



At Epping Secondary College our relationships and behaviours are guided by the values **RESPECT, COMMITMENT, HONESTY, FAIRNESS AND PERSEVERANCE**

## Issue 3

# ITALY TRIP

During the April school holidays and beginning of Term 2, eleven students and two staff members from Epping Secondary College travelled through Italy for 17 days. We were also joined by four students and a staff member from both Lalor Secondary College and Lalor North Secondary College. Our journey began by exploring Italy's capital city, Rome, a city filled with rich and fascinating history and plenty of hustle and bustle. Some high lights for many of the students included touring through the Colosseum, climbing the Spanish Steps and sitting by the Trevi Fountain in the evening. While in Rome we also ventured to the region of Campania where we walked through the ruins of Pompeii and learnt how people lived during the time of Mt Vesuvius' eruption in AD 79. The students' experience in Florence included attending a school for foreigners which helped to increase their confidence when speaking Italian daily. We were mesmerised by the beauty of Florence, especially while at Piazzale Michelangelo, where we received a panoramic view of the city with il Duomo and Ponte Vecchio in sight. During our time in Florence we travelled to Pisa to see the Leaning Tower of Pisa which was a fun and exciting day. Our experience in Venice was magical as it begun with a gondola ride through the city and was followed by adventures through the intricate laneways of the city. Finally, we visited Milan, the fashion capital of Italy, where we were amazed at the elegance of the city, especially La Galleria Vittorio Emanuele and Piazza del Duomo. Through their daily experiences, the students developed a curiosity for the Italian language and were constantly increasing their vocabulary and the confidence required to utilise it in everyday situations. Students were immersed into Italian culture especially the Italian cuisine which involved trying new dishes and lots of gelato! Additionally, we had amazing tour guides who made presentations and offered historical information about the various landmarks we were lucky enough to visit. Throughout the trip we learnt many skills required for travelling including reading maps, using public transport and managing our own money. Students developed the confidence and independence required to be away from family and certainly grew as individuals. Overall, it was an enriching experience for all involved and one that we'll cherish for a lifetime.



## May 2016

### Important Dates

#### MAY

Tuesday 10—Thursday 12  
NAPLAN Testing Y7 & Y9

Friday 13  
**CURRICULUM DAY**  
**STUDENTS NOT REQUIRED AT SCHOOL**

Monday 16—Wednesday 18  
Year 7 Camp Phillip Island

Wednesday 25— Friday 27  
Year 11 Study Camp

#### JUNE

Thursday 2—Thursday 9  
Year 11 Exams

Friday 3  
Year 7 Immunisations

Tuesday 7  
Y12 GAT exam

Wednesday 8-Thursday 9  
Y12 Reenergise Program

Friday 10  
**REPORT WRITING DAY**  
**STUDENTS NOT REQUIRED AT SCHOOL**

Monday 13  
QUEENS BIRTHDAY  
PUBLIC HOLIDAY

Monday 20-Friday 24  
Year 10 Camp

Tuesday 21—Wednesday 22  
VCE LOTE Camp

Friday 24  
LAST DAY of TERM  
1:00pm Dismissal



# ITALY TRIP

**SAINT PETER'S BASILICA -  
VATICAN CITY ROME**



**PIAZZA DI SPAGNA - ROME**



**THE COLOSSEUM ROME**



**AMPITHEATRE OF POMPEI**



**THE TREVI FOUNTAIN - ROME**



**TRAVELLING ON A VAPORETTO - VENICE**



**VIEW TOP OF IL DUOMO - FLORENCE**



**Cameron Tinsley 9J**

"My highlight of the trip was the Trevi fountain because it had a great atmosphere and an experience I'll never forget"

**PONTE VECCHIO - FLORENCE**



**LA BOCCA DELLA VERITA - ROME**



**Maddison Holmes 9D** "Overall the trip was amazing. I made so many memories with new and old friends"

**Kat McLaine 11D** "The trip has helped my VCE studies because it has widened my vocabulary and it's given me a better understanding of Italian culture"





**Vanessa Cupkunoski 9J** "My highlight of the trip was the gondola ride in Venice because it was very unique"



**ISLAND OF BURANO - VENICE**



**IL DUOMO - FLORENCE**



**L'ACCADEMIA MUSEUM - FLORENCE**



**Paige Rickard 9D** "Florence was the best place we went to and would love to go there again"



**POMPEI**



**ISLAND OF MURANO - VENICE**



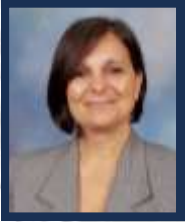
**Amy Shanahan 9J** "I had a really amazing time in Venice and it was fascinating to visit the islands of Murano and Burano"





