

## PRINCIPAL'S REPORT

On behalf of staff, I welcome returning and new students and families to our 2025 school community. Students have had a smooth start to the year, in an environment where staff support them to focus on being powerful learners and to learn the behaviours needed to be successful, well-rounded citizens.

High expectations for every student promotes intellectual engagement and self-awareness. At CSC, we have high expectations of our students to be confident learners, to continuously improve and to reach their goals in a supportive and optimistic environment where students are taught at their point-of-learning. We ensure students are provided with learning that supports their progress, where students can be accelerated.

I take this opportunity to congratulate the Year 12 students of 2024 who successfully gained entry to their preferred course at University, TAFE, were offered apprenticeships or entered the workforce.

The success of our students is a reflection of their focus and strength, their teachers' knowledge and commitment and of the support provided by their parents/carers.

**Special congratulations to the 2024 VCE DUX:** Amy Crauford and the **2024 VM DUX:** Abbey Munro. Their achievements reflect the school values of Respect, Accountability and Persistence. I also acknowledge the support of Amy's parents Cherie and Hugh, and Abbey's parents Bronwyn and Damien. We often forget the important ways parents/carers prepare their children for the rigours of secondary school; particularly Year 12. On behalf of the college community, I wish both Amy and Abbey all the best.

### 2025 School Captains

Captains: Emily Eastman and Olivia Nolte  
Vice Captains: Riley Hutchins and Reghan Parsons

### Positive Relationships

Over the years, Casterton Secondary College has embraced the principles of Restorative Justice to promote a culture of mutual respect through the building of positive relationships by *accepting responsibility for decisions made, establishing trust with and between people and repairing any harm that may have been done.*

From Term 2, the school will implement a “**Whole School Positive Behaviour Approach**” that:

- complements the school's Restorative Justice principles
- creates and maintains a positive and safe learning environment
- reinforces our school culture
- maximises individual academic and social growth.

When students demonstrate CSC expected behaviours, staff will note their success with positive reinforcement. The key component of our acknowledgement system is positive acknowledgement.

### **How It Works:**

- Staff recommend a “Positive Acknowledgement Card” to the relevant Sub-School Leader (SSL) for a student who has demonstrated positive actions and behaviours above and *beyond the school's expected behaviours.*
- On approval from the relevant SSL, staff create a whole-school positive post on XUNO.

- The staff member gives a “Positive Acknowledgement Card” to the student and the SSL places another card in the relevant reward’s box (one for each year level).
- The “Positive Acknowledgement Card” award is presented to a recipient from each year level at an end-of-term assembly (The recipient is drawn from the names in each box and have the opportunity to select a reward from the menu).

#### Examples Of “Acknowledgement Card” Menu Options

- Canteen voucher
- Gift cards
- Donation to charity of choice
- iTunes voucher
- Voucher to community businesses

It is vital that we all contribute to a respectful and inclusive culture that is underpinned by positive relationships and mutual respect.

#### Council Elections

Nominations for School Council are now open. Please refer to the information attached.

Information and nomination forms can be accessed on the school website or from the front office.

All parents/carers and students are encouraged to consider nominating to be a parent/carer or student representative on our School Council.

I thank all members of council, who have been passionate advocates of Casterton Secondary College within the school, local and broader communities.

Effective communication reduces misunderstanding, provides a link between home and school to relay information and relies on all members of the school community to play their part in the process.

If you have any concerns regarding the welfare of your children, please contact the appropriate person. Below is a list of reasons for contacting the school and the **person to speak** to in the corresponding column.

