

Our College

“a safe and peaceful environment for all.”

Epping Secondary College is an academic college that aspires to provide its students with every opportunity to achieve educational excellence, personal growth and vocational success.

The student population has increased significantly over the past three years, as the college's reputation for firm discipline, challenging learning programs and supportive teachers, has placed it as a school of choice for many families. The current student population is 1,130. The size of Epping SC makes it possible for each student to be acknowledged and valued and for their individual needs to be supported. There is a strong sense of community and a commitment to building the partnership between parents, teachers and students so that we work as a team to bring out the very best in our young people.

The college provides a supportive, safe, harmonious environment which promotes “learning for life” an approach that centres on the “whole” learner. The college focuses on developing students' academic, social and emotional wellbeing by developing a wide range of skills in all areas including goal setting, building confidence, developing organizational skills, understanding citizenship and exploring career options.

Our positive learning culture is made up of seven main elements:

1. An engaging, relevant and **challenging academic curriculum**
2. A **firm discipline policy** with clear procedures
3. An extensive use of **new technologies**
4. A dynamic **visual and performing arts program**
5. A comprehensive **physical education and sport program**
6. A whole school approach based on **Positive Psychology** to enhance resilience and motivation
7. An active and empowering **student leadership program**.

The college continues to build on its reputation for academic excellence and has received recognition for the increased number of students gaining university entry and the increasing number of academic awards and scholarships won by students. **The ACE High Achievers Program** ensures that gifted and talented students access challenging curriculum and have the opportunity to be accelerated to undertake a more extensive VCE program

The college has incorporated a co-ordinated career awareness and course selection process ensuring that all students make informed decisions when planning their senior courses and post-secondary options. This includes the Pathways Program at Year 10, all Year 10 students enrolled in Unit 1 of VCE Industry and Enterprise, and the **Extending Choices Options** which allows students to easily access VETiS programs. The intensive counselling process enables us to individualize programs that best suit the preferred pathways of students either through the VCE program or the VCAL program depending on their chosen career pathway.

We achieve outstanding results in placing our students into their tertiary and post compulsory courses and training of their choice and which suit their passions and aspirations.



“helping our year 7 students settle into

Vision Statement

Epping Secondary College fosters a supportive, safe, harmonious community, which promotes learning for life. The college values diversity and individuality, and develops students' self-esteem, confidence and social competence. The learning environment is challenging, engaging and relevant, and is based on the expectation that everyone will perform to the best of their ability and will strive for excellence.

Year 7 Transition

secondary school with confidence.”

At Epping Secondary College we acknowledge that moving from primary to secondary school can be a difficult and stressful experience for some students. It is also a very important factor in a child's social and academic success in secondary school. We have created an environment that ensures all students experience a smooth and enjoyable transition.

UNIT STRUCTURE

The unit structure is specifically designed to support student needs, particularly in their transition from primary to secondary school.

There is a focus on providing a homegroup base and home group teacher who becomes the key teacher for each class. The college has deliberately reduced the number of teachers with whom the students at Year 7 have contact.

Furthermore, allocation of students into classes is a lengthy process that takes into consideration important information including student abilities and needs, parent, student and primary school recommendations.

GRADE 6 INTERVIEWS

At our college we like to meet with all of our prospective Year 7 parents and students at a special interview that is organised in Term 4, prior to Orientation Day. This enables us to become familiar with the interests and needs of our new students and it is also an opportunity to answer questions and concerns and ensure that the transition experience for each child and family is a smooth one.

YEAR 7 CAMP

The Year 7 camp takes place within the first Semester. All our Year 7 students and their teachers get to spend a few days together. It provides opportunities for positive relationships to develop and many challenging team building, social and personal growth experiences.

“STARTING OUT” PROGRAM

Our unique Orientation Program offers a range of special activities and workshops that are specifically developed to provide Year 7 students with the information, skills and approaches to move successfully from primary school to the world of secondary education.

Normal class work is supplemented by a variety of activities and workshops that are aimed at:

- Making sure everyone starts the year with a clear understanding of college values, procedures and expectations
- Motivating students and giving them a sense of purpose, goals and aspirations for the year
- Helping teachers and students establish positive relationships, group identity and team spirit.

