



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

# Debating Team

March 2020

Important Dates

Epping Secondary College is fielding a Year 10 team in this year's Inter Schools Debating competition. Last week, an external trainer came to assist the team in developing the finer points of making a case in an argument and refuting the opposition's argument. For those playing along at home, the keys to debating are research and listening. If you research evidence to support your opinion, it becomes stronger. If you listen to your opponent, you can refute them based on their lack of evidence or lack of logic. One of the great benefits of debating is that our students learn to approach an issue from both sides and learn to keep an open mind on ideas.

Our first debate for the year has been postponed until further notice but here's one for a discussion at home: Should people be legally obliged to care for elderly parents?

Remember: research, then listen.

If you wish to join our debating group, we meet in J1 every Thursday at lunchtime. Bring your lunch and join in. There will be a house debating competition later in the year.



**Ric Gill-Atkinson**  
Debating Coordinator

## MARCH

**Friday 27**  
**LAST DAY OF TERM**  
**DISMISSED 1pm**

## APRIL TERM 2

**Monday 13**  
**EASTER MONDAY**  
**PUBLIC HOLIDAY**

**Tuesday 14**  
**STUDENTS START TERM 2**

## MAY

**Tuesday 12 - Thursday 14**  
**NAPLAN Testing**  
**Year 7s & Year 9s**

**Monday 25**  
**CURRICULUM DAY**

**Tuesday 26**  
**Y11 Exams begin**

**Thursday 28**  
**Y10 Immunisations**



*From left to right: Imani Sukhon, Athaw Malwak Ajack, Anh Tran, Harshitha Chandra Kumar, Emerald Smith*

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## Principal's Report



### School Council News

Congratulations to the School Council Members for 2020.

Parent Representatives are: Sarah McDonald, Petone Teolieu, Chris Tzelepis, Stuart Lord (President), Shelley Christiansen (Vice-President), Tan Lee, Mary Moutsias

DET Representatives are: Mark Quinlan, Ross Talarico, Frazer Thomas, Mary Mesquita, Grace Edis

Community Members are: Rodney Cornwall, Kevin Potter, Janet Taylor

Student Representatives are: Imani Sukhon, Kaidyn Cockshutt, Noah Canals-McInnes

I look forward to working with School Council and thank all of you for your willingness to serve this community in this capacity. The 2019 Annual Report was presented to the school council and the community on Monday 16<sup>th</sup> March. The 2019 Annual Report will be available on the website in Term 2 2020.

### Year 9 Italian Class

I had the pleasure of watching two Year 9 Italian classes practice their language through a singing competition. It was great to see our students step out of their comfort zone and present to an audience. Their Italian tones, pronunciation and rhythm was outstanding. Thank you to our language teachers for giving our students this wonderful opportunity. Well done 9C and 9D.

### Year 7 Information Night

On Tuesday evening 3<sup>rd</sup> March many students and parents attended our Year 7 Information Night. It was a pleasure to meet many students and parents whilst enjoying homemade pizza. I spoke to the students and parents about our school values and teamwork. I encourage all Year 7 students to do their best and be involved with all the school has to offer.

### Learning Specialists

Epping SC has a team of six (6) learning specialists led by Frazer Thomas. The team is as follows:

- Chris Hill (Maths), Laura McCarthy (English), Rosa Neri (Humanities), Sam Holt (Science), Leanne Halsall (Wellbeing & Engagement) and Josh Marchbank (Cross Curricula)

The role of Epping SC Learning Specialists is to model excellence in teaching and learning through demonstration lessons and mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

In 2020, our Learning Specialists at Epping have commenced the following:

- Demonstrating high-level expertise in teaching and learning practice
- Modelling exemplary classroom practice including through teaching demonstration lessons
- Observation and feedback of teacher practice and peer collaboration
- Modelling effective learning practice and supporting teachers to seek, analyse and act on feedback and on their practice
- Providing evidence-based feedback to teaching staff to inform their effectiveness and development
- Mentoring/coaching teachers
- Modelling exemplary use of student data to inform teaching approaches
- Seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice

The Epping SC Learning Specialist Team is aimed at building excellence in teaching and learning within our Epping SC community to continue to improve student outcomes.

### Year Level Achievement Coordinators (YLAC)

Epping SC uses data to identify levels and learning needs for students. We currently offer several programs addressing individual student needs. In response to various data across the school, it has become evident that our school needs to work with our middle band (NAPLAN data) students from 7-12. This aligns with the 2020 AIP.