# May 2016

## Principal's Report



### School Review Year: We are seeking parent input

Dear Parents,

As part of every school's accountability to the department and its community, schools develop a 4 year Strategic Plan that outlines the school's improvement agenda, the targets and goals it would like to achieve and the key improvement strategies that will help the school achieve these goals and targets. At the end of the 4 years, schools undergo a school review process to assess the progress made and begin to identify the new directions and goals for the next strategic plan. If the school is deemed to be underperforming, the review becomes a diagnostic review which is then conducted by the department. If the school is seen as performing at expected or above expected standards then the school conducts its review with the support of a reviewer and the school's SEIL (Senior Education Improvement Leader).

This year is our school review year as we are currently in our fourth year of our Strategic Plan. We will be undergoing a normal review and have started to prepare our self-assessment. This involves analysing our school data including NAPLAN results, VCE and VCAL results, Student, Parent and Staff Survey results as well as any other data we collect as a school. We will be conducting staff forums and student forums to gather feedback as well as parent forums and surveys. The school council will contribute to the process as well as other school teams including: the leadership team, the curriculum and student wellbeing teams and the VCE Excellence Team. The aim is to diagnose the school's performance against the Strategic Plan considering those things that helped us achieve as well as those things that hindered our progress. It is important to challenge ourselves and be objective in determining what does and what doesn't work.

It is also most important that we have parents contributing to this review process as you are key stake holders and your opinions and perspectives are extremely valuable.

I will be sending a text over the next few weeks to all parents with a link to a survey that I would encourage all parents to complete. It will ask simple questions such as:

What do we do well?

What areas need further attention and development?

It should take no longer than 5-8 minutes to complete.

**PLEASE MAKE SURE YOU RESPOND TO THE SMS AND COMPLETE THE SURVEY.**

We need to work together as a whole school community to keep improving this great school so that we make sure we are providing the very best education for our students and support each and every one of them to achieve their full potential and aspirations.

Please feel free to ring me if you would like to discuss any aspects of school improvement as I am very keen to hear your opinions and perspectives.

Helene Alamidis  
PRINCIPAL

## What is the Process in Learning?

*"The mark of a champion is the ability to win when things are not quite right – when you're not playing well and when your emotions are not the right ones."*

Great learners can also use outcomes and results as a measuring stick to gauge progress. These short-term wins and improvements in performance can add fuel to the growth mindset fire, helping us to stay the course of becoming a lifelong learner.

The importance of praising students for effort and the processes they use to learn. This cultivates what Carol Dweck calls a ["growth mindset"](#) and helps students identify the practices that develop their knowledge and skills and supports their perseverance toward goals, by acknowledging hard work over so-called innate talent.

The idea that being smart means learning comes easy is one of the [myths that haunt students](#). This fixed mindset leads students to avoid challenges for fear of looking stupid. Dweck says teachers can challenge students' fixed mindset beliefs by using effort or "process" praise—for engagement, perseverance, strategies, improvement and the like.

We have to really send the right messages, that taking on a challenging task is what I admire. Sticking to something and trying many strategies, that's what I admire. That struggling means you're committed to something and are willing to work hard. Parents around the dinner table and teachers in the classroom should ask, 'Who had a fabulous struggle today?'

This praise can have significant effects upon students: citing longitudinal studies with Year 7 maths students, Dweck has shown how students with a growth mindset are far more likely to take on more challenging work and succeed at it than students with a fixed mindset - even if all other factors remain the same.

We have to really send the right messages, that taking on a challenging task is what I admire. Sticking to something and trying many strategies, that's what I admire. That struggling means you're committed to something and are willing to work hard.

Parents around the dinner table and teachers in the classroom should ask, 'Who had a fabulous struggle today?' (Morehead 2012)



## Positive Education Corner

I have been doing some experimenting in my classes with Carol Dweck's ideas and concepts about rewarding students for the process they took to reach the final product. It is really exciting work and I will be able to report back on how students felt about this new 'Process Mark' in the next edition of the Positive Education Corner. I have so far found that the students who sometimes struggle with concepts or work but put in 100% effort and perseverance into a task do not always get rewarded in their overall grades and in some cases give up. I hope that this new 'process mark' inspires some of my students to never give up.

**Sarah Dempster**  
Student Development





# May 2016

# CAREERS REPORT

## Melbourne Polytechnic Tour

On Monday, 18th April, the Year 10 Pathways students along with a selection of VCAL students took part in a campus tour of Epping Melbourne Polytechnic.

