



Creating the Opportunities

Principal's Report

Dear parents and carers,

We feel excitement and an element of trepidation about the students returning to school. Without doubt a school without students and staff is just not right. On the other hand, the present pandemic brings home to us how reliant we are on others in our community and, with that, our responsibility to respect others by following the guidelines that have been put in place to minimise risk for ourselves and those around us. We cannot become complacent so hopefully there will be that element of nervousness until the new expectations are ingrained.

Our students will return to a heavy emphasis on washing hands, using sanitiser, yellow lines and crosses, no sharing of equipment, borrowing a pen, swapping food and so on. Our community members will be directed to different ways to communicate with us. To go from inviting people willingly into the College and my office, I now have to put restrictions in place and learn another way to communicate which is not necessarily my preferred way of doing things. Some of my highlights were to get out of the office and visit classrooms, talk to students about their work, and interact with staff about teaching because, after all, this is what schools are about. The remote learning has emphasised for me however that schools are also vital for the social interaction between us. The adults must still practice social distancing and this will continue to have an impact on how they can teach.

We will be back at school but we will not be back to 'normal.' In the transition we must not lose sight of some of the positives that have surfaced over these weeks. Our appreciation for the family and community support has grown even more and for this we cannot thank you enough. Our IT skills have developed. Staff have seen students have another perspective and learnt more about their preferred way of learning and their abilities. Our assessment and reporting will be modified to better reflect the disruption to the term.

Principal's report continued next page.....

To prevent the spread of COVID-19:

- Clean your hands often. Use soap and water, or an alcohol-based hand rub.
- Maintain a safe distance from anyone who is coughing or sneezing.
- Don't touch your eyes, nose or mouth.
- Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.
- Stay home if you feel unwell.
- If you have a fever, a cough, and difficulty breathing, seek medical attention. Call in advance
- Follow the directions of your local health authority.

.....Principal's report continued

I wish Ibu Regina and all other Muslims in our community a happy Idul Fitri in finalising their month of Ramadam.

Please also read how the buses have modified their processes

- ⇒ The two front rows of seats on the buses will be cordoned off (8 seats) – for separation for the driver.
- ⇒ Students bring their own sanitizer for before/during and after the bus trip this will enable them to enter/exit the bus without spending time next to the driver sanitizing.
- ⇒ No food or drink on the school buses- this will avoid cleaners having to handle rubbish/ scrap.
- ⇒ Social distancing – as normal we will pick up all students that present at a bus stop. As we know some services will be at capacity and social distancing will not be possible, where it is we would expect the students to observe social distancing.
- ⇒ The drivers will not be expected to enforce social distancing on the buses.
- ⇒ If drivers are concerned with the health of a student that travels, it will be reported to school either directly or via the relevant co-ordinator.



Patricia Nunan - Principal

Uniform Purchases during COVID 19 Restrictions

Before purchasing any uniform item at school, please take note of the size of your existing jumper, jacket etc. so you can purchase your new item. Being able to try on uniforms at school is not an option for the duration of COVID restrictions.

If the size is unsuitable, and in new condition, you will be able to exchange the item.



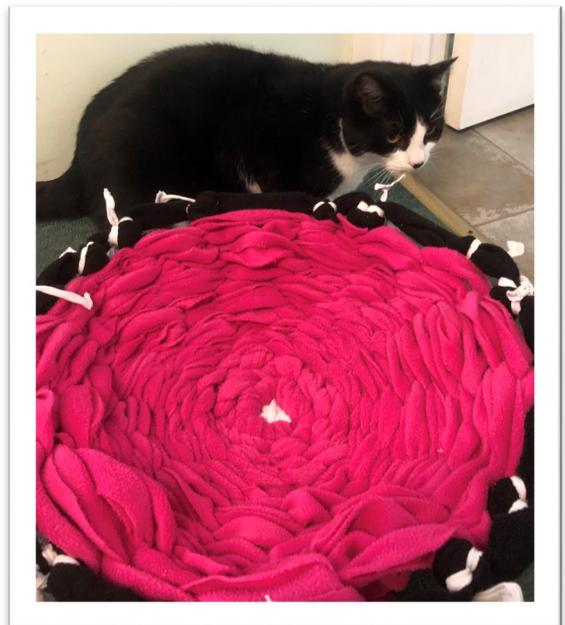
Year 8E Textiles

These three Year 8E Textiles students have demonstrated ingenuity to interpret the instructions for this task which was to create a woven item. They were all able to think creatively and problem solve in regards to sourcing weaving material, making a loom and learning weaving skills.

Well done to Kayley Smith who made a cat basket and also to Oscar Barbary and Tigrha Cleary whose final results are very impressive.



Ms Catherine Francis - Textiles Teacher.



Year 10 Food Studies



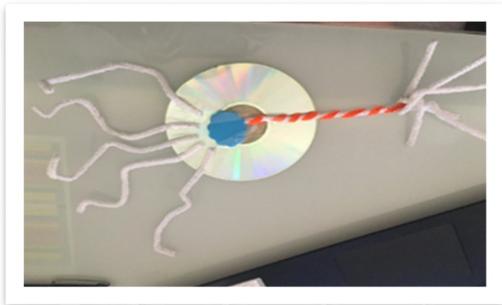
This week in Food Studies the year 10 team have been researching health conditions relating to diet such as heart disease, high cholesterol, some cancers, osteoporosis, allergies, lactose intolerance, diabetes and celiac disease. Once they chose and researched their condition, they found a recipe that might either help prevent the condition or a suitable recipe for someone with that condition. Students then cooked their recipe, and answered a number of evaluation questions.

At left: Charlotte Von Tunk researched heart disease and cooked a magnificent looking stir fry.

