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

**Issue 4**  
**School for Student Leadership**

Epping Secondary College currently has five students attending the School for Student Leadership (SSL) for 10 weeks of Term 2. The SSL is a residential placement around three hours west of Melbourne (in the middle of nowhere!) at which students are stretched and tested and through this are encouraged to develop independence, leadership and teamwork skills which they may otherwise not acquire. All five students from ESC are overcoming challenges of different types and are enjoying their time away. The following is one story that exemplifies the purpose of their training and makes us proud as a school of the students who we have sent.

Two weeks ago our students, along with those from another school, went on a three day ‘expedition’ in which they camped each night and carried their gear with them. One of the days included a three hour bike ride. Unfortunately due to an extremely strong head-wind, it became a 5+ hour onslaught that many students struggled with. Kaylab (from ESC) and a few of the students from other schools started out in front and were coping well with the ride. Each time they had to stop and wait for the others they would get stuck into them about being so slow and incapable. Their frustration was coming out in progressively more negative ways which was really hard on the group that was struggling. After a few hours, Kaylab realised that he had made an error of judgment. He stopped the boys in front at the top of a hill and explained to them that they all had been selfish, uncaring and unfair in their behaviours towards those at the back. Some of the boys got angry or upset with what he said, but after 10 minutes, all were in agreement with him. They then rode back to the rest of the group and had a group meeting in which Kaylab apologised on behalf of all of them for their behaviour. Kaylab and the others then took the backpacks, medical kits and food supplies from the bikes of the students who were struggling and attached them to their own bikes. For the remainder of the trip they rode behind the rest of the group, encouraging them to keep going in the tough conditions and frequently stopped to ride another student’s bike up a steep hill, or muddy section for them. Apparently, Kaylab has done these kinds of things on a number of other occasions too!

We wish our students all the best for the remainder of the term at the SSL.

Russel Dyer  
Assistant Principal
What it Means to be a Learning Institution

Learning organisations create a culture that encourages and supports continuous learning, critical thinking and risk taking with new ideas. They allow mistakes and value contributions from all members of the organisation. They learn from experience, experimentation and disseminate new knowledge throughout the organisation for incorporation into day-to-day activities.

At Epping Secondary College, we consider ourselves to be a prime example of a learning organisation and are deeply committed to the learning of staff, students and parents. Our motto “Learning for Life” encompasses this idea and we have developed a strong culture of achievement at the school through the development and delivery of a number of programs and processes that aim to ensure all students achieve their very best.

A key part of developing and maintaining a strong learning culture is to ensure that our staff engage in ongoing professional learning in order to develop their own knowledge of their day to day work and to continue to modify and adapt their teaching methods to suit the needs of our students. This term, on our curriculum day, staff were able to spend the entire day engaging in new ideas and learning in order to achieve this aim. We had a renowned educator and speaker Glenn Pearsall address the staff. Many of our teachers found him to be very inspirational and his advice was immediately applicable and relevant. Also on this day, a number of our own teachers delivered workshops for the rest of the staff and many also ran workshops during the week for teachers from both our school and other schools in our network. We are developing a very strong culture of professional learning here at ESC and this is only going to have a positive impact on the learning and achievement of our students as they move through the school.

In the area of student learning, the year 11s recently participated in a camp that was also designed to develop their potential. The camp was a huge success with both staff and students reporting that it was highly beneficial and re-energising for all (although I am sure that there were many who required some catch up sleep over the following weekend!). Our year 12 students also participated in a Re-Energise session to help them refocus on their goals and prepare for the up and coming assessment and learning period.

This week, our year 10 and 11 students have also been completing their exams. For many of our year 10 students, this will have been their first experience of formal exams and for the most part, they dealt with this experience in a mature and professional way. Teachers are currently marking these exams to ensure that students receive their feedback prior to beginning semester 2 so that all students are well aware as to where they need to improve in order to achieve their goals and be able to study their preferred subjects next year.

In the middle school, 16 of our year 9 students are involved in the GOALS Program which is run throughout the entire year by ABCN. The aim of the program is to match the year 9 students with mentors from across a range of industries and companies from the Melbourne CBD, to engage in activities designed to enhance their learning and opportunities. The first meeting was held in our school library and subsequent meetings will be held in the city where students will meet with their mentors.

At the junior end of the school, many things have been accomplished this term as well. Two of our year 7 students, Simar Singh of 7D and Faith Toe of 7B and Simar Singh of 7D have already received Principal’s Awards. Recognition assemblies are being run at each year level as we approach the end of semester and during these assemblies, many achievements are recognised and celebrated.

In the area of student leadership, a number of house activities have been conducted this term including the house basketball and netball competitions and a house trivia competition. As a result, many house points have been distributed and these will all help to determine the outright winners of the house competition by the end of the year. Our student development and leadership team did a great job organising these events and both the staff and student leaders involved deserve high praise for their efforts.

The end of the first semester is an important time in the learning journey as the end of semester reports will be distributed. These reports highlight each student’s individual achievements and also areas where they can focus in order to improve their achievements. It is important that families use the reports to reflect on student progress and identify areas for improvement into the following semester. At each level of the school, it is important that this focus on improvement is maintained throughout the year as it does not matter where a student currently sits on the spectrum of achievement, everyone is able to achieve improvement regardless of their starting point. Please read your child’s end of semester reports carefully and critically and if you have any concerns or would like clarification on where your child needs to improve, please contact the relevant teacher or coordinator.

The end of semester also brings a two week holiday and we wish all members of our community a restful and safe holiday period. We hope to see everyone back refreshed, ready to learn and achieve again next semester.

Kerryn Sandford
ASSISTANT PRINCIPAL
Did you know...that teens who had high levels of gratitude when entering high school had less negative emotions and depression and more positive emotions, life satisfaction and happiness four years later when they were finishing high school? They also had more hope and a stronger sense of meaning in life. Also, feeling grateful motivates adolescents to help others and use their character strengths to contribute to society. It’s easy to know that it’s important for students to work towards this, especially because they all know what gratitude is. But how do we get them to practice what they know? In studies, being able to articulate gratitude was related to more optimism and life satisfaction and to fewer physical complaints and negative emotions. Most significantly, students who are explicitly taught how to articulate gratitude reported more satisfaction with their school experience.

In Iself at year 9 our students learn about gratitude, what it feels like and why it is so important to have gratitude and to be thankful. Therefore, at Epping Secondary College we want our students to be able to articulate what they feel thankful and grateful for. To achieve this we have created the ‘Gratitude Corner’ in our community newsletter so that random and anonymous students, teachers and even parents can articulate what they are grateful for. This week our focus is on our wonderful teachers at Epping Secondary College.

**Around ESC what are we grateful for?**

**Focus on Teachers:**

“I am grateful for George Infanti because he always supports my music and makes me the best that I can be and helps me achieve.”