Concern	Who to contact
<b>Absences</b>	<p>For absences where there is no exemption in place, a parent / carer must provide an explanation on each occasion to the school.</p> <p>Parents / carers should notify Casterton Secondary College of absences by:            Contacting the front office by phone, XUNO message or email.            Sending a note to the front office with the student on his / her return to school            Note of explanation in Student Planner</p> <p>If a student is absent on a particular day and the school has not been previously notified by a parent / carer, or the absence is otherwise unexplained, Casterton Secondary College will notify parents by phone or XUNO message. Casterton Secondary College will attempt to contact parents / carers as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.</p>
<p><b>CSC Late Arrival/Early Leaver Process:</b></p> <ul style="list-style-type: none"> <li>• All students late to school will present a signed note (or the school has been notified), from their parent/carer to the front office on arrival before they sign in and before period one.</li> <li>• All students who need to leave school early will present a signed note, from their parent/carer to the front office on arrival before period one.</li> </ul>	
<b>Bullying/harassment,</b>	Years 7-9 Leader - Carina Barton

<b>Well-being issues etc.</b>	Years 10-12 Leader – Chelsea Carter
<b>Finance, school fees etc.</b>	Business Manager - Renee Jukes
<b>Careers advice</b>	Relevant sub-school leader- Carina Barton or Chelsea Carter Careers Coordinator - Delma Fidler
<b>Curriculum</b>	Assistant Principal: Director of Teaching and Learning – Jo McKenzie
<b>Enrolments</b>	Assistant Principal: John Webb
<b>Homework and subject</b>	Subject teacher Relevant sub-school leader- Carina Barton or Chelsea Carter
<b>Staff and general</b>	Principal (Meridith Walker)

*Please refer to XUNO, website, newsletter and Facebook for information about what is happening at the college.*

The mantra “*high expectations – no excuses*” underpins the school’s ethos, where teachers have high expectations of themselves and every student; and students have high expectations of themselves.

Maintaining high standards and “living” the school values of ***Respect, Accountability and Persistence*** are integral elements of our mantra.

As soon as our students step onto school grounds, they will be wearing the correct uniform, and students will contribute to an orderly, respectful and focussed approach to learning.

Classrooms will reflect rigour, quality teaching and learning, respect and engagement.

We have a strong partnership with parents/carers; one that shares a responsibility to ensure every student at Casterton Secondary College is receiving a high-quality education in a safe and secure environment. Staff provide support and guidance during school hours whilst parents/carers provide support and guidance beyond school hours. We value this partnership.

Casterton Secondary College: is a successful school, a school that uses a cycle of continuous improvement to ensure the success of every student; a school that uses innovative methods to engage students with their learning, in an applied way; a school where the curriculum is linked to career pathways; a school that I’m proud of and every member of the school community is proud of.

Why would anyone want to attend another school?

Meridith

## Every Day Counts – Students MUST strive for 100% attendance

John Webb

### Every Day Counts – Students MUST strive for 100% attendance

1 or 2 days absent a week doesn't seem much but .....

He / She is only missing just ....	That equals....	Which is ....	and over 13 years of schooling that's ....	Which means the best your child can perform is ...
1 day per fortnight	20 days per year	4 weeks per year	Nearly <b><u>1.5 years</u></b>	Equal to finishing in <b>year 11</b>
1 day per week	40 days per year	8 weeks per year	Over <b><u>2.5 years</u></b>	Equal to finishing in <b>year 10</b>
2 days per week	80 days per year	16 weeks per year	Over <b><u>5 years</u></b>	Equal to finishing in <b>year 7</b>
3 days per week	120 days per year	24 weeks per year	Nearly <b><u>8 years</u></b>	Equal to finishing at <b>year 4</b>

### Being On Time to School and Class Counts

Just a little bit late doesn't seem much but .....

He / She is only missing just ....	That equals....	Which is ....	and over 13 years of schooling that's ....
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <b><u>Half a year</u></b>
20 minutes per day	1 hour 40 minutes per week	Over 2.5 weeks per year	Nearly <b><u>1 year</u></b>
Half an hour per day	Half a day per week	4 weeks per year	Nearly <b><u>1 and a half years</u></b>
1 hour per day	1 day per week	8 weeks per year	Over <b><u>2 and a half years</u></b>

*Did you know your child's best learning time is the start of the school day?*

*That's when every minute counts the most!!*

# EVERY DAY COUNTS

## Secondary School Attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

### Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

Students develop good habits by going to school every day – habits that are necessary to succeed after school, whether in the workplace or in further study.