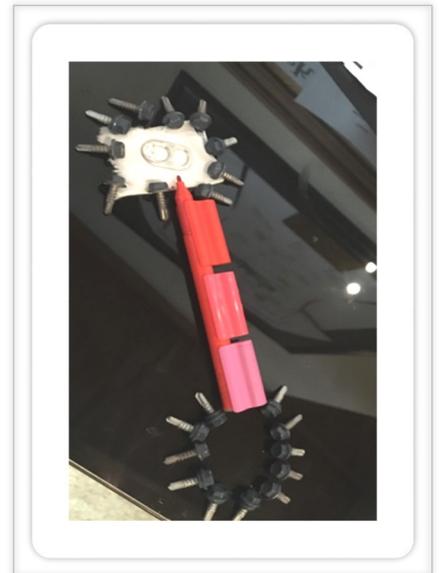
Year 10 Psychology

Ms Walsh's Year 10 Psychology class have been making neuron models as part of their study of how the brain communicates.

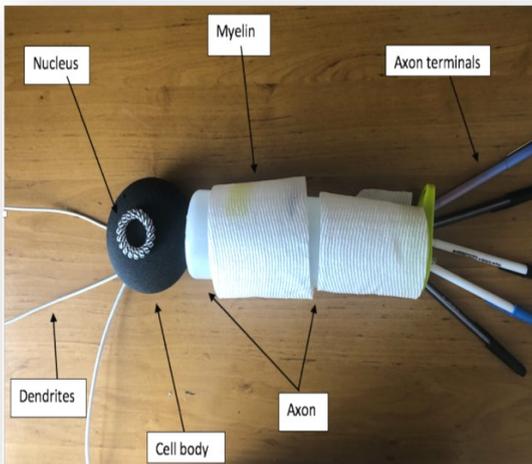
Here are some of their clever and creative models.



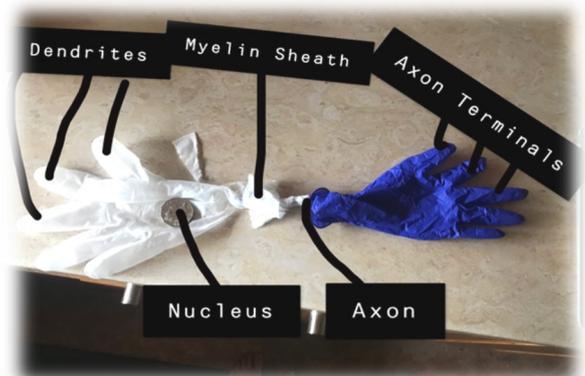
Liam Cook.



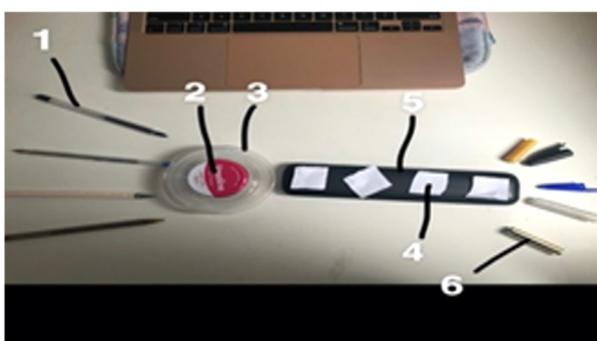
Logan Edwards.



Lucy Burns.



Sam Elford.



Makayla Brabham.



Sonny Sealey.



Ms Claire Walsh - Psychology Teacher.



Personal Development Skills

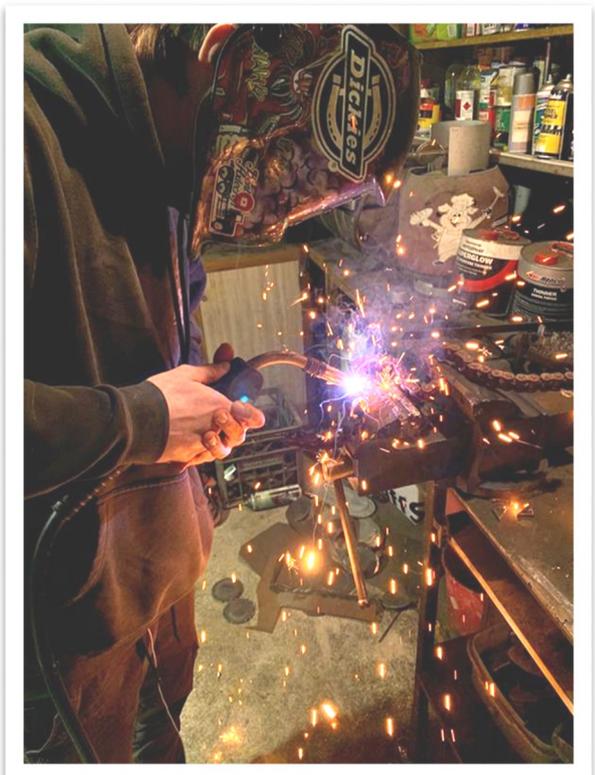
VCAL Reengagement Students

During remote learning, the VCAL students at the Re-Engagement campus will complete an isolation project for personal development skills every two weeks. It follows a plan, organise, do and review structure. Each project will fit into at least one of the following categories: resilience, self-esteem, self-efficiency, wellbeing, social responsibility, environmental responsibility and participating in a democratic society.

The first lot of projects to be received were very impressive and showcased the students' wide variety of interests and skills. The projects were diverse and included organising socks (30 pairs were sorted!), rearranging a bookshelf to be aesthetically pleasing, helping siblings with homework, mowing lawns, setting up an exercise routine, washing all the windows in a house (inside and out) as well as pulling apart and servicing a motorbike.

There are some early submissions of the second project. They have been submitted one week before the due date, very impressive initiative by the students. These include the making of a Chinese scrap metal dragon and a lego ship. It is a highlight of my week to see what the students have submitted for their project. Keep up the fantastic work.

Mara Satins - RE Teacher.