The Year 7 students are taken through fun orienteering activities by their Year 10 Peer Support leaders who help them become familiar with key places and people around the school.

The other aspects of the program include:

- Organisational and study skills sessions
- What is bullying, and how to respond to and report incidents
- Careers sessions
- Literacy and Numeracy activities
- Motivational speakers
- Rights, Responsibilities and Relationships sessions
- Problem solving activities
- Team building activities
- Activities with their peer support leaders.

Year 7 Transition

PEER SUPPORT PROGRAM & BUDDY PROGRAM

The Peer Support Program involves Year 10 students who are trained to work with the Year 7 students helping them cope better with their first year of secondary school. The senior students run classes and activities covering topics such as friendships, bullying, adolescence, decision making and many more. They also act as buddies for the junior students, supporting them in the playground, helping them out with their problems or helping them seek advice from the college counsellors.

All year 10 students have the opportunity to be a 'buddy' to one or two year 7 students.

A COMPREHENSIVE "ZERO TOLERANCE" ANTI-BULLYING POLICY

Our anti-bullying policy and program ensures that all and any incidents of bullying are dealt with by the college, with both clear consequences as well as Restorative Practice-based counselling processes.

The policy and program are based on:

- A whole school approach to preventing bullying
- Zero tolerance
- A reporting process which is confidential
- A warning system
- Strong deterrents such as the bully register, serious consequences and parental involvement.
- Restorative Practice approach

UNIFORM

We expect our students to develop respect for themselves and their school, and one way we foster this is through high standards of appearance.

Students are expected to wear the college uniform and feel proud of themselves and their college.

STUDENT LEARNING BEHAVIOUR AND WELL-BEING POLICY

Epping Secondary College has over the years developed a reputation for being FIRM BUT FAIR, and having in place clear Wellbeing and Discipline Policies and Procedures.

Our philosophy and culture is based on:

- Nurturing positive relationships between all members of our community, and
- Encouraging the development of each individual into responsible citizens.

Our student CODE OF CONDUCT is based on our core values of RESPECT, HONESTY, FAIRNESS, COMMITMENT and PERSEVERANCE.

An assertive discipline policy has been implemented ensuring that students take responsibility for their behaviour and has in place appropriate positive or negative consequences.

YEAR LEVEL COORDINATORS

The Year Level Coordinators occupy an important position in the College's Student Management and Wellbeing Program, and are responsible for the wellbeing and organization of the students at their year level. Most students' problems, e.g. attitude to class work, progress, attendance and general discipline, are usually handled by the Year Level Coordinators.

HOMEGROUP TEACHERS

Students are placed in a homegroup class with a homegroup teacher. The homegroup teacher is the first point of contact for students and parents. At Year 7 the homegroup teacher will also teach the class for at least 2 subjects, to minimise the number of teachers a year 7 student needs to get to know.

The homegroup teacher is able to develop a good knowledge of each student. This enables them to develop positive relationships with their students and through this nurture their connectedness to the school.

WELLBEING PROGRAM

The college has recently undertaken a journey as a 'Positive Education' school. This involves using the latest research in psychology and education to inject our various school programs with strategies that have been proven to increase both student wellbeing and academic outcomes.

In addition to this the school employs a team of experts whose main role is to identify and address the personal, educational and social-emotional needs of our students.

The Student Wellbeing Team includes:

- Student Wellbeing Coordinator (Full time)
- 2 Youth Workers
- Educational Psychologist
- Clinical Psychologists (five days per week)
- Workplace Transition Broker
- Integration Coordinator

Students and parents are encouraged to approach the Student Wellbeing Coordinator to discuss issues of concern or requests for assistance.

CATCH UP CLASSES

The college has high expectations and requires that all students do their very best at all times and in all aspects of their learning and school experiences. Therefore there is an expectation that all students complete their class work and home work by the due date set by the teacher. If students do not complete their work on time they can be asked to attend **"Catch Up Classes" that are held in the college library during lunchtime.** The teachers supervising the Catch Up Classes can assist students and ensure that they are able to keep up to date with their work. Students also have access to (free) assistance from **tutors** at the Homework Club that runs after school.

