



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

Issue 5

August 2013

# Dante Poetry Competition

## Important Dates

### AUGUST

**Monday 1**

Australian Mathematics Competition

**Monday 12 - Friday 16**

Year 8 Nayook Camp

**SCIENCE WEEK**

**Friday 16**

Careers Expo

**Monday 19**

VCE Art

Amazing Gallery Race

**Friday 23**

**CURRICULUM DAY**

**STUDENTS NOT REQUIRED AT SCHOOL**

**Tuesday 27**

School Council

### SEPTEMBER

**Tuesday 3**

Year 7 Humanities

Night at the Museum

**Monday 9- Wednesday 11**

Year 7 Lady Northcote Camp

**Tuesday 17**

**PARENT/TEACHER INTERVIEWS**

**Friday 20**

**LAST DAY TERM 3**

**STUDENTS WILL BE DISMISSED AT 1.00pm**

## Italian students' impressive achievements!

Epping Secondary College student Riccardo Serbolonghi has received 1<sup>st</sup> prize in the native language section of the Dante Alighieri Italian Poetry Competition! Furthermore, three of our other talented Italian students were finalists.



This year over 3000 students participated in the prestigious state wide Dante Alighieri Italian Poetry Competition. Of those students approximately 174 made it to the finals, which was no easy feat. We would like to congratulate the following students: Stephanie Crisciglione, Daniel Pietrobuono, Jazmin Brooks and Riccardo Serbolonghi on their success in this competition. They are great ambassadors for our school and we are proud of their outstanding achievements. Bravissimi!



## Principal's Report



Dear parents,

This year the school has made a commitment as part of the strategic plan, to ensure that **teaching across the school is consistent and that variation from classroom to classroom is reduced**. We are focusing on delivering what is referred to as a viable and guaranteed curriculum. The teachers within each of the 8 Key Learning Areas: (KLA) English, Maths, Humanities, Science, Creative and Performing Arts, PHASE (Physical and Health education), Technology, LOTE (Languages Other Than English), have determined the key skills and knowledge that are required in VCE and VCAL. They have then developed a **scope and sequence** of these skills and concepts, so that we ensure that they are covered from years 7-11 preparing students for the senior years. These skills are also reinforced throughout the 6 years so that they are consolidated and taught at a more sophisticated level as students' progress from year 7 to year 11.

Teachers have also worked in PLTs (Professional Learning Teams) **designing key lessons, with specific learning intentions** that are communicated to the students so that they are clear about what it is they are expected to learn. These lessons also emphasise the vocabulary and ideas that are integral to the particular topic being studied. Furthermore, all teachers have also undertaken Professional Development on how to **develop challenging questions** that help students broaden and deepen their learning. In order to evaluate how these strategies are impacting on student learning, teachers are involved in **peer observations**, where they observe each others' classes and reflect on the effectiveness of aspects of the lesson.

The processes I have described above are part of a model of improvement called **the POWERFUL LEARNING MODEL**, which was developed by the Northern Regional Office of the Education Department. As a school we are focusing our efforts on continuously improving the teaching practice of our teachers and the learning behaviours of our students.

The other key improvement strategy outlined in our strategic plan **is about developing resilience, self-discipline and aspirations in our students**. There are teams of teachers studying the current research in this area, attending conferences and visiting other schools so as to develop a program that will suit our students and our school. Student input is critical in this area and we will be including students in our work. We will keep you informed of our progress as we go.

In the meantime, our students are not only being challenged in classes but also through the many extra curricula activities that they have participated in including: Debating, Language Competition, Year 9 Speech Competition etc

I want to particularly congratulate **Sarah Dempster and the Theatre Studies class** on the excellent performance they gave with their production of a very challenging play "Other Desert Cities" by Jon Robert Baitz. I saw the Melbourne Theatre Company production of this play in April and I can say that our students' adaptation was original, **creative** and very effective in communicating the story and themes. The students rehearsed for many, many hours over the holidays and after school. They researched the social and political context of the play, they produced video footage, and they had a pretty impressive set up and theatrical effects. They put on two performances over two nights that entertained us and encouraged us to think about family relationships, class, politics and other important themes of the human condition.

