary plans. From choosing a course - to application advice, finding accommodation, making the most of campus life and accessing support services.

- **Stay Connected**

Students considering studying at Melbourne are recommend signing up to receive updates from the University, especially during these changing times. Students can nominate their area(s) of interest to personalise their communications from the University. Signing up to hear from Melbourne means, if there are any changes that impact their future study plans, they will be notified directly. **Register at Stay Connected.**

- **Meet Melbourne Online 2020**

Students are reminded that they can still access the recordings of the Meet Melbourne 2020 webinars, with each webinar providing more information about the courses and careers that interest them most.



Early Entry Programs

ACU offers two **guaranteed early entry programs** that current Year 12 students might wish to apply for.

Passion for Business (P4B) Early Entry Program

Passion for Business Program (P4B) is a guaranteed early entry program designed to nurture a students' learning passion and give them a step up in their future business career. Current Year 12 students studying a business-related subject are encouraged to apply for the P4B Program.

Benefits of the program include:

- early conditional offer into an ACU P4B course
- access to Academic Skills workshops, the CareerHub and networking events
- study abroad opportunities
- \$500 textbook voucher awarded to the top three P4B students at the end of Semester 1
- invitation to an ACU P4B welcome event
- access to the Leading with Impact program

Eligible P4B Courses:

- Bachelor of Commerce
- Bachelor of Business Administration
- Bachelor of IT
- Bachelor of Accounting and Finance
- Bachelor of Commerce/Bachelor of Business Administration

- Bachelor of Commerce/Bachelor of Arts
- Bachelor of IT/Bachelor of Business Administration

To be eligible for admission, Year 12 students need to have studied a business or business-related subject in Year 11 or 12 and can demonstrate they have previous work experience and volunteer work.

Applications for Passion for Business (P4B) for 2021 are now open. Find out more about the P4B program, and the online application process at [Passion for Business \(P4B\) Early Entry Program](#)

Passion for Law (P4L) Early Entry Program

Passion for Law (P4L) is a guaranteed early entry program for students passionate about studying law and designed to nurture their learning potential and give them a step up in their future law career.

Benefits of the program include:

- early conditional offer for an ACU law degree
- access to Academic Skills workshops, the CareerHub, and network events
- taking part in study abroad opportunities
- participating in the pro bono program
- \$500 textbook voucher to the top three P4L students at the end of Semester 1
- invitation to an ACU P4L welcome event
- access to the Leading with Impact program

Eligible P4L Courses:

- Bachelor of Laws
- Bachelor of Arts/Bachelor of Laws
- Bachelor of Biomedical Science/Bachelor of Laws
- Bachelor of Business Administration/Bachelor of Laws
- Bachelor of Commerce/Bachelor of Laws
- Bachelor of Laws/Bachelor of Global Studies
- Bachelor of Psychological Science/Bachelor of Laws
- Bachelor of Theology/Bachelor of Laws

To be eligible for admission, students will need to attain a minimum **ATAR of 75.00** and meet the prerequisite of Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.

Applications for Passion for Law (P4L) for 2021 are now open. Find out more about the P4L program, and the online application process at [Passion for Law \(P4L\) Early Entry Program](#)

Early Entry Programs to Latrobe University and Australian Catholic University

ASPIRE Program – La Trobe University

The Aspire Early Admissions Program rewards your involvement in community, leadership and volunteering with an early conditional offer into your chosen course at La Trobe. This means you'll know if you have a place at university in

September or even earlier. You'll also receive exclusive benefits designed to nurture your skills and give you the support you need to succeed at La Trobe and beyond. Apply Now. Closing date 31 August 2020.

Community Achiever Program – ACU

Community Achiever Program (CAP) is open to people who volunteer for local community, social justice, sporting or cultural causes. In return, you'll gain early entry and tap into leadership and development opportunities. The program offers future students who are active in their community early entry to their undergraduate course of choice. You can receive an early offer as early as August. Apply Now. Closing date 12 August 2020.

Special Entry Access Scheme - SEAS Applications thru VTAC

SEAS applications open 3 August 2020 for courses commencing in 2021.

Plan your time

Depending on the category, a SEAS application can take several weeks to complete. This is because some categories require supporting evidence, such as financial evidence or a statement of support from someone who can verify your circumstances. You may be required to get evidence from a health practitioner. This evidence can take a while to collect.

The application may also require you to provide your own description of circumstances and impact statement, which we recommend you make time to draft before submitting.

Research the requirements

Research the SEAS application requirements as soon as possible. You can find them on the following pages:

- Category 1: Personal information and location. This category includes age, living or school location, under-representation of a particular gender in a course or field of study, recognition as an Indigenous Australian, recognition for being from a non-English speaking background and recognition for being the first in your family to attend tertiary study.
- Category 2: Disadvantaged financial background
- Category 3: Disability or medical condition
- Category 4: Difficult circumstances

Category 4 has had the following added

Difficult circumstances relating to 2019-2020 bushfires

If you are applying to Category 4 in relation to the impact of the 2019-2020 bushfires on your education, you do **not** need to write an impact statement. You must still supply a statement of support from a relevant responsible person who will describe the impact.

Difficult circumstances relating to remote learning as a result of the COVID-19 pandemic

If you are applying to Category 4 in relation to remote learning impacts, you can use a streamlined process to apply. As part of the application for Category 4, you can indicate the level of educational impact you experienced in some specific areas.

You don't need to write anything about these impacts, and the only supporting evidence required will be supplied directly to VTAC by your school.

If your education has been affected by COVID-19 beyond the impact of remote learning, you can apply for special consideration via the standard SEAS application process in the appropriate category: Category 2 (financial), Category 3 (medical), or Category 4 (difficult circumstances with written statements).

