

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

Issue 7

## Business

# Dream It, Plan It, Pitch It

On Tuesday, 10th September, Year 11 Business Management students Sarah Assaf, Illeana Canete and Caitlin D'Avoine competed in the **Business Dream It, Plan It, Pitch It** finals showcase at Latrobe University. These girls worked extremely hard on ideas for their business plans that contributed to the community. It was already an achievement for them to be selected as finalists and compete against other schools in front of academics at the university. They were required to create displays and pitch their ideas to various judges. We had a fantastic outcome with all our students receiving awards.

Congratulations to **Sarah Assaf** and **Illeana Canete** who worked together to produce an impressive business plan, prototype and display. **They were awarded 1st place and won \$500!** This made them the overall winner of the whole competition with the best business plan and pitch.

Congratulations also goes to **Caitlin D'Avoine**, a year 10 student completing Year 11 Business Management. She won the **Difference Maker award and \$100**. This too, is a fantastic achievement!

Our students were absolutely ecstatic about their achievements and the whole school community is very proud of them.

**Congratulations again!**

Mrs Serene Kotob  
Business Management  
Teacher



October 2019

### Important Dates

#### NOVEMBER

Tuesday 5  
**MELBOURNE CUP DAY  
PUBLIC HOLIDAY**

Wednesday 6  
**Year 11 Exams Begin**

Monday 18  
**World Challenge**

Friday 22  
**Valedictory Dinner  
Y10 Exams Begin**

#### DECEMBER

Monday 2 - Friday 6  
**Y10-Y11 Commencement  
Program**

Thursday 5  
**Art Expo**

Monday 9- Friday 13  
**Y8, Y9 and Y10  
Commencement Program**

Tuesday 10  
**Grade 6 Orientation Day**

Monday 16  
**Awards Night 7pm**

Tuesday 17  
**Y7-9 End of year  
excursions  
excursions**

Continued on page 2 - 3

The 'Dream It, Plan It, Pitch It' competition was one of the most rewarding and spontaneous decisions we have ever made. When we began developing our plan we were a little hesitant about it as we had to put in so much work and it was a difficult task. Then we were informed that we were finalists and we were shocked and excited. We didn't think we were going to make it but we did. We began preparing for our business pitch that we were going to present to academics at La Trobe University. We put in a lot of effort and made an animation that took 2 weeks to complete. We made a model, business cards, loyalty cards, a power point presentation, asked a year 7 student to design a business T-Shirt and made lunch bags. To pitch our business idea we wrote a two page speech which was sophisticated and eloquent. However, as we spoke from the heart to pitch our idea, we did not need our speeches after all. We knew what our service was and how we wanted to present it. When it came to announcing the awards, we thought we were not going to get anything but we felt content knowing we did all that work and it was still an achievement. As soon as they called out our business name as first place we started shaking as we were in disbelief that we had won the competition. It was honestly such an incredible experience with an amazing outcome and such a fulfilling reward in the end. We learnt several things from business mentors that we will take and use throughout our lives. We are grateful for this experience and we thank Mrs Kotob for encouraging us to participate and for all her support and encouragement. We would also like to thank Ms Kanidiadis for her help in developing our business idea.

**Sarah Assaf and Illeana Canete**



My name is Caitlin and I am a year 10 student at Epping Secondary College. I am currently studying VCE Business Management and recently participated in La Trobe's 'Dream it, Plan it, Pitch it' competition. For the few weeks leading up to the pitch, I designed and prepared my own original business idea called "Freedom Food". It is a business that is intended to incorporate active sustainability practices in school in the form of a recycling canteen; where students present recyclable waste instead of money in exchange for food and drinks. My idea was inspired by schools in India that wanted to provide free education for struggling families and required them to only recycle as a form of "payment". I became deeply passionate for the motives behind this revolutionary idea and decided I wanted to take it mainstream. Once my business plan was drafted I submitted this to La Trobe and was extremely excited to find out I had made it to the finals. But with this excitement came a heap of nerves as I anticipated the hefty weight of work to come as a solo entrant and the \$500 at stake. So over the next few weeks I worked hard to bring my business to life whilst also completing my class work for Business Management. When the day arrived my nerves peaked as I began to analyze whether I had done enough work but upon arrival I was pleasantly surprised by the welcoming atmosphere. Everyone was busy at work setting up and it was comforting to see such an array of unique individuals all with completely different ideas so I didn't feel excluded. All the judges were very welcoming and made me feel proud to present my idea and as each pitch went I grew in confidence. I felt myself elaborate my ideas more clearly as I began to fill my entrepreneurial shoes. Once judging was complete it was time to reveal the winners. The results proved our hard work and efforts worthwhile as my fellow peers were awarded first place and myself, the 'Difference Maker Award'. Overall, this immersing experience gave me an opportunity to utilize the entrepreneurial skills I had learnt in the past and truly improved my public speaking skills. I am extremely grateful to my teacher Ms. Kotob and to all the staff at La Trobe that hosted the event that allowed me to show case my ideas like a professional. I highly recommend this program to students interested in business.