**Helene Alamidis**  
**PRINCIPAL**

# YEAR 9 PUBLIC SPEAKING COMPETITION



On Wednesday, 26<sup>th</sup> June, the Year 9 cohort took part in a Public Speaking Competition. During term two as part of the English curriculum, students focused on persuasive writing. As part of their assessment all students were required to research a contentious topic relevant to the world today. Students focused on topics such as: 'Are burqas relevant to contemporary Australian culture?', 'Should schools canteens ban junk food?', 'Should euthanasia be legalised in Australia for the terminally ill?', 'Is feminism relevant to today's society?', 'Should criminals receive a harsher and stricter penalty?', 'Is newer technology good for society?', 'Should school uniforms be compulsory?', 'Should solariums be banned?' and 'Should magazines stop using Photo Shop?'

All speakers made an outstanding effort but sadly not everyone could be given first prize. **A BIG THANK YOU** to our respective judges Ms Alamidis, Ms Poulter and Ms Dowdell who had the tough job selecting the final three winners.

Congratulations to **Chelzia Paulson** (1<sup>st</sup> place), **Chloe Coniglio** (2<sup>nd</sup> place), **Josephine Podesta** (3<sup>rd</sup> place).

Honourable mentions to Molly Lynch, Nada Raheem & Vin Dosky.

Overall the competition was great fun and everyone either enjoyed speaking or listening. Congratulations to all students involved.

*Ms Basinski & Ms Petersen*

**YEAR 9 COORDINATORS**



9A - Nada Raheem  
9B - Steph Crisciglione  
9C - Molly Lynch  
9C - Chloe Coniglio  
9E - Jazmin Brooks  
9E - Josephine Podesta  
9E - Chelzia Paulson  
9F - Nathan Hill  
9F - Eliza Valeri  
9G - Natasha Jovevska  
9G - Jasmina Markovski  
9H - Vin Dosky



## CONGRATULATIONS

1<sup>st</sup>  
PLACE

2<sup>nd</sup>  
PLACE

3<sup>rd</sup>  
PLACE



9E – Chelzia Paulson



9C – Chloe Coniglio



9E – Josephine Podesta



# August 2013



## YEAR 10 WORK EXPERIENCE



## YEAR 10 WORK EXPERIENCE

As a year 10 student this year, I had the opportunity to undertake work experience. I had the chance to do my work experience at Epping Motorcycles. I had the most amazing time! This was probably because I have an interest in motorbikes and being able to work at a bike shop and learn about how things work behind the scenes was such a privilege for me. The people were also lovely and very kind which made it an extremely comfortable place to work. Being a work experience student really shows you how tough but also how engaging and interactive working is. It gives you the chance to become a responsible young adult.

**SAMANTHA 10F**

As part of Careers Week, I spent one week at Goodstart Early Learning. Here I was given the opportunity to gain experience working with children. I like the idea of working independently. I would strongly recommend this placement to future year 10 students who are looking for work experience in this type of field, as it has given me one of the best experiences I've ever had. Doing Work Experience at Goodstart Early Learning helped me set my career pathway and helped me choose exactly what I want in life. What was great about Goodstart Early Learning was that all the staff were very friendly and they were always willing to help me learn new skills, as well as answering any queries I had.

**CELINE 10C**

Overall, Work Experience was a good one. I worked at Harris Scarfe in Epping Plaza with my friend, Mackinley Tran. We started at 9:00 and finished at 5:00. I would much rather be at school, because it isn't as physically demanding. We had to work for 8 hours at Harris Scarfe and school only goes for 6 and half hours. I would recommend this work placement to other students if they want to work in retail or are even thinking about seeing what retail is like. The skills that you gain are really useful in life and the work force. Some of the most important skills that you gain are teamwork, respect and commitment. You will use all of these skills in life, including your time in the workforce.

**LUKE 10C**

For Work Experience I worked with my step mum at a child care centre in Wallan. During my week of Work Experienced I faced many different challenges, some were easy and some were hard. The easiest part was when the children were asleep, and the hardest part was trying to last from 9am until 4pm with the babies. My favourite part was when all the kids were asleep and the room was quiet and peaceful. Overall, I enjoyed my Work Experience placement and have realised that I want to work in childcare in the future.

**LACEY 10C**

# August 2013

## Year 9 Goals Program



On 25<sup>th</sup> July, the year 9 GOALS students travelled to Price Waterhouse for the 2<sup>nd</sup> week of their program. The students were taken to a room overlooking the Yarra River to wait for their mentors. Students and mentors shared a delicious lunch and chatted about their past weeks. The session then commenced and was dedicated to learning about the importance of communication in achieving our goals. The facilitator spoke about different types of communication and how the way you speak and act can greatly affect how others perceive you. Games such as Hip Handshake and Chinese Whispers added a fun touch to the day and also showed how important communication is in day to day life. We talked about different aspects of communication such as body language and speech and were given real life situations to practice assertive communication. First impressions were also discussed and the facilitator even had us practice our handshakes. We then reviewed our goals from last session and checked if we had achieved them as well as setting new goals based on the importance of communication. All in all it was a great day where we learnt the importance of good communication skills and achieving our goals.