You can also visit Demonstration applications for an example of the SEAS application.

Talk with Industry Specialists

Talk with Industry events, a series of webinar panel discussions featuring ACU graduates across a range of different professions. Get helpful advice and find out what it is really like to work in your area of interest.

Students are encouraged to join the webinars to:

- hear from ACU graduates about their work experiences
- get tips and advice for pursuing a career in an area of interest

Arts Graduates	18 August, 5.00pm – 6.00pm	Register here
Nurses, Midwives, and Paramedics	17 September, 6.00pm – 7.00pm	Register here
Teachers	30 September, 6.00pm – 7.00pm	Register here



ACU Guarantee Program

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

With the considerable challenges Year 12 students have been facing this year, ACU has introduced the **ACU Guarantee** program. Students can make an application through this program, have their Year 11 results considered, and ACU will produce a predicted selection rank and make a conditional early offer before final exams have been sat.

Applications for 2021 entry open 3 August 2020 and close 25 September 2020. Students are required to apply through the ACU Guarantee application portal on the ACU website. Students will have to upload their Year 11 reports and may also choose to supply a brief statement outlining their personal circumstances and motivation for university study, which may help improve their selection rank. Students need to be mindful that not every course is participating in this program. Find out more at ACU Guarantee Program

News from La Trobe University

Specialised Programs at La Trobe University for early entry into courses for 2021. This applies to all students studying Yr 12 VCE and VCAL program.

The Achieve at La Trobe program allows you to enrol and complete a first year Latrobe subject online in semester 2.

The Prepare for Latrobe program allows you to complete online and free micro -subjects from Latrobe's Tertiary Preparation Program. VCE students will complete 3 micro subjects and VCAL will complete 6 micro subjects.

- **Student Excellence Academy**

The La Trobe Student Excellence Academy provides support and enrichment opportunities that expand the study and employment advantages to current students. Current senior students are encouraged to browse the link included to learn more about the advantages of being part of this program should you enrol at La Trobe University.

- **La Trobe Accelerator Program**

Students with a keen interest in entrepreneurship, *new* business start-ups, etc. might be keen on learning more about the La Trobe Accelerator Program which is open to current La Trobe students and connects participants with *mentors, resources, seminars, and workshops*, enabling them to succeed in their new endeavours. Participants have the opportunity to do internships, and receive business development support, and start-up teams may be awarded \$10,000 as seed-funding for their new business. Students are encouraged to browse the above link, and also visit the Frequently Asked Questions link which provides very detailed information.



Swinburne 2021 Early Entry Program

A different way to enter university that will not depend on your ATAR. For Semester 1, 2021 only.

The Swinburne 2021 Early Entry Program is a unique opportunity for current Year 12 students to receive a conditional offer based on a recommendation by the school, and not based on an ATAR.

Applications open early August 2020 but interested students are invited to register their interest and receive regular updates - register here.

Details of the application process, as well as participating courses can be found below.

1. Application process

For a detailed overview of the steps students will need to follow, as well as some handy FAQ's, head here.

2. Eligible courses

Not all courses will be offered through this program, so here is a list of the eligible courses and their VTAC codes.

3. Recommendation form

As part of this alternate entry to university, students will need to submit a letter of recommendation. Here is a PDF copy of the Recommendation Form, you can also download it here.



News from Monash University

Upcoming Inside Monash Webinars

The Inside Monash webinars are faculty and course specific and participants can register for as many as interest them. Many of the webinars will take place from 6.30pm – 8.00pm AEST but students are encouraged to please check the times when registering.

- 12 August - Engineering
- 13 August - Music
- 19 August - IT
- 20 August - Science
- 26 August - Debate: Autonomous cars are better than human drivers
- 27 August - Law

Register for these webinars at Inside Monash Webinars

Upcoming Information Evening Webinars

The following webinars will take place in August and students can register for any of the three. The webinars will take place from 6.30pm – 8.00pm AEST but please check the times when registering.

Tuesday 11 August	Register here
Wednesday 12 August	Register here
Tuesday 25 August	Register here

There are a number of webinars scheduled for September too. To find out more, visit Information Evening Webinars



Snapshot of Kangan Institute in 2020

- With more than 30,000 enrolments each year, Kangan Institute is a major training provider for the *automotive, health and nursing sectors* and *indigenous education*

- Kangan has a strong presence in a range of industries such as fashion, business as well as justice and legal
- Kangan has five campuses which offer a wide range of courses in a variety of fields, ranging from certificates to diplomas
- Kangan has over 700 courses on offer which include apprenticeships and short courses
- Kangan offers fashion courses including Applied Fashion Design and Merchandising and Millinery
- The Textile and Fashion Hub at Kangan Institute offers sampling & short run manufacturing services, industry relevant training courses for designers and small businesses as well as customised industry training for manufacturers, and a series of exciting short courses
- Kangan offers Justice Studies courses, as well as a Certificate IV in Legal Services courses
- Students studying at Kangan Institute will undertake their training in some of the most state-of-the-art training centres in Victoria.
- Automotive Centre of Excellence
- Centre of Fashion and Creative Industries
- Indigenous Education Centre
- Health and Nursing Centre
- Richards Restaurant
- Textile and Fashion Hub
- Kangan Institute has also partnered with leading universities in Australia to give students guaranteed pathway options to higher education. The university pathways partners include:
 - Australian College of Applied Psychology
 - Charles Sturt University
 - Deakin University
 - Federation University
 - Flinders University
 - La Trobe University
 - Central Queensland University
 - RMIT
 - Swinburne University of Technology
 - Victoria University

Ms Stavroula Tsembas
Head of Careers

CAMP AUSTRALIA