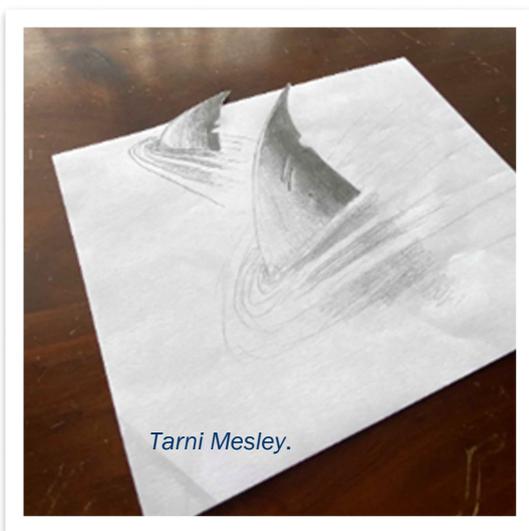
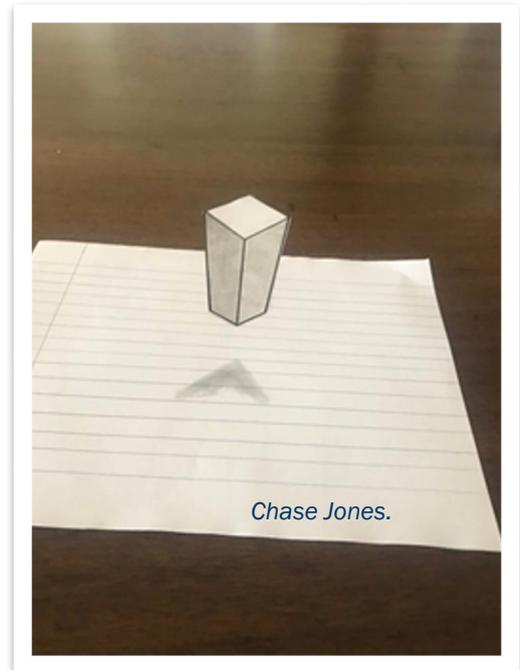


Year 9 Graphics

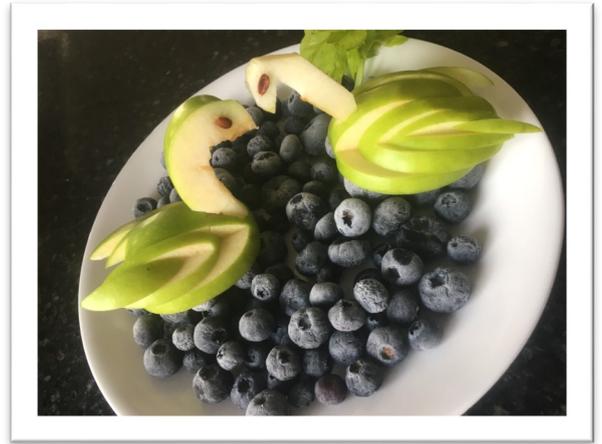


During week 5, Mr Doyle's Year 9 Graphics' students designed more 3D drawings.

They are just fascinating! Well done.



Mr Liam Doyle - Graphics Teacher.



Year 8 Tech Food Studies

Here is some of the work 8E & 8D have submitted for this week's 'Fun Food task'. Making a picture out of fruit and vegetables. So proud of them all.



Indonesian News

Regina Mulyani – our dynamic Language Assistant from Indonesia – will celebrate the Muslim holiday of Idul Fitri on Sunday 21 May. But this year’s Idul Fitri will be unlike previous years – for several reasons.

Regina spent the last month fasting during daylight hours for Ramadhan. She braved chilly Portland mornings, waking before dawn, to eat and pray before the sun came up. While many of us may have relied on cups of tea and snacks to get through the long school day at home, Regina had to wait patiently for sunset to break the daily fast. This might seem like a real deprivation, but many Muslims say they enjoy the fast as a chance to demonstrate their faith and show self-control. The fast-breaking meal each evening throughout the month of Ramadhan is a great celebration.

The Idul Fitri festivities at the end of Ramadhan are also a joyous family event. In some ways, Idul Fitri is similar to Christmas in Australia. Regina and her mother cook Ramadhan cakes and biscuits in the weeks ahead. The children set off fireworks in the neighbourhood at night. On the day of Idul Fitri, families prepare opor ayam (a rich chicken curry) and ketupat (rice cakes), attend a special prayer event, before visiting neighbours and relatives. It is a like a big family reunion, and “when we visit our relatives, we give THR (pocket money) to kids as a gift for Ramadhan, it's really fun!”, said Regina.

This year, Regina will have an Australian Idul Fitri away from her family – and unable to visit Indonesian friends due to the COVID-19 restrictions. At least, she’ll be able to video chat with her family and cook up a few favourite dishes for a taste of home. The PSC community wishes Regina and Muslims around the world a blessed Idul Fitri.



Regina with her parents at Idul Fitri at home.



Opor ayam.



Ms Jane McGrory - Indonesian teacher.

CBCA BOOK WEEK 2020 will now be in Term 4, the new dates are October 17-23.

The shortlist of titles for the Book of the Year Awards have now been announced, these titles are all in the school library, if you would like to reserve one for when borrowing recommences, you can in the Library web app.

The Children's Book Council of Australia is looking for students to assist in the judging of one section of the Book Awards - either Early Childhood, Younger Reader or Older Reader category. Students would need to read 6 books from the one category and then share a response about the books by October of this year. You could be a part of the inaugural CBCA Book of the Year Shadow Judges panel. Let Miss Collins know if you are interested.

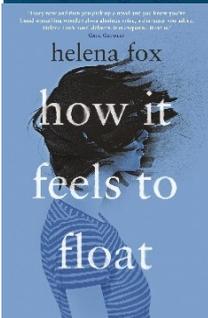
BOOK OF THE YEAR: OLDER READERS SHORTLISTED TITLES



The Boy Who Steals Houses

C.G. Drews

Sam is only fifteen but he and his autistic older brother, Avery, have been abandoned by every relative he's ever known. Now Sam's trying to build a new life for them. He survives by breaking into empty houses when their owners are away, until one day he's caught out when a family returns home. To his amazement this large, chaotic family takes him under their wing - each teenager assuming Sam is a friend of another sibling. Sam finds himself inextricably caught up in their life, and falling for the beautiful Moxie.