**Chelzia Paulson 9E**





August 2013

# MacBeth Incursion



# August 2013

## Hanifa Deen - Year 9 Guest Presenter



Hanifa Deen is an award winning Australian author. On Monday, July 29<sup>th</sup>, the Year 9 cohort were treated to a special presentation. Hanifa was very inspiring and had interesting stories to tell. Hanifa began her speech by talking about how she loved camels. She spoke about how camels were introduced into Australia. It was interesting to hear how camels were used. Hanifa gave a detailed description about how the "GHANS" (Afghans) came to Australia during the all white times. They were allowed in because they were cameleers (people who looked after camels). Camels were used

in Australia because they were a better alternative to oxen and horses. Camels could travel longer distances without needing to stop for water.

Hanifa then spoke about people emigrating from different parts of the world to Australia. We were blown away when she revealed details about how she uncovered documents about her own family's past. Hanifa sifted through the National Archives in Canberra where she discovered pictures of her own grandfather as a young man.

Hanifa visited Epping Secondary College because the Year 9's are looking at the movement of people, the building of a nation and the 'White Australia Policy'.

Hanifa is an amazing woman who has written many books. We thank her for giving up her time to visit our school.



**WRITTEN BY NATHAN GOODWIN, SEAN ROSS, JORDYN KAY  
YEAR 9 HUMANITIES**



The Stranger within my gate,  
He may be true or kind,  
But he does not talk my talk  
I cannot feel his mind.  
I see the face and the eyes and the mouth,  
But not the soul behind...

*The Stranger, Rudyard Kipling, 1908*



August 2013

# Courage to Care Competition

Courage to Care is an initiative to teach tolerance and understanding. In March many of our students were fortunate to attend and meet survivors of the Holocaust. The initiative strongly believe that we all make a difference in rejecting racism, prejudice and intolerance. This year many of our students entered the Courage to Care competition. This entry from Belvinder Singh is particularly impressive.

*It was the 8<sup>th</sup> of March 2013,  
The day the past had foreseen,  
Of the old, young and vulnerable,  
Who suffered the pain that is never recoverable,*

*The program- Courage to Care,  
Gave us an insight about despair,  
And taught us the importance to never neglect,*

*The program offered great deeds,  
As the speaker articulated their needs,  
And the grief of losing their loved ones,  
As ricocheting bullets were passing from guns,*

*People from all walks of life,  
Went to great lengths to strife,  
As they were tortured and killed beyond bounds,  
Their haunting screams filled the compounds,*

*The pain and anguish is unbearable,  
How could the war have been so terrible?  
But this experience remains etched in our memory,  
Because they sacrificed out of the ordinary,*

*As they have saved the future we live in,  
We shall respect the sorrow they have been in,  
Today, we are forever grateful as they are the true heroes of our past,  
"Lest We Forget ", the bygones shall be commemorated at last!*

*WRITTEN BY: BELVINDER K.*

# Other Desert Cities



When the Theatre Studies class selected *Other Desert Cities* by Jon Robin Baitz off the VCAA prescribed playlist, I was very excited. From the opening page this was a script which sparked with a deep understanding of the turmoil boiling beneath the surface of the characters and is a script full of wonderful lines. This familial drama manages to be funny, cutting and illuminating. Secrets, lies and betrayals play out against the backdrop of Palm Springs' affluence and restraint.

*Other Desert Cities* transports us to Christmas Eve, 2004, in the Palm Springs mansion of Lyman and Polly Wyeth, two old-guard Hollywood Republicans. For the holiday they're hosting their son, Trip, a laid-back Hollywood producer and their daughter, Brooke, a liberal writer with a history of depression. Polly's sister Silda, a liberal and a former screenwriter, is also living with them having recently been released from rehab. When Brooke arrives, she announces that she has brought the manuscript of her soon-to-be-published memoir, a book that portrays her parents in an unflattering light and threatens to expose a long-buried family secret. When the family members discover the book's contents a battle between Brooke and her parents erupts, as deep seated issues are dredged to the surface and the characters are forced to grapple with the consequences of the choices they made in the distant past.