“I am grateful for Mr Hill because he is a good teacher and at the same time funny because he is always telling us jokes!”

“I am grateful for Ms Butera! Ms Butera is always a nice teacher and she always makes me smile.”

“Mr Mitchell because last year he really helped me with my reading, writing and spelling and built my confidence in these areas.”
As a welcome break to the intensity of year 12, the 98 VCE students completed a 2 day program designed to take our minds off our stressful lives. The program began on May 27th, when inspirational guest speaker Lisa Briggs enlightened us with examples of challenges faced by everyday people in everyday life. The day also consisted of numerous workshops presenting information designed to ease our journey through our final year of secondary school and lessen the stressful impact of the challenges of year 12. Better still, we slept in and escaped from the school environment on May 28th to participate in Tertiary information sessions and team building workshops at La Trobe University. These activities focused on trusting our peers and being able to work with them to achieve a goal. These activities included using a challenging parachute to throw our peers into the air and catch them, walking around a tight rope held up by others students and the brutal tug of war.

We would like to thank our Co-ordinator Mr Hose, Career’s Co-ordinator Mr Malcolm, Assistant Principal Mr Stevens and Senior School Manager Ms Greenhill as well as all of the other teachers involved in the program for organising the two day break, cooking our lunch on Wednesday, accompanying us to La Trobe and taking the time to ensure that we had an outlet to relax rather than letting the stresses of year 12 build up even further. We would also like to thank Lisa Briggs for courageously sharing her story with us and giving us a real and practical example as to how goal setting can be beneficial.

By College Captains Belvinder Singh & Daniel Pietrobuono, 
Vice Captain Deeksha Verma, Social Justice Captain Courtney Holmes & VCE Excellence Captain Chloe Rogers.
Year Ten students took a break from their exams last week to attend the Courage To Care incursion on Wednesday, 3rd June. Courage To Care is an organisation staffed by volunteers who present an exhibition based around the events of The Holocaust. The exhibition currently features a presentation from a survivor of The Holocaust and also links the dangers of stereotyping and persecution (which played such a destructive role in Nazi Germany) to contemporary issues such as bullying and other forms of prejudice. Courage to Care is particularly relevant to our Year Ten cohort as this term they have been studying Nazi Germany and the Nazis’ use of stereotypes and propaganda to demonise the Jews.

The Courage To Care staff all commented - frequently and enthusiastically - on our students’ engagement and participation in these sessions. I was really proud of our students with the respect and attention they paid to the presenters and the way in which they contributed to the workshops. Thank you to the exceedingly humble and exceptionally generous staff of Courage to Care and well done to our Year Ten students!

Martin Evans
Humanities KLA Leader

Year 9 Goals Launch

A select group of year 9s students have the privilege of participating in the Growing Opportunities and Learning Skills (GOALS) program initiated and run by ABCN. Year 9s participate in group mentoring sessions with business people working in a range of roles and business. This lucky group of year 9s will have excursions to corporate venues in our CBD such as the Commonwealth Back and ShineWing. It is here that students will be involved in small and large group activities focusing on different topics each session.

Mentors were invited to ESC on 28th May for their first session where they met with their assigned student, participated in icebreaker activities, had a casual chat, some morning tea and were given a student-lead tour of the school.

Here is what some students involved in the program had to say after the first GOALS session:

“So far in the GOALS program I have met my mentor Rachel and have had a chance to get to know her during the morning tea together. My group and I gave her a tour of the school showing her classrooms and school facilities. On 18th June, students will meet with our mentors in the city for a small lunch and tour of their workplace. It was a very good experience and I hope I can learn more.” Bella Trovatello 9A

“On Thursday, 28th May, I started the GOALS program. It was a great opportunity and experience to show my leadership skills. After that we had an amazing lunch (thanks to the teachers) and became acquainted with our mentors.” Isaiah Hale 9B

“I had a very good experience with the GOALS program. Sadly I didn’t get to meet my mentor, Sam but she wrote me a letter explaining her absence and the same interests we have. On 29th May, took the mentors on a tour around the school to show off our learning environment. On 18th June we are heading over to ShineWing. I can’t wait to be shown around ShineWing and the Commonwealth Bank.” Ashlee Haby 9A

Rachel Ciavarella - Goals Coordinator
Y9 City Experience

ACMI

On Tuesday, May 26th, the Year 9 Community City Experience class toured the ACMI Screen Worlds exhibition. Located in the heart of Federation Square, this permanent exhibition documents the history of film in Australia.

The exhibition opens with Australia’s earliest films dating back to the 1900s. It progresses through the years, with displays showing the emergence of Hollywood, early gaming consoles and the rise of modern day films. The exhibition concluded with an interactive display stimulating the senses. Students were able to play video games, experiment with light sources, explore the effects of smoke and haze, among many other fascinating exhibits.

For most of the students, this was the first time they had heard of ACMI and they were pleasantly surprised to find such a fun and interactive display in the heart of the CBD.

ETIHAD STADIUM

Tuesday, May 5th, was a cold and blustery day, yet the Year 9 City Experience class braved Melbourne’s weather and ventured into the city for a tour of Etihad Stadium. Our tour guide Ken, guided us through the inner sanctum of one of Melbourne’s most renowned icons. Students were guided through the splendour of the corporate boxes and the luxurious Medallion Club section. Students were also given access to the coach’s box, player’s change rooms and the tribunal room. We saw the media rooms, from print to radio and television and were even allowed to stand on the ground itself. The tour lasted for just over an hour and was very worthwhile. After some lunch in the city, we headed back to the college.
On Friday 22nd May our EAL class went to the city by train to familiarise ourselves with Melbourne. We were not the only class there as we took year 7 and 9 with us. The city was beautiful. We walked a lot but it was worth seeing all these amazing places. First stop, St Patrick’s Cathedral. It is an overwhelming, tall and beautifully structured building. A very nice lady gave us a mini tour and answered all our questions about it. We were given flyers and brochures in our native language! Anyone would love to visit that place. We stopped to eat and went to places of our choice with a teacher. We bought our food and joined everyone else at our meeting place where there was a magician. He was very funny and showed us some tricks that were almost impossible. He must have a lot of free time.

We went to the Fitzroy Gardens. This is a place that I think everyone should visit at least once in their life. If you have the opportunity to visit it, don’t pass. It was a truly magical place. Everything was green and beautiful and from my prospective, I think everyone loved that experience. Everything in the gardens, outside and inside, was outstanding. We saw a lot of beautiful places but I can’t mention them all. We were shown new and old buildings and we were able to compare them. Last but not least, I want to thank everyone that gave us this opportunity. Miss Ferraro for organising this trip and for looking out for us so we didn’t get lost along the way, our principal Ms Alamidis for agreeing to this excursion and for giving us this chance to explore the city and all the teachers that looked out for us that day.