The Year Level Achievement Coordinator role includes proactive work with students and teachers to improve student-learning outcomes and address underperformance across the school with specific focus on the middle band students. The YLAC at each level has identified a number of students using various forms of data and consulting with teachers. Each YLAC works with the individual student to develop and reinforce improvement strategies with the aim of improving outcomes. Subject teachers of these students are made aware of the strategies and to reinforce these where possible.



## Data Coach

On Monday 16<sup>th</sup> March, the Leadership Team worked with Sue North, NWVR Data Coach, analysing whole school data to establish baselines and targets for 2020. This was an invaluable insight for the team as we were able to compare Epping data with similar schools, network schools and the state.

## Every Day Counts - Don't Be Away

Attendance at school is a vital factor in determining outcomes. Missing school can have a major impact on a student's future and in fact a student who misses one day a fortnight will miss four full weeks by the end of the year. By the end of Year 10 nearly half a year of schooling will be missed which not only makes it difficult to grasp key concepts taught but also effects preparation for senior school pathways.

There is no safe number of days for missing school – each day a student misses puts them behind and absences can affect their educational outcomes. Being absent can be a source of anxiety for the student.

It should be noted that students who miss assessment tasks due to absences not approved by the school (e.g. family holidays) will not have these tasks graded. Students are still expected to complete the task upon their return in order to assess their learning progression. For Years 7 – 10 subjects, a Victorian Curriculum judgement will be made.

Coming to school every day is crucial, but if for any reason your child must miss school, parents can ensure their son/daughter does not fall behind by:

- checking XUNO;
- urging them to speak with their classroom teacher and find out what work they need to do to keep up;
- developing an absence learning plan with their teachers and ensuring they complete the plan;
- remember, every period counts and every day counts

## Principal Advisory Team

On Friday 13<sup>th</sup> April, I conducted our first Principal Advisory Team meeting. The team consists of students from Years 7 to 12. After quick introductions we looked at our first group activity of “what makes an effective Epping SC student?” I was proud of seeing our senior students taking the lead in the group activity and ensuring that everyone had a voice. Some of the key common points were:

- Be committed; be organised; strive for greatness; be motivated; be willing to learn; prioritise; complete class work/revision; listen to instructions



## COVID-19 Update

The school remains in constant contact with the Department of Education and Training (DET) and I will continue to provide updates as the situation changes. The school remains open as I must follow the best advice from the Department of Education. A number of changes have been put in place – no whole school/sub-school assemblies; no camps/external excursions; no parent/teacher conferences (this will be a normal school day).

A reminder to all that practising good hand and respiratory hygiene is the best way to guard against the risk of viruses and infections. Students are encouraged to inform staff immediately if they know of any soap dispensers that are out of supply.

The Department of Health and Human Services has issued the following advice to reduce risk:

- Wash hands often with soap and running water, for at least 20 seconds. Dry with paper towel or hand dryer.
- Try not to touch your eyes, nose or mouth.
- Cover your nose and mouth with a tissue when you cough or sneeze. If you don't have a tissue, cough or sneeze into your upper sleeve or elbow.
- Isolate yourself at home if you feel sick. If you take medication, ensure you have adequate supplies.
- Phone your GP first if you need medical attention. They will tell you what to do.
- Continue healthy habits: exercise, drink water, get plenty of sleep.
- Don't wear a face mask if you are well.
- Buy an alcohol-based hand sanitiser with over 60 per cent alcohol.
- Get the flu shot (available April).
- Discourage shaking hands or other unnecessary contact.

Advice to the public about COVID-19 can be found here

<https://www.dhhs.vic.gov.au/victorian-public-coronavirus-disease-covid-19> .

Mark Quinlan  
Principal (Acting)



Principal Advisory Team



## Department of Health and Human Services

50 Lonsdale Street  
Melbourne Victoria 3000  
Telephone: 1300 650 172  
GPO Box 4057  
Melbourne Victoria 3001  
[www.dhhs.vic.gov.au](http://www.dhhs.vic.gov.au)  
DX 219981

### STATEMENT ON SCHOOL CLOSURES IN VICTORIA

**Dr Brett Sutton** MBBS MPHTM FAFPHM FRSPH FACTM MFTM

Victorian Chief Health Officer

Victorian Chief Human Biosecurity Officer

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The Australian Health Protection Principal Committee (AHPPC) met recently to consider the issue of school closures in relation to the community transmission of COVID-19.

The Committee's advice is that pre-emptive school closures are not likely to be proportionate or effective as a public health intervention to prevent community transmission of COVID-19 at this time.