The students were shown around the facilities and were informed about the different options that TAFE has to offer, including Pre-Apprenticeships, Apprenticeships, Certificates, Short Courses, Diplomas, Degrees and VCAL.

All students were given a show bag which was packed with useful information about courses offered by the TAFE.

Well done to all who attended, thank you for your participation. It was great to see how engaged you all were.

Thank you to Mr. Stevens and Kath Scott who accompanied us on the day.

**Erin Basinski**

**Year 9 & 10 Careers Education Coordinator**



## Epping Secondary College

*Learning for life*

I found the painting and plastering area the most interesting. We were shown what plaster is made from and the different uses for it. The painting section was also an amazing area where the students were really happy to be in class. It was great to see what young people are able to achieve and their creativity- it was an amazing place.

**Britney Taylor 10P**



We were given a tour around the campus where we visited many different sections of the TAFE including the Animal nursery, the Aquaculture Centre, Industrial including painting, plastering and scaffolding. It was a great opportunity to see what the TAFE has on offer.

**Whitney Young 10P**



My favourite part of the day was when we visited the scaffolding section. We learnt that you need to have a license for scaffolding and we even learnt that the TAFE offers a 3 day course. This was the most interesting section as the teacher informed us that the students learn the basics of scaffolding, how to put up the framework as well as teaching students how to correctly use a scissor lift.

**Daniel Cassar 10P**

I learnt that there is a course or career option for everyone. The whole day was interesting and before attending the day I wasn't interested in Aquaculture but the tour guide made it very interesting to listen to. The excursion showed me a more realistic goal for jobs and careers that I could potentially get into.



The most interesting part of the day was looking into the different classrooms, it was a different environment in each and no two rooms were identical.

It was a great experience walking around the different areas of the TAFE and seeing how students can move from an environment where it is very quiet reading books to a practical hands on area.

I liked the plaster and fibre-glass area, it was so cool. We saw how house walls looked beforehand and how the fibre-glass transforms from looking like hair to a hard material, it was amazing.

**Lachie George 10P**





## The University of Melbourne Hands on Engineering Day

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On Friday, 1st April, during the Easter holiday break, The University of Melbourne hosted a 'Hands on Engineering Day' at their Parkville campus. Natali Curukovski of 10E was lucky enough to be invited to take part in this special program. Below is a reflection which outlines the learning activities and workshops that took place on the day. I would like to take this opportunity to thank Natali for her efforts in representing Epping Secondary College at this event. It is particularly admirable that she attended despite the day being scheduled during the school break.

Erin Basinski

Year 9 & 10 Careers Education Coordinator

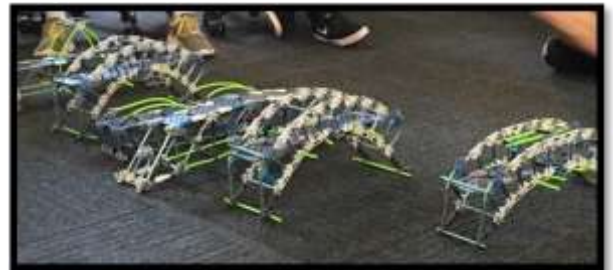
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The Hands on Engineering Day was wonderful and of course a memorable experience. The aim of the program was to help students decide whether studying engineering or related subjects at VCE is applicable and suitable to their individual career path. Students who took part were provided with background information on the required ATAR score needed to be accepted into the University of Melbourne, School of Engineering.

The day consisted of three separate workshops where we were given the opportunity to work with robotics and 3D printing.

The first workshop was practical and students were given one hour to build and test a stable bridge that could withstand 9 kilograms.



The second workshop saw students using microscopes and iPhones in a race to take the best picture of a man made item, a plant, a mineral or an animal/animal product.

The third workshop involved using ICT skills. Students used computers to design and engineer products.

My favourite workshop was the first practical workshop and despite it being the most difficult, it required a lot of teamwork and problem solving skills. I learnt many interesting things throughout the day. The workshops allowed me to think about what I wanted to do in the future. Talking to the students and lecturers at the University of Melbourne was an eye opener. One key message that I took away from the day is **to always try your best and study hard!** The day gave me a good insight into the courses and options to study engineering at University. Engineering involves a lot of teamwork because buildings are not designed alone.