Missing school can have a big impact on students academically and socially. It can affect their test results, including VCE, and, just as importantly, it can affect their relationships with other students, and lead to social isolation.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with falling behind in subject topics and assessment tasks, and lead to fewer subject choices and may impact on achievement in years 11 and 12.

### Getting in early

It's never too late to improve attendance – going to school more often can lead to better outcomes. Even at Year 9, when attendance rates for all students are lowest, going to school more often can make a big difference. Every day counts.

Schools are there to help – if you're having attendance issues with your child, speak to your school about ways to address those issues.

### What we can do

The main reasons for absence are:

**Sickness** – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away

on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

**"Day off"** – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

**Truancy** – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy; the best way to address this is for schools and parents to work together.

While all absences are bad for academic performance, unexcused absences are a much stronger indicator of lower reading and maths achievement.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your home room teacher or year level coordinator and find out what work your child needs to do to keep up.
- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your home room teacher or year level coordinator as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. A School Attendance Officer is a Department of Education and Early Childhood Development Regional Director who has authority to follow up attendance issues. Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your year level coordinator, principal or other relevant staff member know so you can work together to get your child to school every day.

### Further information

For more information and resources to help address attendance issues, visit:

[www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx](http://www.education.vic.gov.au/school/parents/behaviour/Pages/studentattendance.aspx)



Education  
and Training

## CHILD SAFE STANDARDS

At Casterton Secondary College we are committed to the Care, Safety and Welfare of our Students.

As such, we have a number of policies, all of which have been approved by our School Council, which demonstrate our commitment to the Care, Safety and Welfare of Students.

These policies are on our website in the Policy section under the heading Child Safe Standards

I recommend that you periodically visit our website to read these and other policies and information about your college.

J. Webb

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## ON CAMP WITH OUR YEAR 7 STUDENTS

Carina Barton

Thursday 6<sup>th</sup> February saw our new cohort of Year Seven students head off on our orientation camp, this year based at the Noorla Yo Long activities centre.

Situated in a picturesque forty-five-acre pine forest reserve on the Limestone coast west of Millicent, the centre is run by the South Australian police. Students are encouraged to challenge themselves, pushing their personal boundaries in activities that are designed to develop practical life skills. In addition, there were workshops in problem solving tasks, and perhaps the most exciting, the daunting medium and high wire ropes section through the trees, which certainly presented new challenges.

Geoff Yates was our host and along with his team made everyone feel welcome and supported throughout our stay. They encouraged the students to overcome their self-imposed limitations by having the courage to 'have a go' and see what they could achieve, at times learning from their mistakes, but always moving forward to reach new goals.

Our students grabbed the opportunities that were offered and excelled in areas they hadn't thought possible before. This was particularly apparent on the rope challenges where all students successfully completed at least one task, no mean feat considering this was a new concept for them.

Thursday evening was rounded off with some 'getting to know you' activities, followed by a BBQ and movie. The following morning saw the students discussing how the new strengths and skills they had developed could be applied to everyday life. Afterwards it was off to Mount Gambier for some well-earned fun with ten pin bowling, followed by lunch at Fasta Pasta before returning to Casterton.

The behaviour and commitment of the students was excellent, supporting and encouraging one another as they tackled the various tasks, and they were a pleasure to take on camp.

Thanks are due to the Noorla Yo Long team, plus of course Mrs Fidler and Mr Zippel, for making the camp such an enjoyable experience for everyone.



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## HOUSE SWIMMING SPORTS

*Carina Barton*

Glenelg breaks Wannon dominance!

Glenelg house had a great start to the Casterton Sporting Calendar beating Wannon in the pool for the first time in five years.

Glenelg was strongly represented by several swimmers who never seemed to get the chance to dry off. The house captains kept the blue brigade well marshalled and had people swimming up in age groups to gain the valuable house points.