As Victoria's Chief Health Officer and as a member of the AHPPC, I fully endorse this advice in relation to schools in Victoria.

There is currently limited information on the contribution of children to transmission of COVID-19. The WHO-China Joint Mission noted the primary role of household transmission and observed that children tended to be infected from adults.

Previous work suggests that the potential reduction in community transmission from pre-emptive school closures may be offset by the care arrangements that are in place for children who are not at school.

There is a particular risk associated with the fact that children may require care from vulnerable grandparents or may continue to associate (and transmit infection) outside of school settings.

Broadly, the health advice on school closures from previous respiratory epidemics shows the health costs are often underestimated and the benefits are overestimated.

This may be even more so in relation to COVID-19 as unlike influenza, the impact on otherwise healthy children has been minimal to date.

For pre-emptive school closures to be effective, prolonged closure is required and it would be unclear when they could be re-opened. If there were still a large pool of susceptible students when schools are re-opened, there would be likely to be re-emergence of transmission in the community.

School closures may still be considered late in the outbreak in anticipation of a peak in infection rates, for a shorter period of time. Short term reactive school closures may also be warranted to allow cleaning and contact tracing to occur.







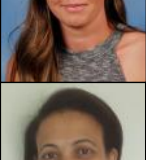

Should evidence change in relation to school closures then my advice to the sector, in collaboration with AHPPC, would of course change also.





March 2020

# Student Wellbeing Team

	Leanne Halsall	Wellbeing Coordinator	Mon - Fri
	Antoinette Rehak	Learning Support Referrals Coordinator	Mon - Fri
	Helen Cisternino	Psychologist (New Chapter)	Tue - Thur
	Daiva Verbyla	Psychologist (New Chapter)	Thurs
	Deb Shepherd	Counsellor	Tues & Fri
	Carly Young	Counsellor	Tues & Fri
	Tiffany Griffith	Counsellor	Mon - Fri
	Mona Botros	Multi - Cultural Social Worker	Wed - Fri

# March 2020

## Peer Support Program



At Epping Secondary we understand that the journey from primary to secondary school can be a difficult and challenging time for our youngest students. The Peer Support Program is offered to our Year 7s and facilitated by Year 10 students to assist the Year 7s moving into secondary school. Peer Support Leaders must apply for this position and undertake a two-day training course: this is a fantastic opportunity where students undertake leadership training and develop essential 21st century skills such as communication, public speaking, collaboration and creative thinking that will be invaluable as they move into adulthood. We have an awesome group of enthusiastic and talented Year 10s who have been leading this program in 2020 and who have ensured that the Year 7s have felt welcomed and supported by their Year 10 mentors.



**Jessica Bedelis**  
**Student Leadership Coordinator**



## Epping Secondary College

*Learning for life*



# March 2020



## Epping Secondary College

*Learning for life*



## 12 VCAL Captains



**Marlina Kapoulas**  
**VCAL Year 12V**



**Rosie Velardi**  
**VCAL Year 12V**



**Priscilla Pezzimenti**  
**VCAL Year 12Y**

## Homegroup Captains

7A	Piper Nye	Adalia F. Leone	
7B	Victoria Liew	Daniel Badrul Nizam	
7C	Stefania Mingione	Monique Esparon	Bashir Hellis
7D	Katy Prictor	Imran Yusuf	
7E	Divia Kaur	Eribah Kamal	
7F	Theodore Williams	Sienna Scanu	
7G	Dragana Bozic	Simran Nanda	
7H	Alexander Morales	Mia Armstrong	

8A	Karla Roets	Yazan Almadani	
8B	Mnar Al-Mashalawi	Megan Henham	
8C	Ahmad Ahmad	Mandy Arifoska	
8D	Daen Brown	Olivia Stephan	Alana Cumbo
8E	Sienna Kontos	Mitchell Musgrove	
8F	Alesandra Miloskeski	Olivera Mitrovski	Jayden Trajceski
8G	Rukaya Dirani	Jake Tsigros	
8H	Jamie Bekiaris	Layla Kokinoski	Lucas Smilevski

9A	Harris Peyiotis	Daniel Tsigros	Angel Ali
9B	Matt Heale	Krish KC	
9C	Miriam Paka	Batul Ibrahim	
9D	Luke Maj	Sachman Kaur Mann	Queen Kury
9E	Atena Mazravi	Ibby Hasan	
9F	Mustafa Khallouf	Anastasia Xalfa	
9G	Petrezcia Parian	Benjamin Stojanov	
9H	Ahmad Ibrahim	Ahmad Ibrahim	



## Year 10 Technical School

From the 2nd to 4th March, twenty-five students attended the Whittlesea Technical School.