*Other Desert Cities* is linear in structure and the main action takes place over approximately 24 hours; the afternoon of Christmas Eve to Christmas Day. The play is performed in two acts. Structurally, the story uses Act One to introduce the characters, the world of the play and establish the 'problem' or drama. Act Two concerns the journey of the characters and the development of the central problem towards a climax, after which there is a resolution, resolve or acceptance.

Another structural device in *Other Desert Cities* is the inclusion of a 'coda'. Traditionally a coda is a final event or summary placed at the end of a musical piece, theatrical performance, film, even a novel. In this play the coda is a short scene that takes place six years after the main action and presents some form of answer, resolution or way of understanding the play.

Stylistically, *Other Desert Cities* contains elements of both comedy and drama. There is comedy in the pacy, cracking delivery of the dialogue, but there is also drama in the tensions and conflicts within the Wyeth family. The play could also be considered a tragedy. Not a tragedy of the epic variety found in Greek Theatre of Shakespeare's plays, but a tragedy in the modernist sense, a tragedy where ordinary people struggle deeply to come to terms with circumstance.

This outcome assessment is worth 50 marks out of 100 for Unit 3. Students had to show a deep understanding of the context/s of the script, they had to show a clear understanding of the production process (the process undertaken to develop and execute a performance) and they had to collaborate extensively in groups which focused on different stagecraft areas (props, direction, dramaturgy, costumes, makeup, promotions, stage, lighting, multimedia and sound).





# VCE Theatre Studies



The class chose to keep the realistic nature of the play script by using Stanislavski's theories/techniques in realism in their stagecraft choices acting/character development. You will notice as you walk into the theatre space an elevated stage which contains a wealthy family's lounge room. They also wanted to show the indoor/outdoor flow of the stage area from the constraints of the room to the depth, beauty and freedom of the desert landscape. The wealth of the family is shown in the props and costumes students selected. The lighting was also created to be a representation of the passing of time over the 24 hour period the play is set. Students wanted the lights to be a direct reflection of how the light would look in a desert sunset (as the play is set in Palm Springs). The sounds selected were also a representation of what a desert sound-scape may sound like at different times of the day. Students also experimented with the use of diegetic sounds (the sound that exists for the characters on stage: cicadas, storm and Christmas carols) and the composition sounds (which are for the audience: theme songs and songs from the era the play is set). Students also included rain and the building of a storm to show the tension and climax building within the play script. Finally, they wanted the desert represented in a visual form and they chose to use the white cyclorama to project an image of the desert through the, 'families lounge room window', which shows the passing of time from day to night.

As the play is quite static in movement and is heavily reliant on dialogue the characters are required to speak in a very fast paced tempo; the class had to think about how they would perform the play script in a manageable and engaging way. Therefore they decided to include non-naturalistic elements with the help of Brecht's Epic Theatre. The way the stage is positioned allows students to break the 4<sup>th</sup> wall and create a strong actor-audience relationship. Also, the inclusion of the multimedia and use of flashbacks was important to the students in order for them to represent 'Henry'. Students were fascinated with his disappearance from the family and wanted to focus on the events that led up to him vanishing (9/11, war, politics). They wanted to represent Henry in an appropriate way, as they felt this was crucial to the play script and the unravelling of the secrets the family had held for so long. Henry is seen in the flashbacks and also on the stage at certain points during the performance.



I am extremely proud with the effort, commitment and dedication students have shown in staging this performance. I have to admit at times I did not agree with some of their theatrical choices however, they proved me wrong as this performance turned out better than I could have ever imagined. I am particularly proud of their creation of the stage, props, lighting and the enormous and very time consuming task of organising the multimedia. They had a grand and very ambitious vision and they proved that with hard work, time and commitment they could indeed realise this. I hope you enjoyed this play as much as the students and I have enjoyed the journey of the Wyeth family and we were proud to represent this story in our own unique and innovative way.

Sarah Dempster



# August 2013

## CFA Camp

A troop of kangaroos was there to greet us bemusedly as we rolled into Nioka Bush Camp. The weather was fine but cold. Students quickly organised their belongings in their bunk rooms and we started the big industrial strength heater in the main communal area.

Mr Michaelides kept the students busy with lots of walks in the fresh air and managed to fall in the creek whilst demonstrating how to cross safely. We walked to the Stuckberry pioneer house where we were all given a lesson on our pioneer heritage. We hardly saw anyone else and seemed to have the whole sweeping bushland vista to ourselves during our overnight stay, which made me think how fortunate we all are to live where we do. Mr Williams gave the students a few team building exercises in the evening, such as the Human Chain and Ms Moore conducted a drama session and improvisations on what to do and what not to do in a natural disaster such as a fire, flood or hurricane. Hopefully skills we will never be in need of using!!!!