Natali Curukovski 10E

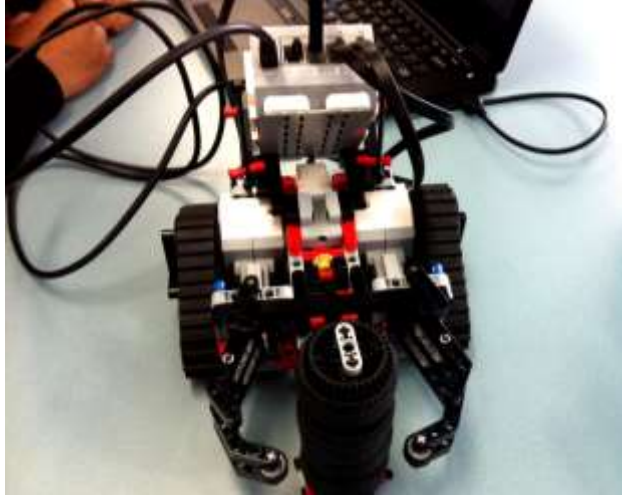
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# May 2016

## GROWING TALL POPPIES



On 21st to 23rd March, I attended the 'Growing Tall Poppies' program hosted at Latrobe University, where I learnt how robots operate in space and all types of environments. On the 1st and 2nd day, I was taught how to code robots made out of Lego. We had four people in our group which was split into two other groups. Each group was given a laptop and a robot which my group named Wall-e and the other named Failure. We programmed the robots to go around and pick up obstacles like a Lego tyre stack.

We were given a lot of freedom during this program to roam around during lunch and experience the campus like university students. The mentors didn't speak to us as students; they were very open and accepting and adjusted the experience according to our likes and dislikes which I really respected because it was different.

Along with the fantastic learning experience, we were also exposed to university life. There were events every day that filled the campus with music and persuasive smells. For example, on the 1st day it was Vietnamese day where the centre of the campus was filled with traditional Vietnamese food and music. Everybody was very interactive and accepting which generated an extremely comfortable atmosphere.

Overall the three days we spent at Latrobe were fantastic, I learnt new things that I otherwise would not and made new friends who had the same interests as me. I recommend that those who have an interest in science and technology apply for the Tall Poppies program because it is a great learning opportunity that will assist you in your future years.

**William Lay 10F**

The Tall Poppies Program was an insightful look into the world of Science and where I belong in it.

We spent 3 days at La Trobe University mingling with scientists and experiments. I chose to do the Synchrotron Science & Protein Crystallography Program. In the time we were there we grew lysozyme crystals and looked at them through a microscope. We 'fished' these crystals out of the solution and froze them in liquid nitrogen. Afterwards we shot x-ray beams at the crystal and tried to solve the structure of the enzyme with the diffraction data we obtained using computers. We also went on tours of the university and presented what we had learnt to each other. My favourite parts were the pizza lunch, exploring the university and freezing crystals in liquid nitrogen.

**Sahil Mehmi 10F**



# May 2016

## Year 9 City School



Our first city experience excursion was great. We walked around the city to find answers to our question sheet. The questions led us to many different places in the city. For many people this was a new and exciting experience. It felt almost like a race but a very calm and slow paced race. Nobody was in too much of a hurry and most completed most of the question sheet.

-Costas

Our second excursion was held by the Salvation Army in two different parts. In the first part we went around the CBD to see some of the more common places that you would find the homeless as well as hearing about the sad stories of some of the people who had found help with the Salvation Army. In the second part we went to the Salvation Army's education centre where we learnt some of the statistics of the homeless problem in Melbourne as well as some activities that tried to show us how difficult it is to be homeless.

-Matthew





# May 2016

## CVA Elective

### Carport Cladding Project









This semester students from the CVA Duke of Ed class have been involved in a makeover of the carport at the house. The team have fitted palings to the outside and are painting it to match the fence they have been upgrading and painting. This project is improving the appearance at the entrance to the school along the driveway. The team has shown great skill in beautifying this area and this project has brought positive comments from members of the school community.

**John Michaelides**  
CVA Community Elective teacher.



### HOUSE TALLIES 2016:

Pindari Panthers	Dalton Dragons	Tatlow Tigers	Scarborough Scorpions	Findon Falcons	Carlisle Cobras
					
1730	1594	1547	1536	1319	1114

# May 2016

## Baseline Mural



At Epping Secondary College, the Arts are very highly valued, and we work toward allowing students to experience the Arts in a real-world perspective as much as possible. In the middle of March, a group of Year 9 and 10 girls from Epping Secondary and Lalor Secondary participated in a program with the Whittlesea City Council called Baseline. This program encourages young women to participate in arts projects and activities which are stereotypically dominated by males such as skateboarding, BMX riding, 'scootering' and the like.