Stella Vrahoulaki, 8A EAL
At the end of May, Year 11’s participated in their 2015 study camp at Lake Dewar. Lake Dewar is nestled in the national park at Myrniong, west of Melbourne and was an ideal venue for students to rejuvenate and enhance their skills in order to promote success in their VCE.

Students participated in a number of seminars and workshops throughout the camp which were specifically focused on stress management and relaxation, English, Careers and provided the tools for developing a positive mindset.

Two guest speakers were engaged by the college to provide strategies for student success. Elevate Education presented specific and practical ideas for studying for exams more productively and effectively. Success Integrated were highly inspirational and focused on growth mindset and positive education. Students learnt about what it takes to achieve their B.E.S.T and focused on hard work, grit, the power of learning from your mistakes and the importance of a ‘growth mindset’.

Finally, students also engaged in a variety of outdoor activities to enhance team building and resilience. Canoeing, the gorge walk, mountain biking and the flying fox were particularly popular with students. The highlight was the Amazing Race Challenge conducted by YMCA staff. Small groups of students engaged in a range of activities that encouraged students to think critically, problem solve and work constructively as teams. The outdoor educational activities were certainly the most enjoyable aspect of the camp.

The Year 11 study camp showed what an amazing group of Year 11’s we have in 2015. Their enthusiasm, motivation and positive approach to the camp was inspiring. I have no doubt our students developed a number of effective skills that will enhance their efforts to ‘Strive for Excellence’ in their VCE studies and their lives beyond Epping Secondary College.

Michelle Robertshawe
Year Level Co-ordinator
On Monday, 11th June, 16 year 9 students headed to Melbourne University for the Dante Alighieri poetry competition, accompanied by our Italian teachers Ms Bonfanti, Ms Hart and our Italian Assistant for the year, Rosy. We had a choice of four poems and had to pick one poem to perform; Inferno, Il Cane, Natale and Rio Bo. We had around one month to practise our poems. Determined and persistent we finally were ready to perform. When the day finally arrived we had mixed emotions; excitement and nervousness but we knew we could all do it. With the help of Rosy, Ms Hart and Ms Bonfanti, we continued to practice our poems on the train. When we arrived at Melbourne University we were led to a very large auditorium where we waited to be called. When the first group from Epping was called up we all wished the first group good luck and hoped they did really well. Waiting in anticipation the rest of us were madly practising our poems waiting for the group to come back. Another ten minutes and the second group was called up. The students who had already performed were informing the last group what to expect. Finally the third group was called. After the last group came back we were all congratulating each other. When we entered the room to perform, the judges asked us a few questions and then we began our poems. After we were all done Ms Hart showed us all around her old University. We were in awe at how amazing the buildings were and how old it was. After that we all headed to Lygon St. where we had an hour to eat lunch and look around. After we had lunch we headed back to Epping. It was an amazing experience and a very good day in all. Everyone said they had a great time and would all go again if they had the chance to. On the 24th July we will find out if anyone from Epping will advance to the championships.

Tayla Westgarth 9D

PROFESSIONAL DEVELOPMENT DAY
ITALIAN TEACHERS

On the weekend of 22nd May to 24th May, members of the Italian faculty attended a professional development weekend for teachers of Italian. The course enabled us to develop a richer understanding of the Italian language and culture. It was a great way to inspire us and help us to ensure we continue to build on our knowledge enabling us to deliver high quality Italian education programs to our students.
After successfully completing Unit 3, the Macedonian year 12 class participated in two exciting events.

On Wednesday, 20th May, they cooked a traditional Macedonian dish called “Zelnik” in the food technology area. This recipe was presented on the last staff PD by our skilled cooking teacher Ms Kylie Caton. Students were involved in preparation of the pastry, folding, topping and baking. Our language coordinator Mrs Toni Taylor came on her day off to be with us and support the students as always. Thanks to Kylie for sharing the recipe with us – cooking a traditional dish in a “modern” way.

On 21st May, the Macedonian Year 12 class had an excursion to SBS radio. It was part of their study to practice their oral skills in their target language. Students had the opportunity to be recorded to the Macedonian broadcast. All of them spoke to the SBS news presenter Margarita Vasileva with ease and confidence. I am quite sure that it was a challenging task for all of them, however they were well prepared and seemed to enjoy being in a real studio.

The SBS staff were fantastic. We were warmly greeted and had a presenter who took us for a tour and showed us different areas of researching and presenting information to the public. Students were interested in a future career with that media. At the end they provided food and gift bags for us all.

It was fantastic and I am extremely proud of our students. In all these activities they were able to incorporate the language studied in class and I am sure that they will remember their trip to SBS for a long time to come.

Gordana Janinska
Macedonian Teacher
On Saturday 2nd May, Year 12 Studio Arts students went on a full day art tour around Nillumbik Shire for the Nillumbik Artist’s Open Studio program. This program has been running for 30 years and features 22 professional artists who open their personal studios to the public so that they can view their working spaces first hand. The students started off the tour with a visit to Montsalvat artists colony. Montsalvat which was founded by Justus Jörgensen in 1934, is Australia’s oldest artists’ colony and home to practicing artists. Set in 12 acres of established gardens, the historic buildings include charming mud brick cottages and the impressive Great Hall. We viewed an exhibition at the Barn Gallery. This exhibition was called, “Collective Urge” and showcased the work of local artists acquired by the Nillumbik Shire Council.

We visited the studios of Linda McAulay, a painter who spoke about her work in commercial, public and artist run gallery contexts. Linda has exhibited internationally and her work has featured in galleries in Western Australia, NSW, the Northern Territory and Victoria. Her work has won a number of water colour awards as well as being included in several corporate and private collections. She has accepted many commissions for both private and corporate clients.

We then travelled to Jessie, Mary-Lou and Chris Pittard who have 4 studio spaces covering the mediums of painting, ceramics and printmaking. Mary-Lou Pittard a professional potter, has been working since the early 80’s. She is widely known for her highly decorative functional stoneware. Mary-Lou is represented in Regional Galleries around Australia and has exhibited overseas. Chris trained as a painter and has also worked with clay for the last 25 years. His distinctive hand built pieces become a canvas for his drawings of landscapes and figures. His work is included in a number of collections and has been exhibited throughout Australia as well as overseas. Jessie is predominantly a printmaker and ceramicist and has a range of porcelain jewellery. Her practice also extends to making unique sculptural ceramics and one-off paper installations.

We then stopped at the famous St Andrews’ market for lunch and tea in the Chai Tent. St Andrews’ market has been a part of the local community for over 40 years and is unique for its vibrant and earthy atmosphere. We saw the, “Lasting Memories Mosaic Seat” which was made after the 2009 Black Saturday fires by a group of women who brought pieces of broken china, glass tile and bricks which they had managed to salvage from their properties after the fires had burnt through and incorporated them into a memorial mosaic community seat.