Wannon kept nipping at the heels of Glenelg all day, with their house captains doing a great job motivating the green machine. The final tally was Glenelg 442 and Wannon 402.

The age group champions were: 13 years Ruby James and Riley Gorman, 14 years Holly James and George Robbins, 15 years Ylana Grigg and Jett Lykke, 16 years Rachel Forbes and Billy Rhook, 17 years Kirby Vise and Reagan Parsons and finally 20 years Indi Longhurst and Riley Hutchins. Congratulations to all these worthy winners.

Thanks to staff, house captains, the Casterton pool, Casterton swim club, volunteers, parent supporters and of course all the student participants for all helping to make our swimming carnival a success.

### ***AGE-GROUP CHAMPIONS:***



***L-R:*** Reghan Parsons, Rachel Forbes, Ylana Grigg, Ruby James, Kirby Vise, Billy Rhook, Holly James, George Robbins  
Riley Hutchins, Riley Gorman, Jett Lykke





## GLENELG HOUSE CAPTAINS

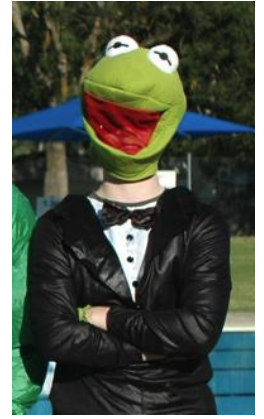
Darcy Brown, Holly James, Matilda Thompson & Ashley Barker happily accept the winning team shield.



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## HYDROPONICS IS IN FULL SWING

*Ann Hirst*



Our students have been actively exploring hydroponics, an innovative method of growing plants without soil. Through this hands-on project, they are maintaining the hydroponic system, learning about nutrient solutions, water conservation, and sustainable agriculture. This experience has deepened their understanding of plant science. This method of agricultural techniques may prepare them for future challenges in food production and sustainability.

Caleb Jamieson & Zoe McDonald are recording the growth patterns, of the plants as they develop



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## Newsletter article: Schools in Category 3 on the Bushfire At-Risk Register and the Category 4 list.

### School preparations for the bushfire season

Each year, to prepare for bushfires and grassfires, schools and early childhood services complete a range of activities.

The Department of Education runs an annual fire risk assessment of schools and early childhood services. They are allocated a category of risk (categories 0 to 4) and are published on the Bushfire At-Risk Register (BARR).



All schools and early childhood services listed on the BARR and Category 4 list will also close when a Catastrophic fire danger rating day is forecast in their fire weather district.

When the Bureau of Meteorology provides public fire danger rating forecasts or fire weather warnings, they use fire weather district areas. In Victoria, there are 9 fire weather districts, which are based on Local Government Area boundaries. Our school is in the [South West](#) fire weather district.

As part of preparing our school for the fire season, we have updated and completed our Emergency Management Plan and our School Bushfire Site Readiness Checklist. Both these documents are on our website.

### *What does this mean for our school?*

Our school has been identified as being at risk of bushfire or grassfire and is a Category 4 school.

Our school will close on a day forecasted as Catastrophic fire danger rating in the [South West](#) fire district.

### *What is the department's policy?*

The department's [Bushfire and Grassfire Preparedness Policy](#) requires all schools and early childhood services on the BARR and the Category 4 list to close when a Catastrophic fire danger rating day is forecast in their fire weather district. All school bus routes which travel in or through a district with Catastrophic fire danger must also be cancelled.

### *When will our school be closed due to Catastrophic fire danger?*

Our school will close on a day forecasted as Catastrophic fire danger rating in the [South West](#) fire district.

Closure of the school due to a forecast Catastrophic day will be confirmed on the day prior and we will provide you with advice before the end of the school day. Any information regarding potential or confirmed Catastrophic fire danger days will be communicated to you by a XUNO



message, phone calls to parents / carers, notices given to students to take home and will also be displayed on the screen on our front lawn.