ACHIEVEMENT COORDINATORS

The Achievement Coordinators identify students who are not achieving at their potential. Meetings may be held with the student, their teachers and parents so as to ascertain what is impacting on their performance. Strategies are then implemented to enhance performance so as students achieve their full potential.

HOMEWORK CLUB

The school takes every opportunity to assist students to improve and reach their full potential. The Homework Club is one method of helping students achieve this.

- Homework Club runs every Wednesday and Thursday from 3.30 – 4.30 pm
- Tutors in Maths and English are there to help students with their assignments, homework, revision or to explain work they don't understand
- Refreshments and a small snack are provided
- There is also access to computers, internet, printing and photocopying.

Homework Club is available to all students, Years 7 to 12.

YEAR 7 LITERACY INTERVENTION PROGRAM

Improving the literacy levels of all students is a priority at Epping Secondary College. All of our Year 7 students are assessed using a range of standardised literacy tests. Based on the outcomes of these tests a number of students are invited to participate in our Year 7 literacy intervention program. This involves students receiving intensive instruction aimed at improving their literacy skills. The class sizes are a maximum of 3 students. The classes are taken by a staff member who has completed post graduate studies in the areas of special education and information technology.

Students are engaged in literacy based activities throughout classes, including one to one support while reading aloud, working with high quality software programs that reinforce skill development by giving immediate feedback to students of their progress and other text based literacy programs that meet the needs of individual students.

YEAR 7 NUMERACY

Improving the numeracy of our students is a strong learning focus. Once students are assessed at year 7, through standardized tests, they are then supported and extended through programs such as the **Maths Task Centre**. Once a fortnight students use concrete materials to build on their individual problem solving skills, have open ended questions that challenge their mathematical thinking and improve their overall mathematical literacy. Extra staffing is also provided in these classes.

The **MathsPathways approach** adopted by the college is designed to provide instruction according to students' ability levels.

Curriculum Years 7-10

GENERAL AIMS OF YEARS 7-10 CURRICULUM

Central to the college's educational philosophy is a belief that all students should be exposed to a range of curriculum options in order that they may gain a broad and comprehensive education which allows them to make choices in the VCE, further study and employment.

The college is committed to providing educational opportunities to students from all cultural backgrounds and of varied ability in the belief that this enriches the experience of all students. The commitment to high level academic achievement, multiculturalism and equal opportunity is a recognition of the needs and aspirations of our community and of the emphasis that the college places on these aspects.

We seek to create a college culture which engenders in each of our students an "expectation of achievement". The challenging educational environment is delivered by a highly professional and dedicated staff.

The Years 7-10 curriculum is divided into eight learning areas:

1

English and English as an Additional Language (EAL)

2

Languages other than English
Italian
Macedonian

3

The Arts
Visual Arts
Drama
Graphics
Media
Music

4

Physical Education and Health
Physical Education
Health Education

5

Humanities
History
Industry & Enterprise

6

Technology Studies
Materials
Systems
Information
Food

7

Science

8

Mathematics

- All students study each of the eight Key Learning Areas each year.
- Mathematics and English are studied for slightly longer periods in recognition of the primary roles these areas play in developing literacy and numeracy.
- As students progress from Year 7 to 10 they are given increasing choices within each learning area.

The college offers Year 10 students the **opportunity to undertake Year 11 VCE subjects**. Students select appropriate VCE subjects that fit their interests and abilities.

The participation in VCE subjects at Year 10 is seen as a way to broaden student options and contribute to their ATAR score.

The option should only be taken up after consultation with parents and the Careers Coordinator.

7-10 CURRICULUM

(All sessions are 72 minutes and a cycle is 10 days)