Students undertook a range of workshops over 4 weeks which included working with professional artists, Whittlesea council Youth Workers and skateboarders to conceptualise, plan, and create a mural at the Meadowglen Skate Park in Epping. They spent a whole day at the skatepark to paint the mural – where they built on both their creative skills, and their team-building skills. The girls battled the heat and persisted to produce a beautiful mural piece based on characters which they had generated in their sketchbooks, and had officially made their first mark as young artists. Reflecting upon their experiences, the students had expressed a real sense of enjoyment and an authentic creative experience.

*'It was a pleasure to be able to work with Baseline to form a mural painting over the skate park. Everything went really well and as hot as it was, I had a really good time.'*

**Lara De Luca, Year 10**

*'...the experience of painting the mural was unique. Everything went together well. Students' ideas went on the wall with ease, thanks to the help of Baseline, Erin, staff from both Epping and Lalor SC. Everyone got to work straight away even with the heat on our backs, and an ideal group of young artists worked together as if they have done this for many years. I have seen such a great connection between students coming together to complete the mural. I think overall the artwork is something to be really proud of.'*

**Rachael Burns, Year 10**

Each of the students is to be commended for their efforts on creating such a strong piece of art in a public setting. The artwork was officially opened by the Whittlesea City Council on Saturday 19th March at the Meadowglen Skate Park and can still be seen on the ramp. Students involved from Epping Secondary College are listed below:

Lara De Luca, Rachael Burns, Amira Said, Nadira Sanif, Izzy Francis and Tiarna Urbaniak.

**Cara Gallina - Visual Communication Design Teacher**





# May 2016

## Studio Arts Gallery



On the 15th March, our students visited the National Gallery of Victoria to view the TOP ARTS exhibition. TOP ARTS is an exhibition of selected student artworks from the previous year of Art and Studio Arts. There are over 2,500 applications and only 42 students are lucky enough to be selected.

Our students listened to a talk from the gallery staff about the artworks and the various art industry roles involved in hanging the show. We then headed off to the folio viewing room where we were able to look through the supporting folios and be inspired by the explorations of last year's students. This will be a valuable aid in helping our students create strong folios for their own assessment. We then wandered through the actual exhibition which had a great range of art forms, mediums and subject matter and much mature discussion about the intent of the works was had.

With time to spare we headed to NGV International for a quick stop at the famous water wall, a gaze at the beautiful stained glass ceiling by Leonard French, a peep at Picasso's, "Weeping Woman" and a squiz at the NGV's most expensive artwork, Tiepolo's, "The Banquet of Cleopatra" valued at over \$100 million dollars in 2010. The story of this painting can be found below.

Our students were Impeccably behaved as always and represented the school in an exceptional fashion. We are excited to be working with this fine group of Studio Arts students in 2016.

**Kerry Kaskamanidis**  
Creative Arts co-ordinator



**The Banquet of Cleopatra is a painting by Giovanni Battista Tiepolo completed in 1744.**

*The work depicts the culmination of a wager between Cleopatra and Mark Antony as to which one could provide the most expensive feast. After Mark Antony's feast, Cleopatra drops a rare and precious pearl from her earring into a cup of vinegar and drinks it once the pearl has dissolved. As recounted in Pliny the Elder's Natural History, Cleopatra wins the wager.*

# May 2016

## Pathways Camp Ballarat

On 3rd March, we departed for Ballarat by bus, arriving at 11am. We stopped for lunch at McDonalds and then travelled onto Paxhill Activity Centre. When we arrived we were greeted by the owner of the land and his dog Stumpy, who told some kids how Stumpy lost his leg and that he was a rescue dog. Whilst we unpacked Stumpy was running and jumping around the cabins, came inside for a quick second and then ran off. At around 1pm we went to the Museum of Australian Democracy at Eureka or MADE for short. We saw and learnt about the first ever Eureka flag that was made, were able to walk around and look at guns, books, funny shirts, the music room and a room that plays 10 famous speeches from people that have had an impact on the world. We then went to the Ballarat Art gallery and role played characters from the Eureka trial, as well as looking at paintings and walking around the gallery. We returned to our cabins and had schnitzel, chips and salad for dinner, washed the dishes and prepared for the night tour at Sovereign Hill which was freezing by the way! I had to wear three jumpers! All the shows were awesome and it felt like you were there watching it all happen. The next day we went to Geelong Adventure Park and went on wet and dry rides. Even if you didn't plan on getting wet you had to because it was so hot during the day. Despite the traffic we arrived back at school at around 4pm. It was an enjoyable and fun camp.