Once confirmed, the decision to close will not change, even if the weather forecast changes. This is to avoid confusion and help your family plan alternative care arrangements for your child. It is also important to be aware that:

- No one will be on site on days where the school is closed due to a forecast Catastrophic day.
- All bus routes that travel through the Catastrophic area will be cancelled.
- School camps will be cancelled if a Catastrophic fire danger rating day is forecast for fire weather district in which the camp is located, or if the travel involves passing through areas that have Catastrophic fire danger.

Families are encouraged to action their Bushfire Survival Plan on Catastrophic fire danger rating days. On such days, children should never be left at home alone or in the care of older children.

For those of us living in a bushfire prone area, the Country Fire Authority (CFA) advises that when Catastrophic days are forecast, the safest option is to leave the night before or early on the morning of the Catastrophic day.

***What can families and the school community do to help us prepare?***

- Ensure we have your current contact details, including your mobile phone numbers.
- Keep in touch with us by reading our newsletters, using XUNO messages, checking our website, the screen on our front lawn and by talking to the Principal, Assistant Principals or Sub School Leaders about our Emergency Management Plan.
- Make sure your family's bushfire survival plan is up-to-date and includes alternative care arrangements in the event that our school is undertaking learning from home and/or closed due to elevated fire danger or closed due to a Catastrophic fire danger. Further information can be found on the CFA's website.
- Action your family's bushfire survival plan if your own triggers are met. Our school community may be spread out across many areas and some families may be at higher risk than others. Your family's safety is critical, so please let us know if you are actioning your bushfire survival plan and if your children will be absent on these days.
- If your child is old enough, talk to them about bushfires and your family's bushfire survival plan.

You can find more information on emergencies, warnings and preparedness actions here:

- ~~VicEmergency~~ app – that can be downloaded on your android and iOS mobile devices
- ~~VicEmergency~~ Hotline (1800 226 226)
- Website <https://emergency.vic.gov.au>
- Facebook (<https://www.facebook.com/vicemergency>)
- Twitter (<https://twitter.com/vicemergency>)
- ABC local radio, Sky News and other emergency broadcasters

### Header

SCHOOL COUNCIL ELECTION PROCESS AND TIMETABLE 2025	
Name of the school: CASTERTON SECONDARY COLLEGE	
EVENT	DATE
a) Notice of election and call for nominations	Tuesday 11 <sup>th</sup> February 2025
b) Closing date for nominations	Tuesday 18 <sup>th</sup> February 2025
c) Date by which list of candidates and nominators will be posted	Thursday 20 <sup>th</sup> February 2025
d) Date by which ballot papers will be prepared and distributed	On or before Tuesday 25 <sup>th</sup> February 2025
e) Close of ballot	Tuesday 4 <sup>th</sup> March 2025
f) Vote count	Thursday 6 <sup>th</sup> March 2025
g) Declaration of ballot	Friday 7 <sup>th</sup> March 2025
h) Special council meeting to co-opt Community members (the principal will preside)	Monday 17 <sup>th</sup> March 2025
i) First council meeting to elect office bearers (the principal will preside)	Monday 17 <sup>th</sup> March 2025



Monday 11<sup>th</sup> February 2024

**Notice of Election and call for Nominations – Students**

An election is to be conducted for members of the School Council of Casterton Secondary College.

Nomination forms are available from the front office from Tuesday 11/02/2025 and must be lodged by 4:00pm on 18/02/2025.

A ballot (if required) will close at 4:00pm on 25/02/2025.

Following the closing of nominations a list of the nominations received will be posted at the school. The terms of office, membership categories and number of positions in each membership category open for election are as follows:

Membership category	Term in office	Number of positions
Student member	1 year from the day after the date of the declaration of the poll in 2025 to and inclusive of the date of the declaration of the poll in 2026	2

If the number of nominations is less than the number of vacancies, a notice to that effect and calling for further nominations will be posted in a prominent position at the school.

Meridith Walker  
Principal  
Casterton Secondary College

Tuesday 11<sup>th</sup> February 2025

**Notice of Election and call for Nominations - Parents**

An election is to be conducted for members of the School Council of Casterton Secondary College.