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10
ENGLISH	6 sessions per cycle	7	6	7
MATHEMATICS	7	6	6	7
HUMANITIES	4	4	4	5
SCIENCE	4	4	4	4
LANGUAGES OTHER THAN ENGLISH (LOTE)	4	4	4	4
PHYSICAL, HEALTH & SPORT EDUCATION (PHASE)	PHYSICAL EDUCATION 4 HEALTH 2	PHYSICAL EDUCATION 3 HEALTH 3	PHYSICAL EDUCATION 3	PHYSICAL EDUCATION 4 HEALTH 4
CREATIVE AND PERFORMING ARTS (CAPA)	VISUAL ARTS 4 MUSIC 4	ART 4 DRAMA 4	VISUAL ARTS 4 ELECTIVE 4	VISUAL ARTS 3 ELECTIVE 4
TECHNOLOGY	INFORMATION TECHNOLOGY 4 DESIGN AND SYSTEMS TECHNOLOGY 4	INFORMATION SYSTEMS AND TECHNOLOGY 4 FOOD TECHNOLOGY 4	INFORMATION TECHNOLOGY 4 ELECTIVE 4	INFORMATION TECHNOLOGY 3 ELECTIVE 4
PERSONAL LEARNING	I-SELF 1	I-SELF 1	I-SELF 1 COMMUNITY ELECTIVE 4	SUBJECT INDUSTRY & ENTERPRISE 3

The ACE (Accelerated Cluster Education) Program

The ACE program is one of our key strategies for meeting the needs of high ability learners. Students who meet the criteria for placement in this program are offered accelerated in learning in either Mathematics or English or both. This means that in year 10, these students will begin VCE studies in some areas including English and Mathematics at a higher rate than is typical.

Students outside of the ACE program are also offered opportunities to study a VCE study in place of an elective program.

Electives at Year 9

Students at Year 9 choose as follows:

- One elective from The Arts:
Ceramics, Print making, Drama, Media, Music, Visual Communication & Design.
- One elective from Technology:
Design & Technology (Wood), Design & Manufacturing, (Metal), Food & Technology.

Community Focus Program

Community Arts, Community Crafts, Community Volunteering, Community Conservation Volunteering (Advance Program), Community Sport, Health and Recreation, Community Dance, Community Entrepreneurs, City Experience.

“iSelf” Program

As part of our Positive Education program, students take part in iSelf classes. The school recognizes that students are most successful with their studies when they feel good, and are aware of themselves as thinkers and learners. iSelf classes are therefore designed to teach students strategies to improve their wellbeing and to understand their preferred learning styles and study techniques.

Some topics covered include: the VIA Character Strengths; the importance of a Growth Mindset; neuroplasticity and the science of learning; the benefits of optimism, and reviewing reports and goal setting.

The main aim of iSelf is to provide students with the necessary tools to become happy, successful and positive contributors to our local and global communities.

Selectives at Year 10

Students at year 10 study Core Mathematics, English, Art and Information Technology as well as Industry and Enterprise. In addition to these core studies, they also select subjects as follows:

One semester based elective from each of: *The Arts, Technology, Physical Education and Health.* One year long selective from each of *Science, Humanities and LOTE.*

VCE SUBJECTS THAT ARE OFFERED AT EPPING SECONDARY COLLEGE

- Accounting
- Art-Studio Art
- Biology
- Business Management
- Chemistry
- English
- English as an Additional Language (EAL)
- Food Technology
- Health and Human Development
- History
- Information Technology
- IT Applications
- IT Software Development
- Legal Studies
- Languages other than English-Italian
- Literature
- Mathematics
 - General
 - Further
 - Methods
 - Specialist

Media
Music
Physics
Physical Education
Production Design & Technology
Psychology
Sociology
Theatre Studies
Visual Communication & Design

NOTE: The VCE studies taught at Epping Secondary College will be based on student choice, taking into account the resources of the school and prerequisite studies for tertiary courses. Students will initially be given the opportunity to choose from a list of over 30 VCE studies.

VET STUDIES

- The college offers the opportunity for students to undertake a range of VET CERTIFICATES. These include: Multi-Media, Business, Electrotechnology, Horticulture, Health Sport Services, Fashion Design, Carpentry and Automotive.

Students may also undertake SCHOOL BASED APPRENTICESHIPS and Traineeships across many industry areas.

successful and fulfilling futures.”

VCAL (YEAR 11 & 12)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on application for students in Years 11 and 12. It gives students practical work related skills, as well as the literacy, numeracy and personal skills they need to take them into further training or their ideal job. And like the VCE, it is an accredited senior secondary qualification. Applied (hands on) learning is an integral part of the VCAL curriculum. It provides students with real life experiences and direct exposure to industry.