Rheannon Tulloch 10P





# May 2016

## VCAL Camp Phillip Island



**Day One** - We departed school heading to Phillip Island. The bus trip took two and a half hours though we did stop for a quick break. Once we arrived at Phillip Island some of the year 11s and 12s participated in a surfing activity while the rest walked around the beach and played ball games. After the surfing activity was finished we walked back to the camp resort where we were staying.



**Day Two** - We participated in group activities such as the giant swing and the twin flying fox.

After dinner we went to the Penguin Parade and it was a very thrilling experience to watch the penguins waddle out of the water onto the sand.

After the penguin parade we went back to the resort and watched a movie.

**Day Three** - This was an upsetting day because we had to pack our bags and leave. Prior to leaving we participated in some more activities. We then boarded the bus and headed for home. On the way we stopped for lunch at San Remo where we were able to feed the pelicans before returning to school.

**Jordy Karaka, Adam Iurato, Maddison Johnson, Mary Gionta, Dion Imolesi, Alim Reshiti**



# May 2016

## Drama Incursion



On Friday, 11th March, all year 8 Drama students watched the play "Cyber Busters" directed by Cat Commander and presented by Class Act Theatre Company. The play surrounded the issues of social media in relation to Cyber Bullying. The main aim of presenting this play to students was to expose them to a live and professional theatre performance



and to give students the opportunity to start articulating on what a good performance is based on. Students were required to write a Theatre Review as a Common Assessment Task. We wanted students to use specific theatre vocabulary and adjectives to describe the acting skills of the performers, the stage craft used to enhance the performance and the mood of the piece. This will ensure students have the foundation skills required for VCE Theatre Studies.

All the students thoroughly enjoyed the performance and learnt some things about the dangers of cyber bullying and how it can seriously affect people.

Sarah Dempster  
Drama Teacher



## ANZAC Day



On 25th April, I had the privilege of representing Epping Secondary College at the Epping RSL's ANZAC Day dawn service. During the service I recited the Lord's Prayer and laid a wreath on behalf of our school. The dawn service was attended by a large number of people, including the Mayor of Whittlesea and many other local councillors. The service was very moving and this year paid particular homage to the Vietnam Veterans as well as honouring all of Australia's service men and women throughout history. I felt very privileged to be able to represent our school at the service.

Tabitha Andersom



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# May 2016

## Women's International Day



This year I was nominated to attend Monash's inaugural International Women's Day event. This year's featured key note speakers were Dr Jennifer Jamieson and Leanne Thompson. It was a great event; Jennifer, a medical doctor, shared three stories of belief & motivation, bearing witness (temoignage) and of adversity. She also spoke of the difficulties she faced as a female doctor in 3rd world countries when working with their doctors. Leanne, a successful business consultant, encouraged us to be bold, curious, balanced, to connect with others to value our relationships and to plan and prepare to tackle our obstacles. Both speakers were passionate, inspiring and a delight to listen to. After morning tea, in which the year 12 girls were able to talk and network, we broke into groups to do a work shop focusing on our values, our motivations and our role models. The event was a great day with inspiring women and I'm grateful I had the chance to participate.

**Jazmin Brooks**  
**College Captain**

## SRC Report



On Tuesday, 3rd May, four of our SRC members were lucky enough to attend a program funded by the Education Department called 'Train the Teacher' at Mill Park Secondary College. Our college values "student voice" and encourages students to be actively involved in having a say about their school and contributing to the school improvement process.

Hitaishi Verma, Teesha Billman, Kelly Lynch and Jessica Lord had the opportunity to network with students from other schools, share ideas, solutions and resources which they will bring back to our school and work with other SRC members to create their own session of professional development for teaching staff. This is an opportunity for students to drive student-led conversations with teachers and to present students' ideas about improving curriculum and student/teacher relations.

This program ties in with the SRC goals of creating positive



change within the school environment and actively working towards building connections between students and teachers. It was a great training session, all four students will report back to the SRC and as a group they will start planning the professional development session they will run with members of the teaching staff.

It is wonderful to see our students so enthusiastic and committed to their school community and we look forward to hearing how their training session goes.

# May 2016

## Sports Report

The start of term 2 has seen a number of teams compete in Northern Region Finals, after being successful at the Whittlesea Division level.