How It Feels to Float

Helena Fox

Biz knows how to float. She has her people, her posse, her mom and the twins. She has Grace. And she has her dad, who tells her about the little kid she was, who loves her so hard, and who shouldn't be here but is. So Biz doesn't tell anyone anything. Not about her dark, runaway thoughts, not about kissing Grace or noticing Jasper, the new boy. And she doesn't tell anyone about her dad. Because her dad died when she was six. And Biz knows how to float, right there on the surface—normal okay regular fine.

But after what happens on the beach—first in the ocean, and then in the sand--the tethers that hold Biz steady come undone. Dad disappears, and with him, all comfort. It might be easier, better, sweeter to float all the way away? Or maybe stay a little longer, find her father, bring him back to her. Or maybe—maybe maybe maybe—there's a third way Biz just can't see yet.



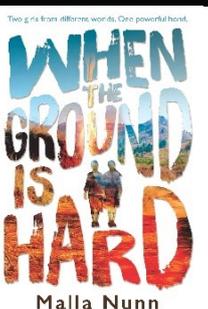
Ghost Bird

Lisa Fuller

Stacey and Laney are twins - mirror images of each other - and yet they're as different as the sun and the moon. Stacey works hard at school, determined to get out of their small town. Laney skips school and sneaks out of the house to meet her boyfriend. But when Laney disappears one night, Stacey can't believe she's just run off without telling her.

As the days pass and Laney doesn't return, Stacey starts dreaming of her twin. The dreams are dark and terrifying, difficult to understand and hard to shake, but at least they tell Stacey one key thing - Laney is alive. It's hard for Stacey to know what's real and what's imagined and even harder to know who to trust. All she knows for sure is that Laney needs her help.

Stacey is the only one who can find her sister. Will she find her in time?

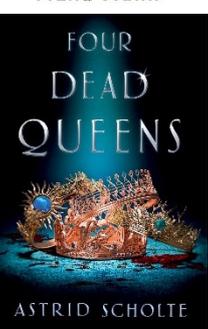


When the Ground is Hard

Malla Nunn

Adele Joubert loves being one of the popular girls at Keziah Christian Academy, Swaziland. She knows the upcoming semester at school is going to be great with her best friend Delia at her side. Then Delia dumps her for a new girl with more money, and Adele is forced to share a room with Lottie, the school pariah, who doesn't pray and defies teachers' orders.

But as they share a copy of *Jane Eyre*, Lottie's gruff exterior and honesty grow on Adele, and Lottie learns to be a little sweeter. Together, they take on bullies and protect each other from the vindictive and prejudiced teachers. Then a boy goes missing on campus and Adele and Lottie must rely on each other to solve the mystery and maybe learn the true meaning of friendship.



Four Dead Queens

Astrid Scholte

Seventeen-year-old Keralie Corrington may seem harmless, but in fact, she's one of Quadara's most skilled thieves and a liar. Varin, on the other hand, is an honest, upstanding citizen of Quadara's most enlightened region, Eonia. Varin runs afoul of Keralie when she steals a package from him, putting his life in danger. When Varin attempts to retrieve the package, he and Keralie find themselves entangled in a conspiracy that leaves all four of Quadara's queens dead.

With no other choices and on the run from Keralie's former employer, the two decide to join forces, endeavoring to discover who has killed the queens and save their own lives in the process. When their reluctant partnership blooms into a tenuous romance, they must overcome their own dark secrets in hopes of a future together that seemed impossible just days before. But first they have to stay alive and untangle the secrets behind the nation's four dead queens.



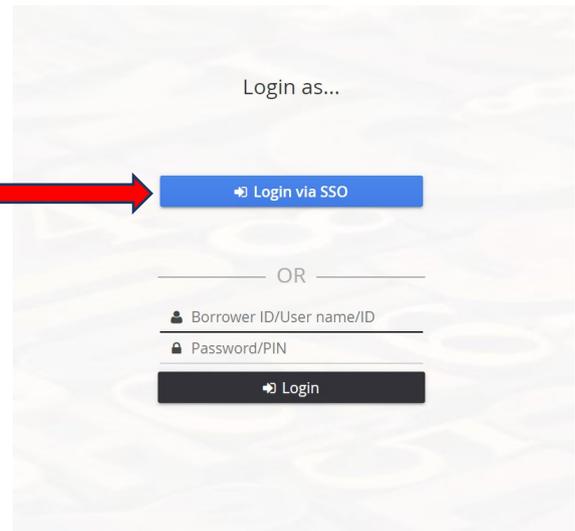
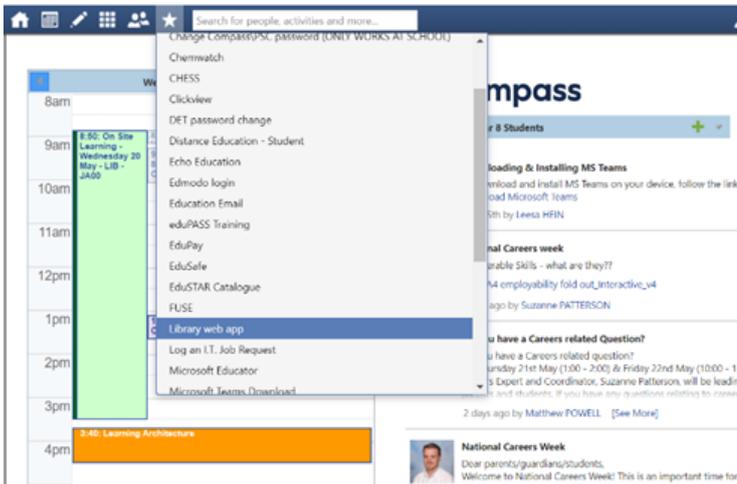
This Is How We Change the Ending