**Caitlin D'Avoine**



## Principal's Report



### PROGRAMS ESC OFFERS TO SUPPORT OUR STUDENTS 'LEARNING FOR LIFE'

Schools today have taken on broad ranging responsibilities. Our work includes developing students who have sound literacy and numeracy skills, the ability to work in teams, have emotional intelligence, are critical and creative thinkers, are resilient, adaptive and ready for a range of careers and are life-long learners. In addition to this, schools are also responsible for building students' socio-emotional skills to be able to survive and thrive in a socially complex world, skills that enable them to navigate in a safe and ethical manner the digital world they live in and qualities such as tolerance and understanding of social diversity. We also want to develop their sense of collective and global responsibility so that they become active contributors and agents in improving their world.

We work hard as a school to ensure that we are covering the Australian Curriculum through our teaching program first and foremost. Then we keep abreast of the many opportunities and programs that provide our students with authentic and real experiences to build their other capabilities. I don't think our parents and community are aware of just how many of these programs we expose our students to and so I am listing some of them here for your information.

### JUST SOME OF OUR EXTRA CURRICULA PROGRAMS THAT DEVELOP LIFE SKILLS

**ABCN Mentoring Program** at Year 9 which provides mentors from the corporate world as well as a skills based program delivered to students in the amazing venues in the city.

**Raise Mentoring Program** offered at Yrs7-10 which connects members of the community as mentors for our students.

**I-Track Program** runs for 20 weeks and enables our year 12 students to connect with a mentor who has experience in the workforce. Each student has the opportunity to discuss plans for the future and receive help in exploring how to achieve these.

**Work Inspiration Program** is an employer led initiative. The program provides Year 10 Pathways students with opportunities to experience the world of work first hand in a meaningful and inspiring way. Audi (Brighton) offer their facilities and staff to facilitate this program and students have more insight into career journeys and the chance to connect and interact with Audi staff.

**Smarts Art Program** – Students participate in the program for 4 days at The Australian Print Workshop. This helps to support engagement, by increasing students' creative skills, self-confidence and knowledge of post school options.

**In2Science:** In2science is a program which is offered at Yr7-10 and increases student engagement in maths and science by placing volunteer university students as peer mentors in secondary school classes.

**La Trobe Seamless Science Program:** A small group of high performing and interested Yr9 students are selected to attend a 3 day science excursion to La Trobe University. They take part in a variety of practical and theoretical activities to showcase the range of STEM fields they may select to pursue post high school.

**Betty Amsden Youth Scholarship Program** offered to Year 9 and 10 Drama students. A Melbourne Theatre Centre offer scholarships for students providing an opportunity for young people with limited access to the arts to learn and develop drama skills, gain confidence, self-awareness and self-expression.

**Real Job Interviews Program** offered to year 10 students. Students prepare CVs as well as develop interview skills at school and then attend a formal interview conducted by Whittlesea/Nillumbik LLEN.

**Macedonian Community Workshop** is offered to years 7-12 students. The purpose of this program is to give students the opportunity to present, listen and collaborate with members of the Macedonian community in the Macedonian language.

**AFL Introductory Umpiring Program** offered to year 10 students within the Sporting Roles class that introduces students to the basic principles and rules of field, boundary and goal umpiring in Australian Rules Football. Students have the opportunity to umpire AusKick matches at half-time of an AFL match on the MCG or Marvel Stadium.

## Principal's Report

### PAST EPPING SC STUDENT LEADERS ACT AS COMMUNITY ROLE MODELS AT A VERY SPECIAL EVENT IN PARLIAMENT HOUSE



Three of our past students, Tabitha Anderson (School Captain 2017), Deeksha Verma (graduated 2015) and Jerusha Mather (graduated 2014), are all outstanding young people who are still acting as role models within the wider community. All three were involved in a special exhibition that took place at Parliament House on Tuesday, 29<sup>th</sup> October.