Whittlesea Technical School is a school based around innovation and technology, utilising great computers and an array of machines, including a laser cutter designed to cut through cardboard and wood and a bank of 3D printers, which extrudes plastic into whatever form it has been programmed to produce.

On the first day, the students were briefed on the layout and the functions inside the tech school, including the locations of each room and what the school had to offer. They were fortunate to have Hazelglen Secondary College join them in the program "Past, Present, Poverty", an activity based on people who are vulnerable, including the disabled, the poor and more.

The mission was to create a prototype out of any available material. This prototype was aimed at assisting one of the target groups.

On the second day, production was underway. Sketches and drawings were produced and ideas were communicated. Each two to three-person group finalised their ideas to change, adjust or reapply a certain item to cater for a specific group of people (for example, a motorised ramp on a bus so that a wheelchair user can independently board it).

The third day was dedicated to turning the designs into prototypes. With the help of TinkerCAD and Fusion 360, items were printed and produced to make the final product. The expo followed this, where each group went around to view each other's ideas.

### Ideas and Skills Learnt

- How to use Computer Assisted Design tools (CAD), such as TinkerCAD and Fusion 360
- Improvement on group collaboration skills
- Improvement in design skills



**William Long 10L**





# March 2020

## Italian Singing Competition

On Friday, 13th March, 9D and 9C performed the song 'Come Un Pittore' by Modà. Our two classes had been practicing singing the song for nearly three weeks and we each had our own take on the song. 9C sung beautifully and had amazing choreography to go along with their voices. 9D's choreography was no match for that of 9C but their voices were those of angels. The two classes were scored out of 120. There were marks for posture, rhythm, vocals, pronunciation, fluency and effort. Ultimately, the scores were 100 to 116, 9D's way and they were ecstatic. However, while this was a competition we are all still one big team at ESC, so after the competition both classes sang the song together. The winners 9D, won a pizza lunch provided by Ms Caiazzo and Ms Pulverenti, however 9C's efforts didn't go unnoticed and they enjoyed some chocolates. Thank you Ms Pulverenti and Ms Caiazzo for organising this activity as we all had fun.



Hayden Heathcothe (9D)

### YEAR 9D THE WINNERS





# March 2020

## Italian Singing Competition



**THE JUDGES**

On Friday 13th March, Italian classes 9D and 9C competed in a sing off, featuring the song **Come un Pittore**, that they had been listening to in Italian classes for the **La Musica** unit. At first, it was meant to be just for a bit of fun but the classes loved it so much so that Prof Caiazzo and Prof Pulvirenti organized bigger and better things. There were coordinators judging, the principal coming to watch and a prize to the winners. Of course, everyone wanted to get the pizza. The classes spent weeks practicing the song and driving neighboring classrooms crazy. On the day of the sing off, both classes were very excited. They were doing some last

minute rehearsals and speaking very loudly to each other through the walls. About twenty minutes into period 3, they made their way down to the drama room. Class captains played a game of rock paper scissors to decide who would go first. 9D won and they decided they would go second. 9C moved into position and sang. One of the students was sitting on a chair in the corner with a picture she'd drawn over the past few days, pretending to draw, while the others sang the song. During the instrumental break, two of the girls danced. At the end, the girl with the drawing turned it around and showed the judges. Then 9D performed. They had wonderful positioning and held up pieces of colored paper to represent the colors mentioned in the song. Above all, their singing was amazing. After both classes had performed the judges wrote down their scores. Then the principal Mr. Quinlan, read out the scores. 9C scored 100 out of 120 and 9D scored 116 out of 120, making them the winners. Both classes did very well and Mr Quinlan congratulated the winners who displayed very good sportsmanship. It was a great day!!!!



**Ester Stark (9C)**

### YEAR 9C





## Year 10 Forensic Science

The year 10 Forensic Science classes have been learning about crime scene investigations. They have looked at the roles of: the first police officer at the crime scene, crime scene investigators, forensic scientists and pathologists in solving crimes. In one lesson, students put their knowledge and skills into practice to solve a 'fake' murder case that was set up for them.