Vikki Wakefield

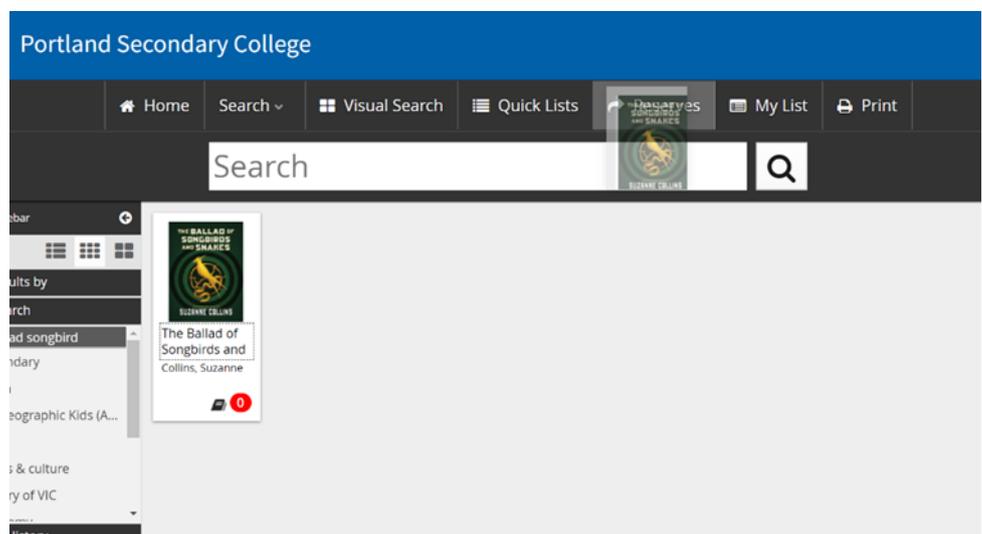
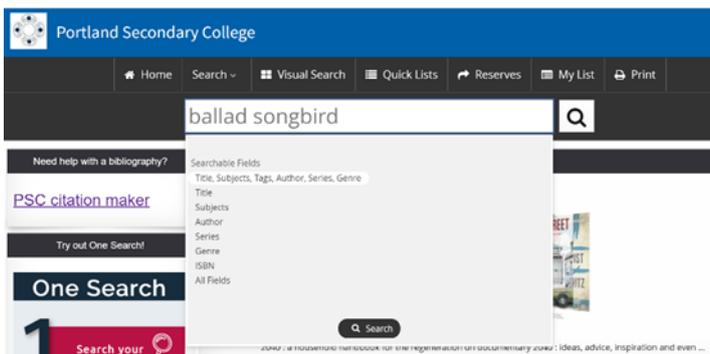
Sixteen-year-old Nate McKee is doing his best to be invisible. He's worried about a lot of things—how his dad treats Nance and his twin half-brothers; the hydro crop in his bedroom; his reckless friend, Merrick.

Nate hangs out at the local youth centre and fills his notebooks with things he can't say. But when some of his pages are stolen, and his words are graffitied at the centre, Nate realises he has allies. He might be able to make a difference, change his life, and claim his future. Or can he?

As some of you might be aware, a new Hunger Games novel was released last week. Copies have been ordered for the library, but not yet arrived – but you can already reserve a copy. All you need to do is log into the Library web app following the simple steps below, and you will go on the reservations list – you can reserve any books, not just this one.



Login via SSO using your school email [Compass user name]@portlandsc.vic.edu.au and your Compass password



Happy reading!

Our school is taking a stand against bullying and violence!



Portland Secondary College registered to be part of the 2020 National Day of Action against Bullying and Violence, which was due to be held nationwide on Friday, 20th March. The National Day of Action against Bullying and Violence (National Day of Action) is

Australia's key anti-bullying event for schools. It's a day where school communities across Australia 'take a stand together' against bullying and violence.

However, the National Day of Action was cancelled this year due to COVID-19 restrictions. Portland Secondary College decided to proceed and complete some of the activities that had been planned. A number of students completed some short activities around responding to bullying and staying safe online. A display of some of the Year 7 responses has been set up in the Junior Wing Kitchen.



Portland Secondary College is dedicated to creating supportive school environments, free from bullying, harassment and violence. By working together we are sending a clear message to young people that bullying and violence, in or outside of school, are not okay at any time.

To monitor how we are going we survey students annually. Our results for 2020 show improvement in every category but also show that some bullying still exists in our school community so we will continue to address this issue.

Most pleasing was a significant drop in cyberbullying since mobile phones were banned from school and the increased numbers of students who were prepared to step into incidents and say stop rather than just be a bystander.

The Bullying. No Way! website offers practical resources and information to help schools, parents and students counter bullying, harassment and violence.

Also available on the site is the Take a Stand app for Android, iPhone and iPad, to keep tips and advice on dealing with bullying close at hand.

Jo Kindred - Assistant Principal.





What Is National Reconciliation Week?

National Reconciliation Week is celebrated each year from **27th May to 3rd June**

It is a time to celebrate and build on positive and respectful relationships and connections between all Australians and Aboriginal and Torres Strait Islander people.

It is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving Reconciliation in Australia.

Reconciliation is a journey for all Australians – as individuals, families, communities, organisations and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples.



Why is Reconciliation Important?

Reconciliation is about creating equity and equality, closing the gap and building relationships between the broader Australian community and Aboriginal and Torres Strait Islander communities.

Reconciliation means achieving equality in life expectancy, education, employment and all the important, measurable areas of disadvantage.

Many Aboriginal and Torres Strait Islander Australians experience vast differences in health, education, employment, and standards of living compared to their non-Aboriginal counterparts.

Understanding these inequalities is the first step to reconciling the differences between us.



At its heart, Reconciliation is about strengthening the relationships between Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples, for the benefit of all Australians.

We are all 'In this together.'



What Is the Significance of 27th May and 3rd June?

27th May: This marks the date of the 1967 referendum when more than 90% of Australian people voted 'yes' to count Aboriginal and Torres Strait Islander people in the census. Before this, Aboriginal people weren't counted in the census of Australia.