The **Year 7 & 8 Girls Softball team**, coached by Miss Spiteri & Mr Malcolm, have been training very hard and have excelled at their first tournament of the year being the Whittlesea Division tournament. The team progressed to the NMR round, competing against schools from across Northern Metropolitan Melbourne. The girls played University High and Montmorency Secondary College in pool matches, winning both comfortably. In the final they came up against Viewbank Secondary College and in a tightly fought match the girls were narrowly beaten. It was a great effort to reach this level and narrowly miss out on competing at the state level. The girls should be congratulated for their efforts and their commitment to training during many lunchtimes.

Well done girls!

The **Intermediate Boys Volleyball team** (pictured right with coach Mr. Bisaro) have competed in the Northern Metropolitan Region volleyball finals. The boys comfortably accounted for Fitzroy High School and Northcote Secondary College in their opening pool matches. However, the boys knew that their biggest challenge was still to come, Eltham High School. The match was unfortunately a one-sided affair with Eltham clearly being the better team on the day. The boys should be congratulated for their efforts and their commitment to training.



The **Whittlesea Division Athletics** carnival has just been held at Meadowglen Athletics Track. With approximately 40 representatives across all year levels, Epping Secondary College students were very well represented on the day. Some notable performances on the day are listed below;

- **Lee Samau** of year 11 comfortably winning the 16 boys 100m and 200m.
- **Jacinta Garner** of year 11 placing 1st in the 17 girls shotput & discus.
- **Aidan Salih** of year 7 winning the 12/13 boys high jump.
- **Liam Allen-McBean** of year 9 winning the 15 boys 200m.
- **Matthew Bevilacqua** (year 9), **Stephanie Jacobson** (year 7) & **Chloe Manuel** (year 9) competing fiercely in many of the middle distance events, resulting in a number of 1st, 2nd and 3rd place finishes.
- **Leahtoya Sufia** of year 9 dominating the throwing events.
- **Jeremiah Tyrell** placing 1st in the 14 boys discus.
- **Jessica Razmovska** winning the 12/13 girls long jump, placing 2nd in triple jump and 3rd on a count-back in high jump.
- The year 7 girls relay team of **Jessica Razmovska**, **Poppy Lozanovski**, **Jemma Gonzalez** & **Stephanie Jacobson** finishing a narrow 2nd place in a very exciting race.
- The year 8 girls relay team of **Maryanne Polu**, **Lindy Stephens**, **Hana Savelio** & **Luitasi Samau** finishing 2nd to a very talented Hazel Glen team.

Well done to all students who competed on the day. You should be extremely proud of your efforts and the way you represented the school.

**Michael Rogneda**  
**Sport Coordinator**



# May 2016

## Wellbeing Report

### CONNECT Program:

Students from years 7 to 10 have been involved in a CONNECT program. CONNECT runs every Thursday in the Wellbeing House with about 15 students taking part in “old fashioned” Card games, Chess and Board games. Matt Withers, a Youth Worker comes in each week and sets up the activities, whilst Leanne Halsall (Student Wellbeing Coordinator, Tiffany Griffith (Counsellor) and Deb Shepherd (Counsellor) take part as well. The aim is to enable students to interact socially and improve interpersonal skills and technology is not permitted for the 50 minute session. Students are really enjoying this activity and are not missing mobile phones and gaming devices.



### RAISE Mentoring Program:

The RAISE Mentoring Program is run over 20 weeks during Terms 2 and 3. Each student works with a Mentor and each week there is a specific theme that they work on. The themes are around health, wellbeing and relationships. Students often benefit from having a neutral role model to talk to who is an adult. The mentors are trained to assist students with identifying and achieving goals.



## **AFL Active- Epping**

### **WHAT IS AFL ACTIVE?**

AFL ACTIVE is a group fitness workout that can help you burn calories and get fit & healthy in a new and fun way. It's built on the principles of having variety in your workout by using the unique combination of endurance, speed, strength, agility and dynamic movement.

- So try four quarters of fun & fitness.
- Burn over 600 calories over a 50 minute workout
- Get fit like an AFL athlete without having to kick or mark a footy
- Get fit and feel strong through a varied, high intensity program
  - Get a total body workout and burn fat
  - Grab your friends and have some fun

**FIRST WEEK IS A FREE TRIAL (6.4.16-10.4.16) COME EXPERIENCE A FUN NEW WAY TO EXERCISE AND SEE RESULTS.**

**(Classes during this week will start @ 9.30am)**

Session times are: WED 6.30am & Sunday 9.30am - further times may be added depending on numbers. The cost of the 8 week program will be \$200.00 covering all 16 x 50min sessions. CHILDREN UNDER 16 ARE FREE!!!

**ALL PARTICIPANTS MUST REGISTER ONLINE @**

**<http://www.aflactive.afl.com.au/>**

**Select: venues, then VIC, then Epping – Scott Wood**





**May 2016**



REGISTER NOW!