After lunch we ventured out to Baldessin Press. The Baldessin Press is a printmaking studio built by the renowned Australian artist, printmaker and sculptor George Baldessin at St Andrews in 1971. The studio is equipped for all forms of intaglio printing and artist Robert Hails explained the etching process. We also viewed the paintings and prints of Tess Edwards and Silvi Glattauer.

The last stop was Dunmoochin. Dunmoochin derives its cultural and artistic heritage from the collaborative efforts of a group of artists who purchased land in Cottles Bridge in the early 1950’s. These artists pioneered one of the first artistic communes in Australia and created a lasting vision of how a community can gain knowledge and inspiration from living in a close relationship with nature. Australian artist Clifton Pugh was one of the founding members. Students met artist Lisa Nolan who has worked as an artist illustrator for The Age and Herald Sun newspapers as a court room artist. Lisa has drawn from high profile court cases including the Port Arthur massacre.

Students met printmaker Mirranda Burton who made pathways into animated film, autobiographical comics and printmaking. She published her first graphic novel, “Hidden” in 2011.

To finish we headed back to Eltham for a VCE relaxation session consisting of a drumming workshop and a home-made mud oven pizza at the Kaskas. Students spoke to a current Melbourne University student who studied three folio subjects in year 12 and shared her experiences with the group.

It was a great day and the students represented the school in an exceptional fashion. They asked great questions of the participating artists and developed an understanding of the broad potential career paths a Fine Arts degree can take. The information they learned on the day can be used in their end of year Studio Arts exam and in achieving their learning outcomes for unit 4.

Kerry Kaskamanidis
Art Teacher

Links:
artistsopenstudios.com.au/
www.dunmoochin.org/

Epping Secondary College Learning for life
Recently, the SRC have developed new ideas and thoughts that we believe will help to improve our school. We have mixed up our mini SRC groups so that everyone has been given the opportunity to try out a new job and so far everyone has settled in well.

A big event a few of the SRC members have attended was the World Vision Youth Conference. Everyone felt that they benefited from the meeting which involved over 50 different schools participating in a conference that taught us about the huge unfortunate epidemic of world hunger. Through the activities, inspirational speeches given and the videos which showed how much help is needed overseas, everyone was touched when they found that they do have the power to make a beneficial change for the better and that the only thing holding us back is the lack of movement of putting our words and thoughts into action.

The SRC have set goals for our school and we aim to achieve these by implementing and sharing the knowledge we have with the school community through the upcoming event of the 40 hour famine. Overall, it was a fun day and we hope to go back next year.

Also recently, all the members of the leadership team in our school participated in a leadership training day which was developed, facilitated and run by Tabitha Anderson, Belvinder Singh and Chantelle Gagachis. Tabitha ran a session about leadership, leadership styles and how to manage workload and stress as a student leader whilst juggling school work commitments. Tabitha based the session she facilitated on the leadership program with the YMCA which she has been undertaking outside of school hours. We learnt about the Directive, Consultative and Free Rein Leadership styles and we were given the opportunity to complete a questionnaire to determine which leadership style we were most like. We also looked at and reflected on the Authoritarian, Democratic and Laissez-Faire Leadership styles and how we relate to other leaders and students within the school to deal with issues, to have conversations and to more generally ‘lead’. Through analysing the behavioural approach to leadership we discovered how our own behaviours lead us to being selected as leaders or have distinguished us as leaders. We also discovered how this is similar to the trait approach, except a person’s ‘traits’ are considered more or less inborn attributes, while behaviours can be learned and refined.

Chantelle and Belvinder presented us with information and a thought provoking session based on ‘equality’ and in particular how we can support LGBTI equality as an entire school community. Chantelle and Belvinder presented information they acquired through the United Nations Youth Conference they attended which focused on the LGBTI community in our society and how to create equality for this community. The girls presented some staggering facts and statistics and spoke about how we as a collective leadership team can help support this community in our own school. They also proposed the challenge to eradicate the word ‘gay’ being used within the school by students in classes and out on the school yard. Chantelle and Belvinder asked us to pledge to stop using the term ‘gay’ to describe things or people. They explained that we need to move away from using the word ‘gay’ in a derogatory way. The session the girls ran made us all think about how we can each help to make our school a more inclusive, safe environment for the LGBTI community. They also made us reflect on equality and what this means and how this has been an ongoing issue for all through history.

Mr Dempster spoke to us about the pledge some of our student leaders who attended the World Vision Youth Conference made, to ask 800 students to commit to raising $50 each which would mean the Epping Secondary School Community would raise $40,000. Over the past 5 years as a school we have raised $11,000 which is good but we believe we can make a bigger change and impact. We as a school community want to contribute to the wider global world by helping a community to overcome the biggest killer in the world at the moment—hunger.

Overall, the term two leadership training was a great way for all the student leaders to get together and collaborate, brainstorm and reflect on how we are contributing to making Epping Secondary College a safe and inclusive place for all. As student leaders we will be spreading the word about eradicating the word ‘gay’ in our daily vocabulary and we will also be helping to support the aims to raise $40,000 for the 40 Hour Famine and to help make a change and small impact on the world hunger epidemic around the world.

Thank you to the Tabitha, Belvinder and Chantelle who ran the training afternoon and we’re very grateful for all the work and effort you have put in.

The SRC newsletter team.
Nelson Mandela once said: “Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by actions of human beings.” Unfortunately, we live in a world where the rich become richer and the poor become poorer. We oversee the struggles of the third world countries in an attempt to satisfy our concerns yet, live a luxurious life. We all live on the same planet but the difference is we are on one side of the world, where the rich are deciding what to wear and thinking about which educational institutions to attend while the habitants on the other side are begging God for food to feed their loved ones and are hindered from going to school as they have to look after their families. The World Vision Organisation helps these innocent people by providing the children with education and food.

The World Vision Organisation helps these innocent people by providing the children with education and food. They are based around 35 countries with 159 projects in progress in an attempt to overcome the hurdles of poverty. On 25th May, nine students from our school along with Ms Sarah Dempster were given a wonderful opportunity to attend the World Vision Global Youth Conference held at the Planet Shakers, Melbourne. This powerful event had an immense participation as over 800 students who attended from all over Victoria, were given the sad truth about the social scourge - poverty and famine. Statistics show that approximately 900 million people go hungry every night! We were shown heart wrenching video clips of the sufferings endured by young children who had no education let alone enough food to feed themselves and their family.