The students' bushcraft skills were tested when they set out to build a teepee style campfire. They built quite an impressive and heat generating one and Ms Peterson dropped in at nightfall for a cup of tea and to say hello. The next morning we were all up bright and early on what turned out to be the coldest morning of the year at that stage!!! More walks admiring the beautiful scenery in the Plenty Gorge including the reclaimed quarry area that has been made into wetlands.

Then back to school after what was a very smooth running and enjoyable overnight camp....particularly after last year when the bus was running late and then became bogged on the side of the road!!!!

Lol.....

**K. Moore.**



# August 2013

## CFA 1000 Steps

38 students from the CFA and SFA Community Focus electives program ventured to Ferntree Gully National Park to encounter the 1000 Steps on Tuesday, 30<sup>th</sup> July. The site commemorates the heroism of Australian soldiers (helped by people from Papua New Guinea) who held back invading Japanese forces during World War 2. Mr Biscaro, Mr Michaelides and Ms Petersen accompanied the students and made sure they soaked up some of the history of the Kokoda Track. There were unconfirmed sightings of native animals including wombats, lyrebirds and koalas by one member of the party. Also, Mr Michaelides was said to have taken a wrong turn at one stage, but this was shown to be just a rumour.

After completing the challenging ascent and then the descent, the students made their way to the Yarra River at Pound Bend in Warrandyte, where a gold mining industry was undertaken in the 1870's. Students were enriched by the experiences of the day and became acquainted with some of our rich 19<sup>th</sup> and 20<sup>th</sup> century heritage.

**John Michaelides**  
**Advance CFA Coordinator.**



# August 2013

## State-wide Maths Games Day

18th of July...A day to remember. Four year 10 students, Alex McNeil, Rand Jabbar, Deeksha Verma and Daniel Pietrobuono, took part in the 2013 Victorian Maths Games Day Competition at Mount Scopus Secondary College in Burwood. There were two main challenges and two fun quizzes. We enjoyed our time and competed against 61 other teams in which we came 26th. We thank Mr Gonzales for taking us there. It was a wonderful experience and as they said, "May the odds be ever in your favour."

**Rand Jabbar 10B & Deeksha Verma 10E**



## Year 10 Careers Week

During Careers Week all Year 10 students were exposed to different career pathways available and spent the week getting advice and information. The week was jam packed with different programs scheduled for each day. The programs consisted of guest speakers, who spoke to our students about their own career journeys and how they got to where they are now. The students took part in an activity called 'The Game of Life'. This was an activity where the students worked in small groups and created their own board game. The year 10 students also took part in a trivia competition which was based on general knowledge; they worked in small groups and their groups competed against one another. The students were taken on a visit of LaTrobe University and NMIT, where they experienced University life and tafe life. We also held a parent information night where students and their parents came to Epping Secondary College and were given information regarding next year; year 11 VCE/VCAL.

The visit to LaTrobe University and NMIT was very rewarding, in the fact that we gained a feeling of what it's like to go to a university, as well as, what it is like to go to TAFE. For some students that would have been the one and only opportunity to step foot into a university or TAFE.

My favourite part Careers Week was the visit to NMIT Tafe. This was my favourite part because straight away I knew that this was the place for me, this was the place I wanted to attend.

I would recommend Careers Week to next year's year 10 students, as it was a great experience and it taught me a lot of things about your career possibilities. It also helped me set my mind straight about where I want to go after I complete secondary school.

**Celine 10C**



August 2013

# Leadership Training Day

On Thursday, 27<sup>th</sup>, June I ran a Leadership Training Day with the Home Group Captains, SRC, House Captains and Area Captains from year 7-10. The day was focused on students looking back over their goals from term 1 and reflecting on their role. Students looked back over their job description, aims and targets from last term and discussed in groups whether they had fulfilled these roles and responsibilities and to what level. Students then looked at how they could improve their own leadership capabilities for the rest of the year.

In building students capacity to lead we ran activities and workshops which challenged them and focused on public speaking and getting their point of view across. It aimed at building confidence and encouraged students to unpack their own leadership skills and capabilities.