**MUSIC LESSONS**

**\$25**  
PRIVATE LESSONS

**GUITAR / BASS**  
**PIANO / KEYBOARD**  
**VOICE**  
**VIOLIN / CELLO**  
**HARMONICA**  
**DRUMS / PERCUSSION**

**0418 172 506 Epping**  
**[jacmusicsschool.com](http://jacmusicsschool.com)**

 LIKE US ON FACEBOOK!



## ESC SECOND-HAND UNIFORM SHOP

LOCATED IN HOUSE  
WEDNESDAYS  
ONLY  
OPEN 3:15—4pm  
FOR TERM 2

- ♦ Uniform to be sold can also be accepted during these times
- ♦ Only current uniform will be accepted
- ♦ CASH ONLY
- ♦ NO REFUNDS







**Would \$500 assist you with education costs?**

Join Saver Plus and match your savings, dollar for dollar, up to \$500 for educational costs including:

- school uniforms and text books
- computers, laptops and tablets
- excursions and camps
- sports equipment, uniforms and lessons
- TAFE, traineeship and apprenticeship costs
- music tuition and instrument hire.

You may be eligible if you have a Health Care or Pensioner Concession Card, are at least 18 years old, have some regular income from work (you or your partner) and have a child at school or study yourself.

Contact Christian Unger, your local Saver Plus Worker:  
03 9483 2416 / 0407 817 758 or  
[cunger@bsl.org.au](mailto:cunger@bsl.org.au)



Saver Plus was developed by ANZ and the Brotherhood of St Laurence and is delivered in your local area. The program is funded by ANZ and the Australian Government.

## Active 24 North

Mondays & Wednesday @ 6:30pm

What you get:

- ⇒ Free Community Fit Club
- ⇒ Wellness Evaluations
- ⇒ Group Fitness and Community Support
- ⇒ Coaching

To join in the fun contact  
Michelle 0409 190 912 or  
Shayne 0431 046 339

**Bring your Family and Friends  
Everyone Welcome**

Findon Primary School,  
Cuthbert Drive,  
Mill Park

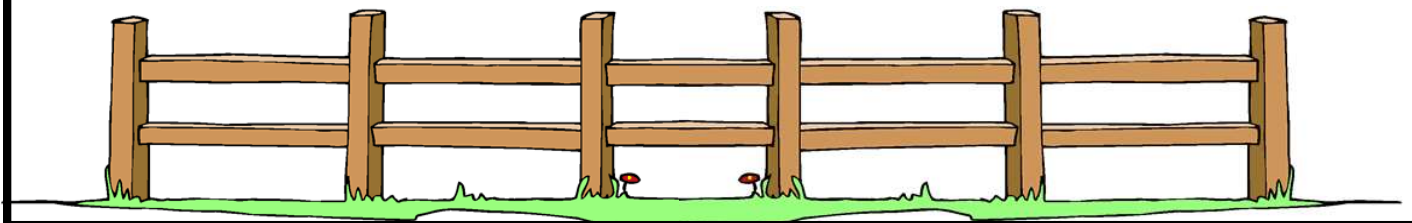
## FENCE PALINGS REQUIRED

Technology Department is looking for good condition second hand fence palings.

These will be used to build bird house breeding boxes for our students.

It's a great way to recycle and give back to nature.

If you're about to put up a new fence please contact Mr Cooke as new off cuts or nice second hand palings will certainly be used.



A top-down view of a wooden desk with various school supplies: a laptop keyboard, a blue pen, a white USB drive, a black paperclip, a clear ruler, a blue eraser, a blue and white tape roll, several colorful paperclips, a yellow pencil, a pair of blue-handled scissors, and a pink notebook with a blue pen resting on it.

Help your child  
**study better**  
in 2016



## **Extra homework help in 2016 thanks to Melbourne Polytechnic**

Next time your child gets stuck during homework or study, don't let it turn into an argument. You have free access to a huge network of expert teachers and tutors, online, on-demand, with the school's YourTutor service.

Connect to a live expert 3pm-10pm for real-time help with maths, English, the sciences and more. Or your child can upload a draft assignment any time and get personal expert feedback, to help them make it their own best work.

Melbourne Polytechnic are providing free access to YourTutor for our students in 2016 to help with after-hours study, for confidence, support for parents, and learning improvement.

**Students have received activation codes.**

Unlock your child's account now at [yourtutor.com.au/start](http://yourtutor.com.au/start)



**MELBOURNE  
POLYTECHNIC**