VCAL increases pathways for young people into training and work

Through a focus on ‘hands-on’ learning, VCAL students are equipped to make informed choices about their future career direction and decide if an apprenticeship, Vocational Education and Training (VET) qualification, further education or employment is the right choice for them. VCAL students are more likely to continue training in the industry of their choice, do an apprenticeship, or get a job after completing Year 12.

VCAL provides students with practical, work-related skills

As part of their VCAL program, students can undertake structured workplace learning in businesses. Students can also undertake a school-based new apprenticeship, TAFE courses or components of VET certificates, such as Occupational Health and Safety (OH&S) or workplace communication skills.

VCAL programs are designed to meet the aspirations of students

VCAL is delivered as a full certificate to Years 11 and 12 Victorian students. It is available at three certificate levels – Foundation, Intermediate and Senior to match individual student learning capabilities.

Literacy & Numeracy Skills

VCAL students study literacy and numeracy subjects such as VCAL or VCE English and Mathematics or other fully accredited studies like the Certificate in General Education (Adult), in their VCAL program.

Industry Specific Skills

VCAL students undertake VET in all programs above VCAL Foundation level. Students have the flexibility to either complete a single VET certificate or to complete modules and units from a variety of certificates, thus gaining experience in a range of vocational areas.

Work Related Skills

In order to develop workforce skills, VCAL students have the choice of undertaking either a structured workplace learning placement or school-based new apprenticeship where they demonstrate that certain learning outcomes have been achieved. VCAL students may also undertake pre-vocational courses such as First Aid or appropriate VCE or VCE VET subjects such as Industry and Enterprise.

Personal Development Skills

The VCAL Personal Development Skills strand develops communication skills, teamwork, self-confidence, self-esteem, respect for others and builds connections with local communities. As part of their learning program, VCAL students undertake studies and/or specially-designed community programs organised in partnership with community-based organisations.

“empowering students to lead and shape

PATHWAYS PROGRAM (YEAR 10)

Pathways is a student orientated program that has been established to assist students in making sound decisions regarding their future employment and/or study. The number of students chosen from the group of volunteers may vary from 20-25 students in the program.

Its focus is students – some of them quite clever, and others who struggle for one good reason or another – who feel the options provided within the conventional Year 10 curriculum do not really meet their needs; and as a result they are not enthusiastic about tackling mainstream school study. In the vital final three years of secondary study, such an approach – and the habits that almost always accompany it – has a series of unhappy long-term consequences.

This program is aimed squarely at overcoming that sense of irrelevance, the accumulated poor study habits, and the results that flow from them. We attempt to establish one or more employment or further study ambitions for each student, and then build a relevant study program around each person that will assist in:

- increasing student self confidence
- increasing student performance in work related and personal growth areas
- students undertaking accredited TAFE modules
- the development of pathways into VCE, VETIS, New Apprenticeships, TAFE and Employment, Certificate I in VET
- making future decisions from an informed position

COMMUNITY FOCUS ELECTIVE

The Community Focus Elective is a Year 9 program which is run weekly for half a day.

The program is an extension of the mainstream curriculum which provides students with an opportunity to learn outside of the classroom and to contribute to the community in which they live.

Students have a choice of programs to select from which they are involved in for the whole year. Examples of current programs are:

Community Volunteering

Students volunteer their time to organisations such as primary schools, kindergartens, aged care homes, the dog pound and the YMCA.

Community Art

Students work on large scale art pieces which are used to beautify the school or local environment.

Community Conservation ‘Advance’ Program

The program encourages students to extend their skills in a range of areas and focuses on contributing to the care of the local environment. Students complete an Emergency First Aid qualification, attend two camps including an overnight hike, and complete their Bronze level Duke of Edinburgh’s Award.

Other Community Electives

- Sports for All
- Community Media
- Community Dance
- Community Music
- Community Entrepreneurs
- Community Craft

Leadership Programs

their communities and futures.”

STUDENT REPRESENTATIVE COUNCIL

The SRC is a student organisation made up of members elected from each Homegroup. The SRC provides opportunities for students to have greater involvement in the running of their school. These students run formal meetings, attend school council meetings and lead college events such as assemblies, Performing Arts evenings, Graduation and Awards Ceremonies.

STUDENT LEADERSHIP PROGRAM

The school provides students with many varied opportunities to develop their leadership skills and have a real voice and involvement in shaping their school and their community.