Therefore, it is through this outstanding conference that we have yet again decided to continue the noble cause, the 40-Hour Famine. The 40-Hour Famine is a worldwide fundraising event where participants give up luxuries that they crave. This year we are hoping to raise a total of $40,000 by asking 800 students to commit to raise $50 each. With everyone’s effort this is possible and achievable! Now we ask you, do you have the courage to live in their shoes for 40 hours and experience the everyday obstacles they endure? Remember at the end of the day, when you go to a warm home enjoying food to satisfy your hunger and family to love, the strugglers of these countries who often freeze at night in their vulnerable shelters, go to sleep starving. These survivors are the real heroes of the world who need to be acknowledged and helped. “Sometimes, real superheroes live in the hearts of small children fighting for battles.” Hence, the future of these innocent lives is in your precious hands! So, the question that begs an answer: Will you help us raise $40,000 to stop global hunger? Or would you rather see 1 in 8 children go to bed hungry every night? Only you can make the difference, so choose right!

By: Belvinder Singh and Deeksha Verma
On Wednesday May 27, the ESC Gay Straight Alliance held its first fundraising event at lunchtime. We decided to have a cake stall as everybody loves cake and this was definitely shown through the support we received from students and staff. GSA members, as well as a huge number of staff, donated cakes, biscuits, slices and even rainbow jelly to be sold. We also offered a table where people could decorate their own cupcakes with the huge selection of lollies and sprinkles on offer. We put up posters about homophobia, as well as some of the statistics about the issues that can arise from feeling isolated and alone – same-sex attracted and gender diverse young people are three times more likely to experience depression – and these are some of the reasons why the GSA is trying to raise awareness and create a supportive community for gay and straight students. The stall was incredibly popular with a huge number of staff and students coming and buying some goodies to fuel up for the rest of the day. We actually had so many cakes and biscuits donated that we were able to set up again during the Thursday lunchtime and sell the remaining treats at a cut-price. Over the two days, we raised $540 which will go towards resources and supplies for the GSA and shows the amazing support that the ESC community gives each other. A huge thank you to everyone who came and supported us and an especially big thanks to all the staff who donated their baking skills. We wouldn’t have been able to do it without you.

On 17th May, we were given the wonderful opportunity to attend the Human Right Summit organised by the United Nation Youth Foundation (UNYF). During this eye-opening and heart melting conference we discussed an array of human right issues mainly focusing on the LGBTIQ* (Lesbian, Gay, Bisexual, Transgender/Transsexual, Intersex, Queer, *- Other sexualities) community. Unfortunately, in the world we live in, many of us fear the unknown and through this we build a wall of hatred which is derived from ignorance. However, it’s not too late; we can still learn from our misunderstandings and build a stronger nation. As Nelson Mandela once said “Education is the most powerful weapon which you can use to change the world.” During this conference, we were given a glimpse of what being ‘different’ meant during the WWII whereby, the homosexuals were treated excruciatingly through absurd scientific experiments. We then discussed the difference between gender and sex vs sexuality and preferences, which certainly gave us a new perspective and the immense differences between these characteristics. Throughout this conference, we were given the opportunity to learn about the various identities expressed by individuals and it doesn’t matter about their sexuality, they are still the same person with the same personality! We were also briefed with heart wrenching facts that 40% of homeless youth lie within the LGBTIQ* community! Therefore in order to survive and receive enough money, they are entrapped by performing on side drugs and prostitution, just so they can sleep better when night falls. Before we left, we made a pledge to stand up and educate those who have a lack of understanding in this matter. So the question that comes to mind is ‘Will you help us educate the public?’

On Friday 5th June, we spoke to all student leaders at the term two leadership training about these issues and how to become a more inclusive and safe school for the LGBTI community. We asked the students to pledge to eradicate the word ‘gay’ from their vocabulary and to stop using it in a derogatory way. We are hoping that by the student leaders doing this and spreading the word we can get rid of this word which is often used in a negative way.

BY: Belvinder Singh and Chantelle Gagachis
The Year 10 Drama class have recently finished their study of the play *The Laramie Project*, written by Moises Kaufmann and the Tectonic Theatre Company. *The Laramie Project* is a piece of documentary theatre where members of the Tectonic Theatre Company spent time interviewing people in the town of Laramie, Wyoming after the death of Matthew Shepard. Shepard was a gay college student who was taken to a remote area, robbed, beaten and left tied to a fence to die by two young men from Laramie. Shepard was found by a cyclist the next morning and was in a coma for six days before dying from his injuries. Studying the play has been very emotional and has provided many opportunities for interesting and powerful class discussion.

Everyone in the class has had multiple parts to learn, as well as working in different stagecraft groups such as lighting, directing, costumes and props. The production was a chance for everyone to build their independence and collaborative skills whilst building confidence and performance skills.

The class performed to parents, teachers and the Year 9 Drama class which was a fantastic experience as having a proper audience really helped add to the atmosphere and focus of the performances. As with any production, there were a few hairy moments where things didn’t go to plan but everyone was able to work through it and present a polished and engaging performance. Well done to all the Year 10 students!

In Year 10 Food Technology we have been working on our major assessment task which was to design and cater for a party. We had to come up with a theme, decorate a table and prepare recipes that were related to our theme. Some of the themes that people chose to do included Frozen, Casino Royale, AFL teams, Halloween etc.

It was a very enjoyable assignment because it gave us lots of freedom to do what we wanted and encouraged independent learning and thinking. It also gave us a chance to show off creative flair and demonstrate to a high level the skills we have learnt.
On Thursday 28th May the Pathways students along with fifteen Year 10 students participated in the Hume Whittlesea Local Learning and Employment Network ‘2015 Making Choices Brunch’. This was an opportunity for students to interact with people from real industries and discuss career options. 180 students from a number of local schools gathered at the Plenty Ranges Arts and Convention Centre. There were 26 industries represented including, Business, Health, Hospitality, Automotive, Child Care, Youth Work, Engineering, Transport and Logistics, Civil Construction and many more.

The day began with a guest speaker, Mayor Cr Ricky Kirkham (City of Whittlesea). Mayor Kirkham shared with us his pathway to self-discovery. He told us that: “You can have it all, but it won’t come overnight”. We learnt that you need to be disciplined about goals and targets. The best way to achieve those goals is to seek out a mentor to help guide you through your personal and professional goals.

Students then took part in 10 minute “speed dating” sessions where they were required to ask people from real industry questions such as; “What personal qualities do you need to have to be successful in this role?”, “What qualifications do you need for your career?”, “What advice would you give me if I wanted a career like yours?”. Overall, the personal time with the representatives from real industries was inspiring. Students flourished and their confidence grew as they moved from station to station. Well done to all who took part. Thank you to Mr Williams who accompanied the students and myself on the day.

ERIN BASINSKI - Year 10 Coordinator / Year 9 & 10 Careers Education Coordinator
It has been a really busy term and a number of programs were delivered from Year 7 to Year 11.

**YEAR 7 VALUES 4 LIFE**

Values for Life is a program that promotes positive values and assists young people in developing a framework of values that can help them make healthy choices, connect and help others. It sends very clear messages about positive relationships, responsible use of technologies, explores behaviours that constitute Bullying/Cyber-bullying and what to do if it is occurring. Values and positive relationships are the foundations of social interactions at Epping Secondary College and are reinforced through Health and Wellbeing programs from Year 7 – 12. It is important to have a culture where students interact positively, contribute to the school and feel safe and comfortable and are connected to our community.