In order to do this I presented students with the notion of 'Tribal Leadership' ([http://www.ted.com/talks/david\\_logan\\_on\\_tribal\\_leadership.html](http://www.ted.com/talks/david_logan_on_tribal_leadership.html)). David Logan, the creator of this leadership framework, talks about the five kinds of tribes that humans naturally form in schools and workplaces. By understanding human beings shared tribal tendencies, we can help lead each other to become better individuals. I challenged students with the ideas and facts between the different stages of the Tribal Leadership Framework. Students workshopped how to move, not only their own leadership capabilities, but how to move the whole ESC student body through the stages to the top leadership stage of the framework 'Life is Great'. Students looked at the power of building a team and working collaboratively as a team to move the school forward.

They also looked at leaders in history such as Martin Luther King and Barak Obama and analysed the qualities they demonstrated which inspired people to follow them. Students compared the two leaders and looked at the power of 'I had a dream...' in comparison to the phrase President Obama often uses and that is 'We....'. Students analysed how the use of the word 'we' in leading a country or a group of people is at the highest level of the Tribal Leadership and much more inclusive than 'I'.

This Framework had previously been presented to me in a Leadership Training Course. I was unsure of whether to present this information to the students as I was concerned that they may not understand the complex nature of the framework. However, students proved me wrong and took on the information and workshopping activities better than I did in my Leadership Course. The high ordered thinking, collaboration in group work and the conversations students were having about this topic was outstanding. They were conversing in a very adult way and grasped the concepts behind the Tribal Leadership Framework. They even went to the next level and spoke about how to build the capacity of other students and groups within the school and how to implement this Tribal Leadership.

I am very proud of the students' efforts and the high level of work and conversations I heard during the training which is proof of the capacity our students have of being effective leaders. Well done to all and I look forward to developing this further in our next Leadership Training session.

**Ms Dempster**

# August 2013

## Sport Report

### Sport Update

It has been a very busy and successful term so far at Epping Secondary College. Although the term is only 3 weeks old, a number of students have already competed at inter school sporting events. The senior girls' basketball team competed extremely well by winning our regional competition and finishing third in the northern zone competition. Well done girls! Also this term the intermediate boys' netball team competed at the northern zone competition. They played three fantastic games resulting in 2 wins and 1 draw. Unfortunately they missed out on playing in the grand final on percentage which was a very small margin!

**Rohan Hose**

Montana Hudson played goal shooter in the Under 14's which was the first Indigenous team to ever win the netball carnival.

Klarindah played for the Under 16's and made it to the semi final but unfortunately lost.

## Girls' Group

Wow! What a great time we've had in Girls' Group this year. So far we've covered serious issues such as bullying and self harming and have spend a bit of time just talking to and getting to know one another.

We have a lot planned for this term beginning with a movie night, where we are just going to chill out and watch movies and do girly things.

Last year we participated in a Girls v Teachers netball game and guess what? We're doing it again! This is planned for the last week of term and the girls will be playing in a tough netball game against the female teachers. Hopefully we get even with the teachers and win!

Girls' Group is still open for new members, so if you are interested in meeting new people that you can talk to and trust, come down to one of our weekly meetings in the drama room on a Thursday at lunchtime.

**Tabitha Anderson 8B**



August 2013

**EPPING SECONDARY COLLEGE**  
Learning for Life  
presents

**Boys Group Camp**

**Boys Group 2013**

**Nioka Bush Camp**

**South Morang**  
*Can we think that a...*

**26-27 of September**

**Movie Session**

**RAP SESSION**

**NIGHT WALK**

**Overcoming Fear**

**South Morang**

**To be a Somebody**

**Leadership**

**Cost per Camper Only \$50**

**Camp Theme:-**

**\*Conditions Applies**

**FUTURE CITY ORGANISATION**

For more information talk to Mr Rifo. (Only students from year 8 to 12)  
20 spots available, HURRY get your permission form and pay immediately in the office.



# August 2013

## Student Wellbeing

### Be the Hero Workshop 18<sup>th</sup> June 2013

'Be the Hero Workshop' was delivered to 170 Year 8 students and staff at Epping Secondary College. The workshop was informative, engaging and definitely hit the mark. It sent very clear messages about respectful relationships, violence being a choice, laws in relation to consent and how the bystander can make a difference when they see someone behaving inappropriately. It also highlighted the responsibilities the individual has in relation to shaping the culture of a school and the broader community.

Year 8 students will do follow up activities and explore relationships and the law in Health classes during term 3.