### *The set up...*

*On Tuesday 3<sup>rd</sup> March, during the recess break, five teachers walk into D9 and start cross marking some tests. Vic Timovski, 'the manikin from the front office' is on detention and cleaning the D9 storeroom. One of the five teachers makes their way into the storeroom 'looking for a Bunsen Burner' and mistakenly leaves their fingerprints on the door handle. Vic Timovski, with his headphones in his ears, is unaware of the teacher entering the storeroom. The murder of Vic Timovski is quick and quiet; a blunt force trauma to the head. The teacher leaves the storeroom having stepped in a puddle of blood and leaving a trail of footprints behind. The Chemistry textbook used, now with one strand of Vic's hair stuck on it with his own blood, is tucked away under the murder's arm as they casually leave the scene with all the other teachers.*

As the students approached D9 at the beginning of period 4, they were surprised to find the yellow and black caution tape preventing their entry into the room. They were eventually let into the room, ducking under the caution tape and given the learning intention for the lesson: Solve the murder case.

Students were assigned rolls of police offices, fingerprint specialists, footprint experts, hair analysers, digital technology consultants, photographers and detectives. The teacher played the role of the pathologist and upon getting permission from the police offices to access the crime scene to look at the body, made a preliminary report.

- Male
- Aged 12 to 13
- Blunt force trauma to the head
- Laying in the prone position
- Temperature of the body 35°C

Based on the temperature of the body at 2:00pm, the students calculated that the victim was murdered at 11:30am earlier that day. Students began getting to work to solve the case.



The digital technology consultants collected CCTV footage of the five teachers entering the room at recess. This provided them with a list of suspects. The five teacher suspects, who all had 'fake criminal records' for past crimes, had their personal crime files downloaded and stuck on the white board. The files included personal details as well as blood type, shoe size and fingerprints.

Police officers, fingerprint specialists, footprint experts, hair analysers, digital technology consultants and detectives all worked together to solve the crime. After clawing through the evidence and analysing footprints and dusting for fingerprints students were able to eliminate suspects. Once it was clear that the murderer worked alone, the police officers arrested the suspected teacher and found the incriminating evidence used to solve the case; one hair stuck on the teacher's chemistry textbook that matched the hair of the victim.



*"It was fun and interesting but I think next time, the students should be the criminals and we should use our own fingerprints..."*

**Hussein Jabbar**

*"Mr Vogdanis had set up a very realistic looking crime scene which had really excited me for the lesson. He had included every topic we had covered in the crime scene as evidence since it was a revision lesson. It was really fun and interesting as all students took it seriously and definitely made us understand everything more clearly."*

**Fardeen Anwar Subhan**

*"The experience was unforgettable. I really enjoyed it. We had fun solving the crime and piecing the evidence together. We all worked together cooperatively and understood what we had to do."*

**Maria Dimitrov**

I would like to congratulate the students on solving the case.

I would also like to thank the teachers and support staff who gave up their own time to make this possible.



**Mr Vogdanis**  
**Year 10 Forensic Science Teacher**



# March 2020

## Sport Report

In what has been a very disjointed start to the sport program at ESC there has been a number of success stories. Our intermediate cricket team dominated all teams in the Whittlesea division stage with Kade Lawry, Tarkin Kunelius and Bridie Groves getting amongst the runs and wickets. The team then progressed onto the NMR stage where again, easily won through to the final. Unfortunately in the final they came up against an extremely impressive Sacred Heart College team. Despite our best efforts we couldn't quite break their partnerships and we lost by about 40 runs. Tarkin top scored with 61.

### Whittlesea Division Swimming

The college had a small but strong representation at the Whittlesea Division swimming competition held at Coburg Outdoor Swimming Pool. The Jacobson's, Stephanie and Aiden, both won through to the Northern Metropolitan Round of competition for multiple events as did Gubir Singh of year 8, who won his 50mtr breast stroke.

### COVID – 19 Sport Update

The latest advice from the department of education is:

*All excursions outside the school for purposes such as visits to cultural institutions, art galleries, theatres and sporting events or facilities (other than those local facilities regularly used by the school) planned from and including Tuesday 17th March must also be postponed or cancelled.*

School sport is considered an excursion, which means that:

All inter-school sporting events and competitions from Tuesday 17th March will be postponed immediately until further notice.

These measures are intended to protect the health of our students and the broader community.

As a result the year 7 and 8s were unable to compete in their various summer sports, Athletics Day has been postponed and all NMR competitions have also been postponed.

Hopefully all events can be rescheduled in the not to distant future.



**Mr Naismith**  
Sports Coordinator



## REMINDER

Year 7-9 parents please make your payments through XUNO on Maths Pathway.



**Ranjeeta Anand**  
Maths Instructional Leader