**MINDFULNESS PROJECT LATROBE UNIVERSITY**

About 62 Year 7 students returned consent forms and did a survey on 8th May. A Mindfulness Workshop and follow-up survey is organized for 23rd June. Rebecca Pallozzi, Provisional Psychologist Doctor of Clinical Psychology Candidate from School of Psychological Science is researching the benefits of mindfulness in terms of wellbeing and learning outcomes. Students will benefit from participating in a free workshop and will hopefully use strategies they learn and apply it to their everyday lives.

**YEAR 8 HOPE TOUR**

The workshop was facilitated by Charles Crisapulli (Hope Tour Coordinator) and the program is designed to encourage young people to treat each other fairly, believe in themselves and to develop confidence to speak up to seek help. The program also tackles bullying and uses fine arts (dance) to deliver messages to students.

Comments by students:

“The Hope Tour incursion was a really positive and inspirational experience.” Kelly Lynch, 8A

“The Hope Tour brought over a group of dancers that were trying to get the point across about bullying and how everyone is different and special in their own way.” Benjamin Rowan, 8A

“It informed us on the impact of bullying and how together we can make a stand.” Vanessa Capkunowski 8I

“The dancers were the best because they were so talented and they gave out a really good message and showed this through their dances.” Beth Woodward, 8I

**YEAR 9 FAMILY PLANNING WORKSHOP**

The Workshop focused on relationships, safer sex, consent, Sexually Transmitted Infections, contraception, sexual attraction and sexual decision making. It is an extension of the Year 8 Health Curriculum and reinforces important messages to ensure students are making informed choices and the workshop promotes safe behaviours.

**YEAR 10 RELATIONSHIP PROGRAM**

The program is a partnership between NCASA, Epping Secondary College and Victoria Police. Kim Wood from Northern CASA, Leanne Halsall and students from ESC have developed this new program to educate students regarding gender based violence. It enables students to analyze and reflect on how society influences gender socialization and the issues this can manifest. Students are surveyed before and after the program to determine whether they are understanding content and to measure student outcomes. The slogan created by students at ESC in Semester 2, 2014 “Her Dress Does Not Say Yes” is now used on brochures at NCASA. This program has replaced the old SAPPSS and CASA programs.

**YEAR 11 STRESS MANAGEMENT WORKSHOP**

Students who did not attend the Year 11 Study Camp, participated in a workshop that helped them to identify triggers that cause stress and were given strategies to help manage it. Students practiced progressive relaxation, breathing techniques and pleasant imagery. They were also introduced to aromatherapy to add to the experience of relaxation.

Organization is a key factor in terms of managing workloads and meeting deadlines and so students were handed a schedule to complete to ensure they had a balance between study, work, leisure and socializing. Michelle Robertshawe, the Year 11 Coordinator delivered this workshop to students who attended the Year 11 Study Camp.

Leanne Halsall
Student Wellbeing Coordinator
The year 11 and 12 VCAL students for our business elective decided it would be a good idea to start up our own café, ‘THE VCAF’. It took a while to plan and organize the different tasks involved in setting up this small business. Important factors had to be considered such as, where our initial funding would come from, putting a submission in for money, creating a business plan taking into consideration location, name, menu, pricelists, advertising, OH&S, roles and duties for each individual VCAF members. Along with the preparation, we had the opportunity to learn from each other as many of us have relevant experience and knowledge, as we either work in hospitality or are training in the area. Every Tuesday at recess we run the café from the VCAL area, selling food such as brownies, toasted sandwiches, muffins, flavoured noodles and many more alongside coffees and cold drinks. So far the support from fellow students and teachers has been fantastic, so thanks for keeping our business going.

VCAL Business Students

On 26th May, the year 11 VCAL Community elective held the World’s Biggest Morning Tea. We raised a total of $351.45. Students were able to choose from a variety of cakes, sweets and savouries. In the end all the students had fun. We thank all staff and students that contributed and attended and made the day work out as planned and a success. All money raised was donated to the Cancer Council. We look forward to running the event again next year!

Dion, Seb, Adrian, Mikayla, Keira, Emily (11 VCAL Community Elective)
Six students from our VCAL program were successful in obtaining a Civil Construction School Based Apprenticeship (SBAT) this year. The students complete their training at ONTTC two days per week and put theory to practice on actual work sites. Civil Construction is a growing field for work. It is also giving our students real life and work experiences that they will use once they leave senior secondary education.

Ian the trainer spoke of our apprentices and went to lengths to say that “one of our students, is head and shoulders the best student. The student is keen, organised and assessments are always 100% perfect”. This was an extremely positive report to receive about a student from Epping SC. We are sure that this positive feedback will only encourage our students even more to excel.

Silvia Mitrevski (VCAL Coordinator)

On 5th May, the VCAL classes went on a day trip to Science Works museum. The activities were very intriguing and hands on. The most popular activity was the 100m dash versing Kathy Freeman. We have been studying genetics and genetic engineering and the future of science in relation to our bodies and to medical research. There were heaps of really practical things to engage in at Science Works that inspired us to think in a different way about how science might change our sense of who we may be in the future. In particular, there was an activity that we all had fun playing where we became cyborgs, adding machine parts to our bodies to improve them. We were there for about two hours, then caught the ferry into the city to have lunch. Overall, this excursion was a brilliant opportunity to learn in a practical manner and engage in information in a different way.

Jordan Sazdov 12V
The Pathways class went to the Circus Spot in Coburg for 3 sessions. In these sessions we learnt a whole range of new things including new ways to stretch our bodies and new stunts and circus tricks. We also learnt how to cooperate and work together as a team and gained better trust skills toward each other. On behalf of 10P we would like to say a massive thank you to Nikki for organizing this amazing experience for us.

Maddison Moulas (10P)
Students from the Conservation Volunteers Australia community elective are doing a makeover of the backyard of the House this year. It’s a big operation involving clearing out lots of broken concrete, metal and old timbers as well as weeding, pruning and repairing damaged structures. Students have already repaired the back fence by replacing broken palings and re-nailing loose ones. This venture has involved site assessment as well as walking down the road to purchase and bring back materials from Bunnings. A big thank you to Andrew, our maintenance man who encouraged us by providing fence paint and brushes. This work is almost complete and students did such a good job that we now plan to erect a fence adjacent to the gardener’s shed to make it more secure and protect it from damage. We plan to complete this task in Semester 2.

John Michaelides

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**Bring Your Own Device**

Epping Secondary College is currently investigating a Bring Your Own Device (BYOD) 1:1. We believe that giving students immediate access to technology in a one-to-one program will help engage them in the learning process in new and creative ways. This is an exciting opportunity for our students who will become increasingly skilled at using technology to access and present information, to problem solve and to work collaboratively.