Leanne Halsall



### Making Connections

During term 3 'Making Connections' group was formed by three year 7 students and 4 year 8 girls with Ms Rehak. The group focused on healthy relationships and developing positive attitudes towards ourselves and our lives. The group worked on team building activities and self development activities. The activities included group games, cake and cup cake decorating, art and craft activities and sharing stories/ experiences time. We had heaps of fun and really enjoyed all of the activities. A big thank you to Shauna and Rosa who stepped in and helped whenever they could.

Antoinette Rehak



## Student Wellbeing

### HELPP Program Year 7

All Year 7 students participated in the HELPP Program (Helping, Encouraging, Listening and Protecting Peers) during Term 2 and next year it will be integrated into the Curriculum to enable the longevity of this valuable program. PhD students from Latrobe University, Jason Brain and Candice Dunstan, delivered the program and staff from Epping Secondary College supervised the classes.

The HELPP initiative is an exciting new body image program that teaches young people about what they can do to help themselves and their friends think and feel good about their bodies. *Body dissatisfaction is a huge problem that many teenagers face* and we know that this can have ramifications later in life. Hence, it is important to *prevent body dissatisfaction* from developing in the first place! This is one of the many pro-active Wellbeing programs that students will participate in, throughout the years at Epping Secondary College. I would like to thank all the parents who gave permission for their child to complete pre and post surveys. This will let staff at Latrobe know how successful the program was and what changes can be implemented for the future.

All students had the opportunity to give feedback on the program and these are examples of how they felt:

- ◆ It taught us to not compare ourselves with others and that people in the media are often fake. It is alright to be yourself, you are unique.
- ◆ I really enjoyed the HELPP program and I would love to do it again.
- ◆ I really enjoyed the 6 sessions of the HELPP program. I learnt that models in advertisements do not normally look like this. Many changes are made to their appearances, they are photo shopped. I think the program really helped me and my friends.
- ◆ I liked the HELPP program because I learnt not to compare myself with people on advertisements.
- ◆ I learnt a lot from the program and understand what is on a billboard or in a magazine is photo shopped. I have also learnt how to deal with "fat talk" We had a great teacher and I want to do it again.
- ◆ It taught me that we should stay the way we are. We shouldn't try too hard to be someone else. People try to look like models and celebrities and they are often photo shopped and do not look like they do in photos and magazines. The program has made me more confident on how I look and has taught me what to do when awkward situations occur. I can just change the subject. I recommend it for other schools.

I am very pleased with the feedback students have given and how the program has really empowered students to question body ideals portrayed by the media and to feel good about who they are and to support their friends. The program also gave students strategies on how to deal with difficult situations when others focussed too much on negatives or fat talk.

**Leanne Halsall**  
**Student Wellbeing Co-ordinator**



# August 2013



## Single Parents Active Kids

brings you a **FREE**  
Single Parent Family Fun Day!

**Sunday 15th September, 2013**  
12pm – 5pm

Scout Group Hall, Edwardes Lake  
Cnr Leamington St & Griffiths St,  
Reservoir, 3073  
Melways reference 18 E4

- ⇒ Free BBQ and drinks
- ⇒ Free kids activities and games
- ⇒ Free face painting
- ⇒ Membership specials
- ⇒ and SO much more!

ENTERTAINMENT FOR ALL!  
Please RSVP to Moush on  
☎ 0430 504 119

✉ [info@singleparentsactivekids.org](mailto:info@singleparentsactivekids.org)

[www.singleparentsactivekids.org](http://www.singleparentsactivekids.org)



**Date:** Saturday 7<sup>th</sup> September  
**Time:** 10am – 4pm  
**Where:** Woolworths South Morang  
Cnr Development Blvd and Plenty Road, South Morang

Please come and support 11W VCAL raising money for a Food Handlers Course.  
For further details please contact Antoinette Rehak or Silvia Mitrevski on  
9401 2599



Live locally, Learn Locally.  
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Diamond Valley Learning Centre has 40 years' experience in delivering accredited, pre accredited and recreational programs locally

Branch Out Life Long Learning is proudly auspiced by DVLC and your local learning provider operating in the Mernda / Doreen / South Morang area.

For a copy of the DVLC Semester 2 brochure go to [www.dvlc.org.au](http://www.dvlc.org.au) or call us on 9435 9060

## *Help Lalor Gardens Primary to Win \$5,000 to Improve Our School*

Through our participation in the adidas School Fun Run we have been able to register to participate in a program called 'CUA Community Care' that gives us the chance to win \$5,000 for a school or community project of our choice.