Nomination forms are available from the front office from Tuesday 11/02/2025 and must be lodged by 4:00pm on 18/02/2025.

A ballot (if required) will close at 4:00pm on 25/02/2025.

Following the closing of nominations a list of the nominations received will be posted at the school. The terms of office, membership categories and number of positions in each membership category open for election are as follows:

Membership category	Term in office	Number of positions
Parent member	2 years from the day after the date of the declaration of the poll in 2025 to and inclusive of the date of the declaration of the poll in 2027	2
Parent member	1 year from the day after the date of the declaration of the poll in 2025 to and inclusive of the date of the declaration of the poll in 2026	2

If the number of nominations is less than the number of vacancies, a notice to that effect and calling for further nominations will be posted in a prominent position at the school.

Meridith Walker  
Principal  
Casterton Secondary College



# Fact sheet 1: school council elections – information for parents

## What is a school council and what does it do?

All government schools in Victoria have a school council. They are legally constituted bodies that are given powers to set the broad direction of a school, in accordance with Ministerial Order 1280 Constitution of Government School Councils, and the *Education and Training Reform Act 2006*. In doing this, a school council may directly influence the quality of education for students.

## Who is on the school council?

For most primary school councils, there are several possible categories of membership:

**A mandated elected parent member category** – members of this category generally comprise more than one third of the council's total membership. Department employees can be parent members at their child's school providing that they are not engaged in work at the school.

**A mandated elected school employee member category** – members of this category make up no more than one-third of membership. The principal of the school is automatically one of these members.

**An optional community member category** – members are co-opted by a decision of the council because of their special skills, interests or experience. Department employees are not eligible to be community members.

A small number of school councils have nominee members.

For all schools with a Year 7 and above cohort, there is an additional category of membership:

**A mandated elected student member category, two positions.**

Generally, the term of office for all members is two years. The term of office of half the members expires each year, creating vacancies for the annual school council elections.

## Why is parent membership so important?

Parents on school councils provide important viewpoints and have valuable skills and a range of experiences and knowledge that can help inform and shape the direction of the school.

Those parents who become active on a school council find their involvement satisfying and may also find that their children feel a greater sense of belonging.

## Do I need special experience to be on school council?

Each member brings their own valuable skills and knowledge to the role, however, in order to successfully perform their duties, councillors may need to gain some new skills and knowledge.

It is important to have an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

## Code of conduct for school councillors

School councils in Victoria are public entities as defined by the *Public Administration Act 2004*.

School councillors must comply with the Code of Conduct for Directors of Victorian Public Entities issued by the Victorian Public Sector Commission. The Code of Conduct is based on the Victorian public sector values and requires councillors to:

**act with honesty and integrity** – be truthful, open and clear about their motives and declare any real, potential or perceived conflict of interest and duty

**act in good faith in the best interests of the school** – work cooperatively with other councillors and the school community, be reasonable, and make all decisions with the best interests of students foremost in their minds

**act fairly and impartially** – consider all relevant facts of an issue before making a decision, seek to have a balanced view, never give special treatment to a person or group and never act from self-interest

**use information appropriately** – respect confidentiality and use information for the purpose for which it was made available

**exercise due care, diligence and skill** – accept responsibility for decisions and do what is best for the school

**use the position appropriately** – not use the position as a councillor to gain an advantage

**act in a financially responsible manner** – observe all the above principles when making financial decisions

**comply with relevant legislation and policies** – know what legislation and policies are relevant for which decisions and obey the law

**demonstrate leadership and stewardship** – set a good example, encourage a culture of accountability, manage risks effectively, exercise care and responsibility to keep the school strong and sustainable.

## Indemnity for school council members

School councillors are indemnified against any liability in respect of any loss or damage suffered by the council or any other person in respect of anything necessarily or reasonably done, or omitted to be done by the councillor in good faith in:

- a. the exercise of a power or the performance of a function of a councillor, or
- b. the reasonable belief that the act or omission was in the exercise of a power or the performance of a function of a council.