In 2016, we intend to start the program for several year levels. Completing this survey will help us to build a complete picture of what the school community would like and to help us highlight any issues associated with such a program.

Survey can be found at: [http://goo.gl/forms/pw8rNxW4Ls](http://goo.gl/forms/pw8rNxW4Ls)

This means that every student will have access to a device in every classroom, all of the time. It will allow students to become increasingly skilled at using technology to access and present information, to problem solve, to work collaboratively, as well as becoming competent in what is becoming known as the “4th literacy of the 21st century”. Survey ends at the end of term 2 on the 26th June.

**Why can’t the school provide my student with a laptop?**

Due to changes in government spending, reduction in resources available for the school to purchase IT equipment, a growing demand for updated systems and ongoing maintenance as the school has increased in size, have made this an impossible task.

Carlin Grieve
Teacher | IT Infrastructure & eLearning Manager | Technology Coordinator

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Epping Secondary College Learning for life
So far, Term Two has provided a wide range of opportunities for students to represent their house, earn house points and most importantly, earn house glory!

Boys Basketball

Week 4 saw the Boys’ Basketball competition take place to huge crowds in the gym. In the first match, Pindari took on Tatlow in an exciting battle that ended in a draw. Findon and Scarborough battled it out in the second match with Findon ending up victorious. Finally, Dalton played and defeated Carlisle. Dalton was the overall champion of the Basketball competition and won the House spirit points as well. Congratualtions to the following students for being voted Best on Ground:

- Tyrone Glasby, Carlisle 7G
- Patrick Luwemba, Dalton 12E
- Aiden Rhook, Pindari 8G
- Trent Barker, Tatlow 11E
- Jahmali Durso, Scarborough 12D
- Nathen Mark, Findon 12C

Girls Netball

Week 5 saw the Girls’ Netball competition take place. Pindari defeated Tatlow in the first game, Findon beat Scarborough in game two and Dalton defeated Carlisle at the last second. Overall, the Findon Falcons were the Champions and the Scarborough Scorpiions won the House Spirit award for the netball. Congratulations to the following students for being Best on Ground:

- Ashlee Moate, Dalton 9B
- Emily Valeri, Carlisle 7A
- Amy Shanahan, Findon 8A
- Angel Enoka, Scarborough 8H
- Ayesha Ahmad, Tatlow 10E
- Medika Bonney, Pindari 8C

House Trivia

Week 8 saw the House Trivia competition take place in the Drama Room. Staff and students proudly represented their houses and the atmosphere was very competitive. The overall winners were Dalton with Scarborough coming second and Findon third. There will be another house trivia contest next term to see if anyone can break Dalton’s winning streak!

Well done to all the students (and staff) who participated in these events and we look forward to another successful run of house events next term. Keep an eye out for information about House Footy, Girls’ Basketball, Theatresports, Volleyball and more trivia!

HOUSE TALLIES 2015:

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<thead>
<tr>
<th>House</th>
<th>Points</th>
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<tr>
<td>Dalton</td>
<td>3192</td>
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<td>Findon</td>
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<td>Scarborough</td>
<td>2934</td>
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<td>Pindari</td>
<td>2417</td>
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<td>Tatlow</td>
<td>2304</td>
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<td>Carlisle</td>
<td>1679</td>
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A Community Music FUNdraise

‘Project Portable’ is a campaign that the Year 9 Community Music class have created. Our goal this semester is to raise enough money to purchase a portable for our school, which will be used as a creative hub and performance space for both students and the wider community. There are many musically talented students at Epping Secondary College, however, we just don’t have the space to advance our rehearsals and performances!

As part of our fundraising, the Community Music Elective class would like to showcase our musical talents with a performance to raise money. There would be a $5 entry fee and we are hoping the event will run in the school library. All money raised will go towards Project Portable.

The event would be held on Monday 22nd June in the school library from 6.30pm – 8.30pm. Please come along for a night of great music, including a special performance by a “mystery band”!

We would really appreciate your support!

The Year 9 Community Music Class

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ESC SECOND-HAND UNIFORM SHOP

LOCATED IN HOUSE
WEDNESDAYS
ONLY
OPEN 3—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
Camps, Sports & Excursions Fund (CSEF)

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund will ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities.

School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum.

CSEF will be provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child.

The annual CSEF amount per student will be:

- $125 for primary school students
- $225 for secondary school students.

How to Apply
Contact the school office to obtain a CSEF application form or download from www.education.vic.gov.au/csef

Closing Date
You should lodge a CSEF application form at the school by 26 June 2015.

For more information about the CSEF visit www.education.vic.gov.au/csef
CSEF Application Form

Parent/legal guardian details
Surname________________________________________________________
First name____________________________________________________
Address_______________________________________________________
Town/suburb________________________________ State________ Postcode____
Contact number_______________________________________________

Centrelink pensioner concession  OR  Health care card number (CRN)
☐ ☐ ☐ ☐ – ☐ ☐ ☐ ☐ – ☐ ☐ ☐ ☐ – ☐ OR
☐ Foster parent*  OR  ☐ Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

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<tr>
<th>Child’s surname</th>
<th>Child’s first name</th>
<th>Student ID</th>
<th>Date of birth (dd/mm/yyyy)</th>
<th>Year level</th>
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I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (the department) to provide the results of that enquiry to DET.

I understand that:
• the department will use information I have provided to the DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to the DET personal information including my name, address, payment and concession card type and status.
• this consent, once signed, remains valid unless I withdraw it by contacting the school or the department.
• I can obtain proof of my circumstances/details from the department and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
• if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
• Some personal information may be disclosed to the Victorian Department of Health and Human Services, for the purpose of evaluation and monitoring of concession card services.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child’s school.

Signature of applicant____________________________________ Date __/__/____
CSEF eligibility

Below is the criteria used to determine a student’s eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 - Eligibility
To be eligible for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:
• on the first day of Term two, or;
• on the first day of Term three;
1. Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
2. Be a temporary foster parent, and;
3. Submit an application to the school by the due date.

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria
School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date
CSEF eligibility will be subject to the parent/legal guardian’s concession card being successfully validated with Centrelink on the first day of either term two (13 April 2015) or term three (13 July 2015).

Payment amounts
CSEF payment amount
The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.
• Primary school student rate: $125 per year.
• Secondary school student rate: $225 per year.

For ungraded students, the rate payable is determined by the student’s date of birth. For more information, see: www.education.vic.gov.au/csef

How to complete the application form
NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
   Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your Centrelink card - unless you are claiming as a Foster Parent or Veterans Affairs Pensioner. You will also need to provide your Centrelink card to the school.
   If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, tick the appropriate box. In this case, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
   The CSEF payment is paid directly to your child’s school and will be allocated by the school towards camps, sports and/or excursion costs for your child.
2. Complete the STUDENT/S DETAILS section for students at this school.
   - enter SURNAME AND FIRST NAMES in full.
   - enter the DATE OF BIRTH e.g. 15/09/2008.
   - enter the YEAR LEVEL, unless the student is ungraded, e.g. attending a Special School or language Centre, then enter ‘UNGRADED’ in the YEAR LEVEL column.
3. Sign and date the form and return it to the school office.