This program is a community-focused initiative from CUA, Australia's largest customer-owned financial institution and our project proposal is to improve our school grounds by improving play areas as well creating community spaces such as a vegetable garden, a chicken run and frog pond.

We're up against 10 other schools in the area to win the \$5,000 prize and given the winner will be determined by community voting.

### **WE NEED YOU TO VOTE PLEASE!**

Online at [www.cuacommunitycare.com.au](http://www.cuacommunitycare.com.au) *and then again* by going into the CUA's Epping branch, shop 36 Epping Plaza. *Each person can make one online and one in-branch vote.* So, please vote and ask your family and friends to vote and show Lalor Gardens your support! Voting begins July 29 and closes August 23.

# August 2013

**ATTENTION EVERYBODY!!!!**

**CHECK THIS OUT!!! – GROUND FLOOR OPPORTUNITY**

**BRAND NEW IN AUSTRALIA**

**VERVE – The Insanely Healthy Energy Drink On The Planet**

**Drink It, Tell Others, Get Paid....And More**

How would you like to make an extra \$500, \$1,000 or even \$5,000 a month! In Your Own Time!

Looking for motivated people - part time or full time. Anyone can get involved...

**This will be bigger than Facebook and Apple!**

**Cash in on a Trillion Dollar Industry!**



Recession proof – how many people lose their jobs, their houses??? Think about it?? Everyone is looking to make extra money without having to go to a second job!!!!

**No experience needed** - Training available – So simple anyone can do this!

Unlimited Income Potential

**Get Involved With The Amazing Weightloss Program As Well!!!**

You will have your own international business....without the headaches....The system does everything .....Sounds exciting?

I am looking for go getters to join my team and build the biggest organisation in Australia and 52 countries around the world. This will give you residual income for the rest of your life.

**Get Started, Position Yourself for this next BOOM!!!**

For more information contact: Alexandra Kasimatis 0410 413 480

Or email your interest to: alexandrak479@gmail.com





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**Government subsidised short courses in computers**

**JUMP START computers level 1**  
Get started on your journey into the exciting new world of computers in this 7 week course on Mondays, 6pm-8.30pm, commencing **5 August**.

**Computers intermediate / Computer skills for the workplace**  
Brush up your skills for work or study in this 7 week course with topics in file management, Excel, PowerPoint, Outlook and Word. Thursdays 12.45pm-3.15pm commencing **8 August**.

*These courses are subsidised by the Adult Community and Further Education Board to assist people to make informed career choices and support their return to study.*

**Eltham**  
739 Main Road  
Melway 21 J7  
Phone: 9433 3744

**Panton Hill**  
19 Bishops Road  
Melway 263 K9  
Phone: 9433 3799

**Diamond Creek**  
199 Cowin Street  
Melway 12 A5  
Phone: 9433 3766

[www.livinglearningnillumbik.vic.gov.au](http://www.livinglearningnillumbik.vic.gov.au)

## FOSTER CARE INFORMATION SESSION

### Have you ever thought about fostering children or young people?

Anglicare Victoria is looking for couples or single people who have experience with parenting and can provide a safe and loving home environment for children needing care for weekends, short term and long term.



Our next information session is on

**Wednesday 24<sup>th</sup> July, 7 - 8.30pm**  
**239 Murray Road, Preston**

Come along to find out more and have your questions answered.

To book or to receive an information package please contact Reception 8470 9999 or email [meg.jenkins@anglicarevic.org.au](mailto:meg.jenkins@anglicarevic.org.au)





## Australian Coaching Centre (ACC)

*the key to success...*

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**Email: [info@australiancoachingcentre.com](mailto:info@australiancoachingcentre.com)  
Website: [www.australiancoachingcentre.com](http://www.australiancoachingcentre.com)**

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## SCIENCE WEEK 2013

### Mill Park Library Robotics Presentation

*In association with La Trobe University*

**Tuesday 13 August  
7.00pm – 8.00pm**

Come along and hear academic staff from La Trobe University talk about robotics, and have the opportunity to control and interact with some real life robots.

### Exploring the Universe

**Wednesday 14 August  
7.00pm – 8.00pm**

Join **Barry** from the **Astronomical Society of Victoria** on a journey through our solar system. Learn about black holes, comets and other wonders of the universe.

**Bookings Required**

Mill Park Library  
394 Plenty Rd.  
Mill Park, 94378189  
Or Visit: [www.yprl.vic.gov.au](http://www.yprl.vic.gov.au)