In other words, school councillors are not legally liable for any loss or damage suffered by council or others as a result of reasonable actions taken in good faith.

## How can you become involved?

By participating in, and voting in the school council elections, which are held in Term 1 each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

In view of this, you might consider:

standing for election as a member of the school council

encouraging another person to stand for election.

## What do you need to do to stand for election?

The principal will issue a Notice of Election and Call for Nominations in Term 1 of each year. Council elections must be completed by 31 March, unless varied by the Minister for Education.

If you stand for election, you can arrange for someone to nominate you as a candidate or, you can nominate yourself in the parent member category. You can only be nominated by another member of the same category that you are eligible for (e.g. a member of the parent electorate may only nominate another parent of that electorate).

Department employees with a child enrolled at a school where they are not engaged in work, are eligible to nominate for parent membership at that school.

Return your completed nomination form to the principal within the time stated on the Notice of Election. You will receive a Nomination Form Receipt via post, email or by hand delivery.

Generally, if there are more nominations than vacancies a ballot will be conducted in the two weeks after the call for nominations has closed.

## Remember

Consider standing for election to school council.

Ask the principal for instructions if you are not sure what to do.

Be sure to vote if the election goes to ballot.

Contact the principal if you are unsure about what is required at any stage of the election process

## ENGAGING PARENTS IN CAREERS

Dear parents and carers,

We are conducting a review of our current careers program 7-12.

If you would like to have input into our program and/or provide feedback on your/ child's experience of our current program, please contact me via Xuno or put your suggestions in writing and ask your child to leave them at the General Office by the end of February.

We currently include the following activities/programs in our Careers Framework

My Career Action Plans

My Career Match

Discover Me Workbook

World of Work Activity

Morrisby Profiling

Goal Setting and Career Reviews

Safe @ Work Certificate

Resume Writing

Further Education and Employment Opportunity Research

Employment Mock Interviews

Please find included in this newsletter, information on how you can support us to develop your child's knowledge around careers and their understanding of work.

Jo McKenzie



# Engaging parents in Career Conversations



## 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/](http://myfuture.edu.au/)

Information on different careers, Education and Training options.

[joboutlook.gov.au/](http://joboutlook.gov.au/)

Explore different careers, job prospects, wages and skills.

[jobsearch.gov.au/](http://jobsearch.gov.au/)

Search for jobs.

[education.vic.gov.au/victorianaskillsgateway/pages/home.aspx](http://education.vic.gov.au/victorianaskillsgateway/pages/home.aspx)

Vocational training in Victoria, search for certificate courses.

[www.utac.edu.au/](http://www.utac.edu.au/)

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

[www.qit.edu.au/](http://www.qit.edu.au/)

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

[studyassist.gov.au/sites/StudyAssist/](http://studyassist.gov.au/sites/StudyAssist/)

Information for students about government assistance for financing tertiary study.

[www.cear.vic.edu.au](http://www.cear.vic.edu.au)

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



Career Education Association of Victoria Inc.  
Unit 2 182 B Burwood Road  
Hawthorn Vic 3122  
Ph: 9820 6400 Fax: 9815 2490  
Email: [reception@ceav.vic.edu.au](mailto:reception@ceav.vic.edu.au)



Education  
and Training

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.

# Engaging parents in Career Conversations



## 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/](http://myfuture.edu.au/)

Information on different careers, Education and Training options.

[joboutlook.gov.au/](http://joboutlook.gov.au/)

Explore different careers, job prospects, wages and skills.

[jobsearch.gov.au/](http://jobsearch.gov.au/)

Search for jobs.

[education.vic.gov.au/victorianaskillsgateway/pages/home.aspx](http://education.vic.gov.au/victorianaskillsgateway/pages/home.aspx)  
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Education and Training

# Have You Used the **LITTLE FREE PANTRY?** We Want to Hear From You!

Help us understand the impact of the Little FREE Pantry.  
Take our short anonymous survey today by scanning the QR code