CSEF payments cannot be claimed retrospectively for prior years.
Queries relating to CSEF eligibility and payments should be directed to the school.

© 2015 Department of Education and Training
At Epping Secondary College we are delighted with the growing number of students at the college. As the numbers have increased substantially we have implemented some new procedures.

**APPOINTMENTS**

If you wish to see a staff member please make an appointment first. This will ensure that staff can be prepared and a suitable time can be arranged for both parties.

**ABSENCES**

If it is known in advance that a student is going to be absent for a prolonged period of time, we ask parents to inform the college or attendance officer so that the staff concerned can be notified and arrangements can be made for work to be given to the student to complete during their absence. Even for short periods of absence, i.e. one or two days, a phone call is appreciated. Parents are encouraged to phone the attendance manager on the morning of the student’s absence, if at all possible. If parents notify the school of the absence, no SMS is sent. Parents are able to reply to SMS with absence reason. The office is open from 8.00am.

**EARLY LEAVERS**

If students are leaving early throughout the day a parent note must be written in their diary. This will be approved in the morning by the coordinator and then students must sign out via the student attendance office. This will ensure that your child/ren will be ready for collection without delay. (Where possible, medical, dental appointments etc should be made outside school hours).

**LATE ARRIVALS**

All students are required to arrive at school on time, at 8.45am. If late, students are to report to the attendance office to sign in and receive a pass. If students arrive late without a note and acceptable explanation, they may be given a lunchtime detention. Lateness is not acceptable unless there is a serious reason.

**ILLNESS AT SCHOOL**

Students who become ill at school are to get permission from their teacher to go to the general office where they will be provided with first aid, admitted to sick bay or have their parents contacted. If a student is so ill that it warrants the student going home, this will only be arranged if the parents can first be contacted by phone. The college is not permitted to distribute Panadol or the like to any students. It is imperative that the college has current emergency and home contact numbers. The college recommends ambulance and medical insurance to all families as any costs incurred are not covered by the college.

**PERSONAL DETAIL CHANGES**

Please remember to let the office know of any changes to personal details ASAP such as Contact Numbers, Changes of Address or Emergency Contacts in order to ensure the schools records are up to date and correct. Parents are able to update these details on the schools website www.eppingsc.vic.edu.au or by directly emailing to epping.sc@edumail.vic.gov.au. This is the preferred procedure so we have it on record and once updated it is filed in the students file.

We thank you for your cooperation with helping our college run more efficiently.

**ADMINISTRATION STAFF**
JOIN US IN THE SPOTLIGHT

AUDITIONS OPEN NOW

Fun, inspiring classes in drama and musical theatre for kids 5-18!
From beginners to advanced.

- Develop successful life skills like confidence, communication and teamwork.
- Great value - all weekly classes, workshops and costumes included. No registration fee.
- Perform on stage twice a year.
- 30 years of success.
- Highly qualified, experienced teachers.
- Talent Agency - opportunity to join.

CALL 9384 1644
to book a free, no obligation audition session.

Classes Start in June/July

Convenient classes in your local area
17 locations across metro Melbourne.

Epping Secondary College
Learning for life
27 Memorial Avenue, Epping - 3076
Your local dental care providers with over 25 years experience

All aspects of General Dentistry provided. Dentist is preferred provider for HCF, CBHS, DentaCare.
- Check-up, Clean and X-Rays
- Fillings
- Root-Canal Treatment
- Crowns, Bridges and Veneers
- Extractions
- Emergencies

MEDICARE CHILD DENTAL BENEFIT SCHEME VOUCHERS WELCOME.

Advanced Dental Prosthetist onsite for your denture and mouth guard needs. Prosthetist is a Medibank preferred provider.
- Full & Partial Dentures
- APT Precision Dentures
- Repairs
- Mouthguards
- Health Fund Claimable
- Veterans Affairs (DVA)

FREE CONSULTATION AND ADVICE
No Referral Necessary

Ample secure car parking available onsite.
Opening Times:
Monday to Friday 9:00 am – 7:00 pm
Saturday 9:00 am – 2:00 pm
Sunday closed
PRIVATE LESSONS
$25
Vocals Guitar Piano Cello
Drums Keyboard Violin Harmonica
Recorder Ukulele Banjo

INSTRUMENT SALES & REPAIRS
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jacmusicschool.com

LEARNERS Driver Training

Monty’s Driving School
Northern’s trusted driving school since 1997

- Competitive rates
- Exceptional pass rate
- Accredited VIC Roads Instructor
- Female instructors available

Save $$$ with our driving packages.
Like us on Facebook to receive special promotions.

Contact Rina on 0403 022 357
Grants for Young People

Young people aged 25 and under in the City of Whittlesea can apply for grants to help them pursue their arts, cultural and sporting endeavours, through our Arts, Cultural and Sporting Grants Program.

We encourage young people to visit [www.whittlesea.vic.gov.au](http://www.whittlesea.vic.gov.au) to read the conditions of the program and to complete an application form if they are eligible. The Program is open all year round. The intent of the program is to encourage participation in state, national and internationally certified championship type events run by recognised arts, cultural or sporting organisations. Eligibility is directly linked to the Family Assistance Office Family Benefit A.

For more information, phone 9217 2294 or email info@whittlesea.com.au

Amanda Marijanovic | Governance Officer

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Nationally Consistent Collection of Data on School Students with Disability ‘Collection Notice’

All schools in Australia, including Independent and Catholic schools, will participate in the Nationally Consistent Collection of Data on School Students with Disability this year. The Data Collection is an annual count of the number of students with disability receiving educational adjustments to support their participation in education on the same basis as students without disability.

All education agencies are now required under the Australian Education Regulation 2013 to provide information on a student’s level of education, disability and level of adjustment to the Australian Government Department of Education and Training.* Data will continue to be de-identified prior to its transfer to the Australian Government Department of Education and Training. No student’s identity will be provided to the Australian Government Department of Education and Training. The collection of this information from states and territories will inform future policy and program planning in relation to students with disability.

If you have any questions, please do not hesitate to contact Helene Alamidis/Antoinette Rehak on 9401 2599 or the Victorian Department of Education and Training Data Collection Hotline on (03) 9651 3621. For questions after 7 August 2015, please call the Australian Government Department of Education and Training on 1300 566 046.

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Open Day - June 20th

Try tennis at the NEW Casa D'Abruzzo Tennis Club

Family fun from 11am to 2pm
Meet sporting celebrities
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Membership specials
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www.vidatennis.com.au