The Constitution previously stated: *"In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, **aboriginal natives should not be counted.**"*

The referendum also gave the Australian government the power to make laws for Aboriginal people. Prior to the referendum Aboriginal people were governed on a state-by-state basis. For example, Aboriginal people in NSW, Victoria and SA were able to marry freely and vote freely (from 1962), but those living in WA and QLD could not.

3rd June: This marks the 1992 'Native Title' Mabo decision, which recognised that the Aboriginal and Torres Strait Islander people had rights over their land. The Mabo decision overturned the doctrine of Terra Nullius (land belonging to no-one) on which British claims to possession of Australia were based.



**be a stay
at home
star**



**PORTLAND
DISTRICT HEALTH**
*Our Community
Your Health*

Show your
support to our
health service
and to all
essential
services

STARS FOR PDH

Rectangular Stars

following on from the success in 2017,
Portland become a 'Star Community' where
over 13,000 stars were made , we now
introduce 'Stars for PDH'

1MILLION STARS TO END VIOLENCE



**have a
break
and
make a
star**

Make your stars with any sort of paper,
upcycle the paper you have at home
and keep your stars with you, drop off
points will be announced after stage 3
restrictions are lifted



Instructions for making Stars are on next page.

How to weave a star



Cut 4 pieces of ribbon, approximately 50cm each



Fold all 4 ribbons in half together and crease tightly. Place 2 pieces of ribbon on the table and one in each of your hands



Place the ribbon in your right hand and loop it over the ribbon in your left hand to create an 'L' shape



Pick up a 3rd ribbon and loop it up over your 2nd ribbon to create a 'U' shape



Using your 4th ribbon, loop over your 3rd ribbon and pass both ends through the centre of your first ribbon. Flip your star over and place on table.



Working anti-clockwise, start by folding down one of each of the ribbons, creasing each time. With the last ribbon, fold it over and through to secure



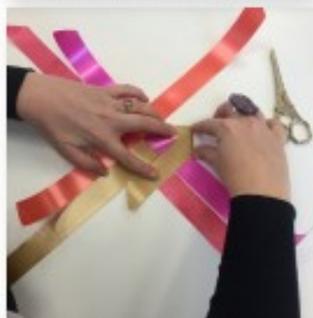
This is the body of your star



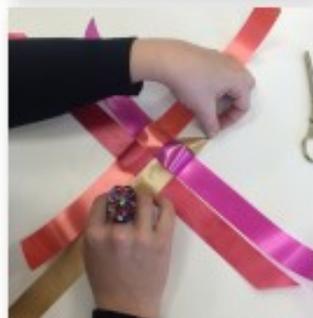
Starting at the top right, fold your ribbon under and to the right



Fold to crease into a point



Using the same ribbon, fold down, leaving a small gap, to create a triangle



Fold the right side of the triangle over the left side and tuck the end of the ribbon into the pocket of the pink ribbon



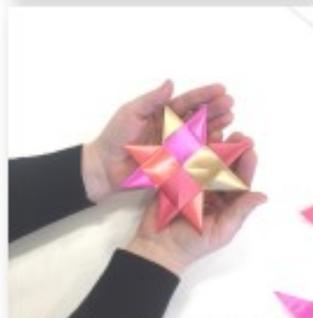
Trim the cut end of your tucked-in ribbon



Working on every second ribbon, repeat this process: Under and to the right, crease, fold down to make a triangle, crease, fold from right to left, crease and tuck



When you have folded all the top right ribbons down, flip over your star and repeat the process on the other side



You have now completed your star!



THE
One Million Stars
to End Violence
PROJECT

Join us at another event as we create 1,000,000 stars!
www.onemillionstars.net/
www.BrisStyle.com.au



1800 Glenelg Together

**A free community
hotline for Glenelg
Shire residents
requiring support
during the
Coronavirus
pandemic.**



The hotline will direct community members to local support services such as:

- Food and hygiene support and deliveries
- Medication deliveries
- Phone check in and support

The hotline will be monitored by the friendly staff at Portland District Health.

You can contact the hotline between the following hours:

- **Monday - Thursday:** 10am - 3pm
- **Friday:** 10am - 4pm

 **Call:** 1800 512 461

 **Email:** 1800GlenelgTogether@swarh.vic.gov.au



A FINANCIAL COUNSELLOR CAN HELP ...

Anyone can find themselves in financial difficulty. You might lose your job, get sick, or your relationship might break down. You may simply not have enough money to make ends meet. **If this happens to you, a financial counsellor can help.**

Financial counsellors are non-judgmental, qualified professionals who provide information, support and advocacy to people in financial difficulty. Based in community organisations, financial counselling services are free, independent and confidential.

When you speak to a **financial counsellor** you'll feel informed, understood and know your options.

What a financial counsellor will do...

- Understand **which debts are priorities**. This will be very important if legal action has commenced.
- Understand **other factors affecting your situation** such as health, abuse, stability of employment, relationship status, housing situation.
- Develop a **money plan** (possibly looking for ways for increasing your disposable income).
- **Identify your options** and their advantages and disadvantages.
- **Advocate and negotiate** e.g. reduce/defer/waive payments with creditors, access grants or concessions, access to dispute resolution schemes.
- **Information** e.g. your rights under the National Credit Code to apply for a hardship variation, how the credit reporting system works or what is acceptable behaviour from debt collectors, the impact of bankruptcy.
- Identify if you need **referral** for legal advice or other services.
- Provide emotional **support**.



**financial
counselling
australia**

Financial counsellors have specific knowledge about the credit, bankruptcy and debt collection laws, concession frameworks and industry hardship practices. They are also trained in negotiation and counselling.

What do financial counsellors do?

Financial counsellors provide advice and support to people in financial difficulty. They work in not-for-profit community organisations, including welfare and counselling agencies, gamblers help services and community legal centres. A number work mainly with First Nations people. Services are delivered face-to-face or by phone through the National Debt Helpline on 1800 007 007.

In contrast to financial planners who provide wealth creation strategies, financial counsellors provide practical advice to help people who have debts and are struggling to meet ordinary living expenses. They are experts in consumer and social security law, bankruptcy law, industry hardship obligations/codes and working with industry ombudsmen, as well as being skilled counsellors.