The extensive leadership program includes:

School captains, Home Group Captains, Music, Sports, IT, Arts and Science Captains, Peer Support Leaders, Debating Captains, Ambassadors and Student Council Representatives and School Council Representatives. Students develop skills in public speaking, team work, running formal meetings and writing minutes, reports and speeches.

RECOGNITION ASSEMBLIES

The Recognition Assemblies are held once a term at each year level. Student leaders organize and run the assemblies with the support of the year level coordinators. The assemblies ‘recognize’ and ‘celebrate’ students’ academic, extra curricula and citizenship achievements and build engagement and connectedness of students as a year level and to the Epping Secondary College school values.

MERIT SYSTEM

Students are awarded Merit Cards by teachers based on positive learning practices and behaviours which include:

- ✓ Demonstrating effort and perseverance in academic work.
- ✓ Persistence in effort.
- ✓ Exhibiting positive learning behaviours and following the school values of: RESPECT, COMMITMENT, HONESTY, FAIRNESS and PERSEVERANCE.
- ✓ Demonstrating outstanding effort and commitment to extra-curricular activities.
- ✓ Demonstrating outstanding citizenship skills within the school.

Accumulations of merit cards result in Achievement Certificates, Principal Awards and All Rounder Principal Awards. The merit cards also contribute bonus points to the House to which the student is assigned.

HOUSE SYSTEM

PINDARI	SCARBOROUGH	TATLOW
CARLISLE	DALTON	FINDON

The school is divided into subunits called ‘houses’ and each student is allocated to one house at the moment of enrolment. Houses compete with one another through sporting events, academic competitions, the merit system as well as citizenship and leadership achievements. The House system provides a focus for fostering team spirit as well as motivating students to participate and achieve.

Careers Program

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Students at Epping Secondary College have access to a full time careers teacher, and school Transition Broker. Their role is to assist students in selecting their career pathway as well as sourcing work placements and industry involvement that will advance them in their endeavours.

Many of the careers sessions operate for students in their normal classes. Students also have access to individual counselling with the careers teacher by appointment. Parents may also be invited to accompany their son/daughter to an interview with the careers teacher. Parents can initiate a time to meet with the careers teacher to discuss subject selection or other careers issues.

The Careers Programs predominantly occur in Year 10, 11 and 12 but younger students may be referred by a staff member or students may self refer when required.

Some of the programs run by the Careers Department are as follows:

YEAR 10:

- Students can elect to participate in programs such as “TAFE Tasters” Programs run at NMIT and Kangan Batman TAFE. These programs give students the opportunities to attend TAFE one day per week for one term. The programs also allow students to have a “taste” of a vocational program whilst at the same time complete their normal school studies. Many students use these programs to re focus on their education and training options.
- All Year 10 students complete VCE Unit 1 Industry and Enterprise as part of their core studies. As part of Industry & Enterprise students may apply to undertake a structured work placement where they can experience the “World of Work”. Students must also complete several job and employment profiles.
- At the beginning of term 3 all year 10 students participate in a one week Careers Awareness Program. During the of career awareness workshops students are exposed to many career related activities along with visits from guest speakers and external visits to Industry. Every student will have individual counselling with their parents present to select their final program.
- All Year 10 students have the opportunity to participate in mock job interviews with employers from the local community.
- Students have the opportunity to complete a Managed Individual Pathways Plan. This plan remains active during their time at school and is regularly updated and revisited.
- All year 9-12 students are invited to the Northern Careers and Employment Expo held at the Darebin Arts Centre each July.

“providing information and guidance

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YEAR 11:

- Many students take the opportunity to participate in a Vocational Education and Training Program as part of the VCE and VCAL. This allows students to achieve a certificate which is recognised Australia wide. Students also complete a Work Placement when undertaking a VET certificate.
- Students continue to work on their Managed Individual Pathways plan.
- All students receive individual counselling during Term 3 when selecting courses and subjects for Year 12 VCE and VCAL.
- Many students decide during Year 11 to complete a Part Time School based Apprenticeship. Students are advised and assisted in the process of gaining and completing this option.