How many people are assisted each year?

- **Face-to-face:** Approx 125,000 clients per year
- **National Debt Helpline** (1800 007 007): 180,000 calls per annum and growing

How effective is financial counselling?

- 66% resolve their financial difficulties
- 74% avoid legal action
- 53% avoid bankruptcy
- 63% improve their mental wellbeing
- 45% improve their physical health
- **Cost-Benefit:** \$5 return for every \$1 invested

FINANCIAL COUNSELLING

Who funds financial counselling?

Financial counselling is funded by both the Federal and State governments. The service is free so that people in acute financial difficulty get professional advice, without conflict of interest.

The Federal Government currently provides annual funding of approximately \$14 million for generalist financial counselling services, \$2.5 million for the National Debt Helpline, (the phone financial counselling service) and \$6 million for specialist problem gambling financial counselling.*

State Government funding is approximately \$32 million per annum.



IN A NUTSHELL

What causes financial difficulty?

- Unemployment (or under-employment)
- Illness
- Relationship breakdown
- Low income or poverty
- Exploitive or unfair financial practices
- Addictions and mental health issues

How big is the problem?

- Based on the ratio of debt to either income or assets, around three-in-ten households (29%) are over-indebted (ABS)
- 9.7% of households could not pay an electricity or gas bill on time (ABS)
- Just over 3 million people (13.2% of the population) are living below the poverty line of 50% of median income - including 739,000 children. (ACOSS)



MAY
2019

References: Dr Nicola Brackertz, *I Wish I'd Known Sooner: The Impact of Financial Counselling on Debt Resolution and Personal Wellbeing*, Swinburne University, 2012. Australian Workplace Innovation and Social Research Centre, *Paying it Forward: Cost Benefit Analysis of the Wyatt Trust Funded Financial Counselling Services*, Adelaide University, 2014. Australian Bureau of Statistics, *Household Income and Wealth, Cat 6523.0 Australia 2015-16*. Australian Council of Social Services, *Poverty in Australia*, 2018. * There is also funding for financial counselling in areas where income management is in place, but it is not clear what proportion of this is financial counselling alone.

With us moving into the flu season and the spotlight on COVID-19, it is timely to remind everyone that the best defence against bacteria and viruses is to wash your hands regularly when dirty, before eating and after using the toilet.

Nicky Grayson

Adolescent Health Nurse

Protect yourself and your family

Wash your hands regularly



1
WET your hands.



2
Put **SOAP** on your hands.



3
RUB all parts of your hands until you have a thick lather.



4
RINSE your hands under running water.



5
DRY your hands thoroughly with a disposable paper towel.

Stay germ free and healthy

A Victorian
Government
initiative



Five myths about higher education

Myth 1. University is the only way to get a good job.

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What do you define as a 'good' job? Is it a job that you enjoy and are good at? Or is it a prestigious role that earns a lot of money?

If someone isn't well suited to a particular role, they will never be happy in it. Regardless of how much it pays or whether others think it is prestigious.

So how do you get a 'good' job?

If being well suited to, and enjoying a role is most important to you, finding out about [your work preferences](#) is a good start. This includes thinking about the kinds of tasks you like doing and the work environments that suit you.

Once you decide what you want out of a job and the [types of jobs that might suit you](#), you need then investigate how you might get there.

Possible pathways include university, Vocation Education and Training (VET), Australian Apprenticeships, paid work and volunteering. It's likely a mix of a few of these options will be the best approach.

Myth 2. A qualification is all you need for success.

The world of work is rapidly changing. Today's youth are predicted to have as many as 17 different jobs over 5 distinct careers over their lifetime! That's a new job every 2 or 3 years and a total career change every 8-9 years! Many jobs that exist today will be gone and new jobs will be created to replace them.

Focusing on building the skills that are applicable to all jobs is key to adapting to this new world of work.

Called ['employability' or 'workplace' skills](#), these are the skills all employers look for and value in workers. They include things like resilience, creativity, innovation, teamwork and problem-solving.

These are the key traits that will keep you employed and help you transition from role to role.

So, how do you get these skills?

The best way to build these skills is through [work experience](#) (paid or unpaid) or participation in group or community activities (e.g. sport, music, volunteering).

Being able to demonstrate these to an employer in a work context is critical when looking for a job. Employers want workers who can fit within their business.

Myth 3. A degree is your ticket to a job.

A university degree may have once been a guaranteed way to get a job. But that's not the case anymore.

More people are going to university than ever before, so competition for jobs among graduates is fierce. New graduates are now competing for jobs with other graduates as well as other workers with many years work experience.

According to data from January 2019, 27% of recent university graduates who were looking for full-time employment were yet to find it. This compares to 22% of VET students and just 9% of trade apprentices.

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What's worse is that three years after finishing their course, 11 per cent of bachelor-degree graduates still don't have full-time work.³

So how do you become more competitive for jobs?

The solution is to balance any study with work experience. This could be doing [work placements](#) as part of your course, [internships](#) or [working part-time](#) while you study. This helps you show employers you have both the technical and workplace skills to be an asset to their business.

Myth 4. VET is only for kids that couldn't get into university.

This is probably the biggest misconception about VET study.

VET is for anyone who wants to balance learning with practical hands on experience. Many young people select VET because they know that it's a good way to build the skills employers are looking for.

Facts about VET:

- VET training is co-designed with employers, so the training meets their needs and makes graduates more competitive for their jobs.
- Many VET courses have a work experience component so students can connect with local employers while studying. This makes getting a job easier after graduation.
- Some young people use VET as a pathway into further education, like university. Many mature age students (many of who previously attended uni) turn to VET to upgrade or re-skill throughout their career.
- There are over 1,200 courses VET courses. These include certificate level, diplomas and even degrees.
- VET courses include traditional trades, as well as things like accounting and finance, engineering, nursing, IT, fitness, design and business.
- A trade apprenticeship is another option after school. Apprentices have excellent outcomes, with 91.2% of graduates finding a job when they finish.⁴

Myth 5. VET graduates earn less than university grads.

The truth is that VET and university graduates have very similar starting salaries⁵. However, VET courses are usually shorter than degrees so VET graduates start making money sooner than university graduates. Another plus? VET courses tend to be much less expensive (some are completely free!) than university degrees so there is much less (or no) debt to repay down the line.

So, non-university pathways can still set you up for financial success.

Visit [Job Outlook](#) to compare average salaries for a range of occupations

<https://www.jobjumpstart.gov.au/article/five-myths-about-higher-education>

Engaging parents in Career Conversations

Rectangular Snip



Helpful hints

As a parent you can assist your child in many different ways to help develop their knowledge around careers. From a young age your child will start to explore the world around them, including their understanding about work.

Using the links provided on this page you can begin to find out more information about the world of work, access information on the latest job trends, labour market information, and tertiary and training options. Always remember that your first point of contact should be your child's career advisor at their school.

Where can I get assistance?

myfuture.edu.au/

Information on different careers, Education and Training options.

joboutlook.gov.au/

Explore different careers, job prospects, wages and skills.

jobsearch.gov.au/

Search for jobs.

education.vic.gov.au/victorianskillsgateway/pages/home.aspx

Vocational training in Victoria, search for certificate courses.

www.vtac.edu.au/

Centralised admissions centre to apply for most undergraduate university and tafe courses. Scholarship and special entry access schemes information (SEAS).

www.qilt.edu.au/

Choose a university or higher education institution. Compare undergraduate student experience and graduate employment.

studyassist.gov.au/sites/StudyAssist/

Information for students about government assistance for financing tertiary study.

www.ceav.vic.edu.au

Career Education Association of Victoria is where you will find resources on career development and advice from qualified career counsellors.

Eight ways to prepare and support your child with their future career plans;

1. Talk with your child about what they like, their strengths, interests and why they like them.
2. Encourage your child to talk to the career advisor at their school.
3. Encourage your child to participate in out of school activities and different experiences such as sport, music and volunteering.
4. Support your child to explore and research a range of careers using the provided website links.
5. Encourage and support your child to visit Tertiary open days usually held in August and any Career expo events.
6. Support your child in adapting and changing career ideas as they become aware of other options.
7. Talk to your child about your work and workplace. Encourage them to talk with other adults and relatives about the kind of work they do.
8. Try and support your child's interests and strengths, rather than a particular career that you think is right for them.

The most valuable thing as a parent you can do to help your child with career planning, is keep informed, listen, don't judge, be open to ideas and encourage them to explore all their options.



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Education and Training

Top 10 employability skills



KEY

- HOW YOU WORK
- HOW YOU WORK WITH OTHERS
- HOW YOU THINK
- SHOW ALL

1 USING INITIATIVE AND BEING SELF-MOTIVATED

- follow instructions, making sure you do not always have to be told what to do and when
- put forward your own ideas
- see something through to the end, and not be put off by setbacks

HOW I CAN DEVELOP THESE SKILLS:

- finish work without being asked
- work without help – but know when to ask for it
- suggest new ideas

2 ORGANISATIONAL SKILLS

- plan your work to meet deadlines and targets
- organise your own time and coordinate with others
- monitor and adjust the progress of your work to stay on track

HOW I CAN DEVELOP THESE SKILLS:

- help organise an event or project
- plan your revision timetable
- calmly change plans if you run out of time, or something unexpected happens

3 WORKING UNDER PRESSURE AND TO DEADLINES

- meet deadlines and targets
- handle the pressure that comes with meeting deadlines and targets
- ensure that you are seen as a reliable person

HOW I CAN DEVELOP THESE SKILLS:

- finish work before the deadline, using that time to check and improve it
- plan and make the most of available time
- prioritise your commitments inside and outside school or college

4 ABILITY TO LEARN AND ADAPT

- learn new things
- learn from successes and failures
- adapt and do things better

HOW I CAN DEVELOP THESE SKILLS:

- think how to make your work even better
- put yourself forward when there are chances to learn new skills
- share your ideas and use feedback to improve your work

5 COMMUNICATION AND INTERPERSONAL SKILLS

- explain and present what you mean clearly, whether written or verbal
- do your best to understand others

HOW I CAN DEVELOP THESE SKILLS:

- do a presentation or speak with an audience
- take part in debates
- give instructions to others

6 TEAMWORK

- understand how you and others work best together
- get things done when working with people with different skills, backgrounds and personalities

HOW I CAN DEVELOP THESE SKILLS:

- plan ahead when working with others
- take account of how your team are feeling when you work together

7 NEGOTIATION SKILLS

- think about what you and others want and need
- 'give and take' fairly when working with others

HOW I CAN DEVELOP THESE SKILLS:

- look for ideas that benefit others as well as yourself
- carry out a school/college enterprise or STEM project that involves agreeing prices
- ask a favour of someone, supported by offering something in return

8 VALUING DIVERSITY AND DIFFERENCE

- respect others
- value the skills and experience that different people have
- show consideration for the needs of different people

HOW I CAN DEVELOP THESE SKILLS:

- work with people who have different skills
- make sure everyone is involved in conversations and activities

9 PROBLEM SOLVING SKILLS

- identify key issues in a problem
- use your knowledge and experience when tackling problems
- develop and test possible solutions

HOW I CAN DEVELOP THESE SKILLS:

- design objects and materials in design and technology
- plan a STEM Club project
- analyse results in maths or science
- evaluate evidence in science or humanities

10 NUMERACY AND IT SKILLS

- use numbers and data to support your work and obtain meaningful information
- apply your valuable IT skills

HOW I CAN DEVELOP THESE SKILLS:

- use numerical evidence in a science practical, STEM project or business idea
- help your family with budgeting or other money decisions
- learn new IT skills such as coding



*Wise and Witty Words.
Be smart enough to hold on, be brave enough to let go.*

EFTPOS is available for your convenience at the General Office.

Mission Statement

To develop creative, articulate, respectful and resourceful young people able to contribute positively to the global community.



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