EXTRA CURRICULAR VCE PROGRAMS & ASSISTANCE

- Study Hall
- VCE Tutors
- Catch Up Classes
- PODs
- Tutors for Mathematics & English
- Careers counselling
- Positive Case Management
- 3rd Term Holidays Exam preparation week

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YEAR 12:

- All Year 12 students attend a year 12 Commencement Program. During this time a careers session is run outlining the careers options ahead, how ATAR scores are derived, a comprehensive time line of Tertiary Open Days, VTAC selection process, VTAC Change of Preference and scholarship applications.
- All Year 12 students attend the Tertiary Information Session at LaTrobe University. This session covers the VTAC application process as well as giving students access to tertiary careers and course advisors.
- Students may elect to attend a number of careers expos in the local area as well as those offered in city venues.
- During Term 3 every Year 12 student has individual counselling to complete their VTAC application, apply for scholarships and university special entry schemes and/ or discuss future employment and training options.

As well as general and personal careers counselling, students can receive assistance in completing resumes, applying for casual or part time jobs, preparing for interviews, general course advice, seeking work experience and work placement, investigating wage structures, job prospects in the local community, voluntary work and other issues as required.

Students may be referred to other agencies such as “Jobs Pathways Program”, Centrelink, Job Networks etc as required. All students have the opportunity to attend special presentations in school by a number of groups including the Australian Defence Forces, Centrelink, Australian Tax Office, Industry Groups from the local area and many presentations from tertiary institutions.

so students make informed decisions.”

Enrichment Activities

“creating an environment which promotes

GOALS PROGRAM

Year 9 Mentoring Program – Growing Opportunities And Learning Skills

GOALS is a very special mentoring program developed by the AUSTRALIAN BUSINESS AND COMMUNITY NETWORK.

GOALS aims to raise awareness of the wider range of personal, educational and vocational choices for year 9 students, through structured group mentoring sessions over the school terms, by business people working in a range of roles and businesses.

Students are carefully chosen by the school to pair up with a mentor, after a process of profiling and interviews.

GOALS participants meet at the school for the Program Launch then at different CBD based venues for 90 minute sessions. The program concludes with a Completion Ceremony also held at the school. The students and mentors always meet in the group context, accompanied by a teacher.

DEBATING

The Debating Club is open to students from all year levels. Training sessions are run at the school and practice debates occur before competition starts. Students debate in an inter-school competition in year-level based teams. We encourage these students to also attend the Debating Association Camp, Victorian Youth Parliament and other public speaking opportunities.

EXCURSIONS AND INCURSIONS

All the current educational research clearly shows that students engage with their learning and develop deeper understandings when the learning experiences are REAL and PURPOSEFUL. Learning is dynamic and powerful when students make connections with the wider community and the real world.

At Epping Secondary College every opportunity is taken to bring the curriculum to life by taking students out into the community as well as bringing speakers and other aspects of the community into the school. The following are only some of the excursions and incursions students enjoy.

Excursions to:

National Gallery
Melbourne Aquarium
Warrandyte Park
Shrine
Barwon Heads
LaTrobe University
Botanical Gardens
Plenty Valley Community Health
The City
State Library
International Motor Show

Incursions:

- authors
- poets/poetry
- workshops
- snake show
- Age journalist
- Olympic athletes

Camps

The camps program provides students with the opportunity to visit interesting places, undertake exciting activities and learn to live independently. Places they visit include: Bacchus Marsh, Queensland, Canberra, Bogong Ranges Ski Camp, Year 12 Study Camp and LOTE/Music Immersion Camp.

International Tours

Bi annual tour of Italy
Cambodia World Challenge Tour

personal, physical and cultural growth.”

INTERSCHOOL SPORT

The College is heavily involved in the sporting program offered through the VSSSA and is often highly successful. Epping Secondary College competes in the Plenty district against Thomastown, Lalor, Lalor North, Peter Lalor and Whittlesea Secondary Colleges. Sports are divided into summer, winter and spring rounds and are played on one day per term.

The sports offered include: cricket, volleyball, softball, baseball, tennis, netball, football, soccer, badminton, basketball, squash and table tennis. Teams are divided into Year 7, Year 8, Year 9 and 10 and Year 11 and 12. The winner of the district goes on to compete against other district teams in the Northern Metropolitan zone finals – these lead to representation in the state finals. In the past Epping has had many state finalists and winners, especially in squash, softball, volleyball and soccer.

The school also runs an Athletic Sports Day for all Year 7 – 10 students which leads on to school representation at the sectional athletic finals.

Epping also offers a range of more alternative sporting activities such as equestrian, handball, rugby and beach volleyball.

Sport is a highly respected part of the Epping program and an area that creates a good sense of pride and achievement for all students in the school.

RECORDING STUDIO

Epping Secondary College is also proud of its Recording Studio which was installed in 2007. The studio is fully equipped with the latest recording equipment and students undertaking Instrumental Music will utilise this facility.

The Recording Studio will mean that students will be able to record CD's in an industry standard environment and share their music with a wider audience.

INSTRUMENTAL MUSIC

Students have the opportunity to undertake Instrumental Music. Students may choose to learn a musical instrument such as guitar, bass, keyboards, drums and voice. The program has been extremely successful over the years with students involved in ensembles, choirs, solo performances and rock bands.

Over the years, students have been involved in performances both within the school and throughout the broader community such as the Whittlesea Festival, Performing Arts Concert night and other community festivals. Students are also involved in an annual instrumental music concert put on at the end of the year for all parents.

VISUAL AND PERFORMING ARTS

The life of the college is enhanced by a stimulating program in the Visual and Performing Arts.

This includes:

- Arts
- Drama
- Media
- Multimedia
- Music
- Production
- Visual Communication and Design (VCAD)

Student art work can not only be found throughout the college grounds and buildings but also in many local primary schools and community venues.

The college conducts an annual Art Exhibition in its well appointed gallery space, showcasing exemplary art works produced by students across all year levels throughout the year.

An outstanding piece is chosen as the “School Acquisition Prize” with the student receiving \$250.00 funds to continue their endeavours.

General Information

REPORTING TO STUDENTS AND PARENTS

Progress Reports

Progress reports are distributed during Parent Teacher interviews held at the end of Term 1 and 3 for all students in Years 7 - 12. Students are encouraged attend the interviews with their parents.

Semester Reports

Semester reports are detailed reports concerning student progress, general attitude and achievement on assessment tasks.

Semester Reports are issued to:

- Year 7-11: on the last day of Term 2 and Term 4
- Year 12: on the last day of Term 2. There are no Semester 2 reports issued to Year 12 as they receive their VCAA results and VCE certificates.

Parents are always welcome to contact the College to organise interviews with homegroup teachers, year level coordinators or with individual teachers.

COMPUTER TECHNOLOGY FACILITIES

Information Technology is a key aspect of learning across all subject areas. Our teaching and learning methods recognize that students must be able to use digital technologies effectively and participate with confidence in an evolving technologies based world.

There are a number of fully equipped computer rooms as well as mobile lap top units with state of the art computers, broadband internet access and the latest software.

The college has implemented a BYOD policy (Bring Your Own Device) with students purchasing or leasing computers through a school and department approved supplier.

The college employs an Information Technology Manager and a number of technicians to oversee the college's extensive computer resources.

PARENT INVOLVEMENT AND COMMUNICATION WITH EPPING SECONDARY COLLEGE

There are many opportunities for parents to become involved in the College community. Parents are invited to express suggestions or concerns regarding policy, procedure, performance or any other matters of interest or concern.

Parents are encouraged to:

- keep up to date with information through the newsletter produced twice a term as well as the college website.
- join the College Council or one of its Committees or speak to representatives on the Council about the College. Parents are always welcome as observers at any College Council or Committee meeting
- attend parent teacher nights, career nights, information meetings and cultural performances
- take a positive interest in all aspects of their child's school life including such co-curricular activities as sport, drama, music and debating
- contact key people for information or if problems arise.

Communication Procedure

We invite comments, suggestions or concerns about classroom matters or behaviour, through contact with any of the following people:

- Homegroup Teacher
- Year Level Coordinator
- the Assistant Principals
- the Student Wellbeing Co-ordinator
- the Principal – all letters to the Principal will receive a written reply.

McDONALD'S ROAD EPPING VICTORIA 3076
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EMAIL: epping.sc@edumail.vic.gov.au

The photographs in this booklet show the college grounds created by students and the gardener.