The exhibition, 'Celebrating young people living in the Thomastown Electorate', was hosted by Bronwyn Halfpenny, Labor MP for Thomastown at Parliament House Victoria, between 29<sup>th</sup> and 31<sup>st</sup> October, 2019.

Premier Daniel Andrews officially launched the event on Tuesday, 29<sup>th</sup> to an audience of 200 people.

The objective of the exhibition is to **celebrate the valuable contributions of young people in the local area**, as well to highlight the great programs in schools and organizations that support and develop young people.

Over the three days the audience included Federal and State politicians, members of the diplomatic corps, educators, business leaders, community organisations, media and academic representatives.

Tabitha Anderson and Deeksha Verma were members of the Youth Steering Committee and helped to organize the event with Tabitha escorting Daniel

Andrews around the exhibition-no surprises there!

Tabitha Anderson, Deeksha Verma and Jerusha Mather were there, not only being showcased for their leadership and community work, but also their outstanding achievements in postgraduate studies. **Jerusha is undertaking a PHD in Brain Science.**

Helene Alamidis -PRINCIPAL



October 2019

2020 College Captains 2020

2020



Victoria CONFORTO  
COLLEGE CAPTAIN



Natalie CARROLL  
COLLEGE CAPTAIN



Chloe PLOUGHMAN  
VICE COLLEGE CAPTAIN



Emily VALERI  
VICE COLLEGE CAPTAIN



Thomas CORNWALL  
SOCIAL JUSTICE  
CAPTAIN



Lusani SIGWADI  
SOCIAL JUSTICE  
VICE CAPTAIN

2020 Congratulations 2020

## Year 12 VCAL Students Achieve Their Certificate 2 in Business via AGA and Northern Health.



On Friday, 18th October, four of our VCAL students were awarded Certificate 2 in Business Administration Certificates at a graduation ceremony held at the Northern Hospital. The girls were able to complete School Based Apprenticeships through AGA this year which meant they were able to combine studies in Business Administration and practical work experience at either the Northern Hospital or Bundoora Extended Care. Congratulations to Vesna Amituanai Tafili, Fatima Alkerch, Amanda Samuel of 12 Y and Laura Iurato, 12 V.



### **Amanda Samuela 12Y receives AGA's Rising Star**

Amanda was chosen from amongst several school based apprentices as this year's Rising Star in the Certificate 2 Business Program. Amanda was chosen for her willingness to work in any administrative area of the hospital, her ability to help others in need and her positive attitude and reliability. Amanda hopes to continue studying Business next year and looks forward to furthering her skills and developing her business administration knowledge. Well done Amanda, we are very proud of you.

**Antoinette Rehak  
Future Directions Co-ordinator**



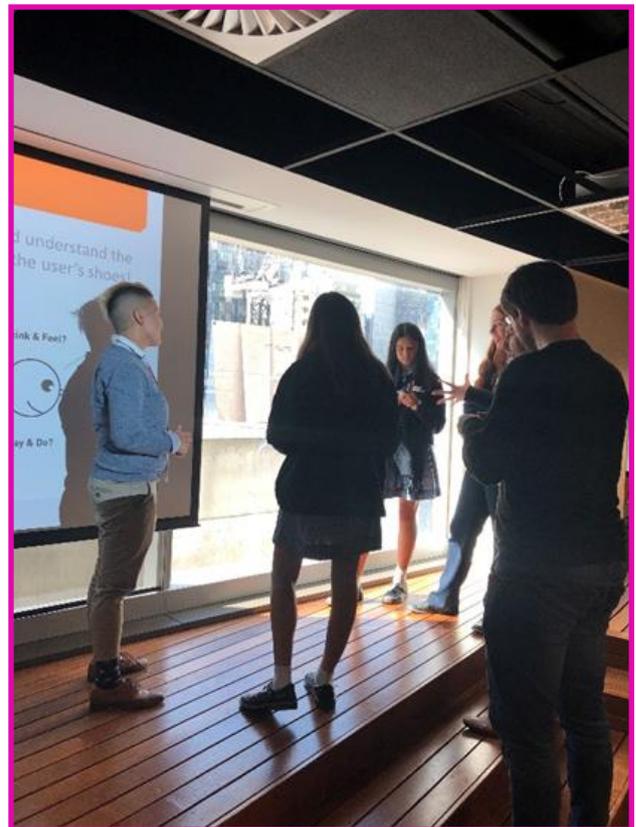
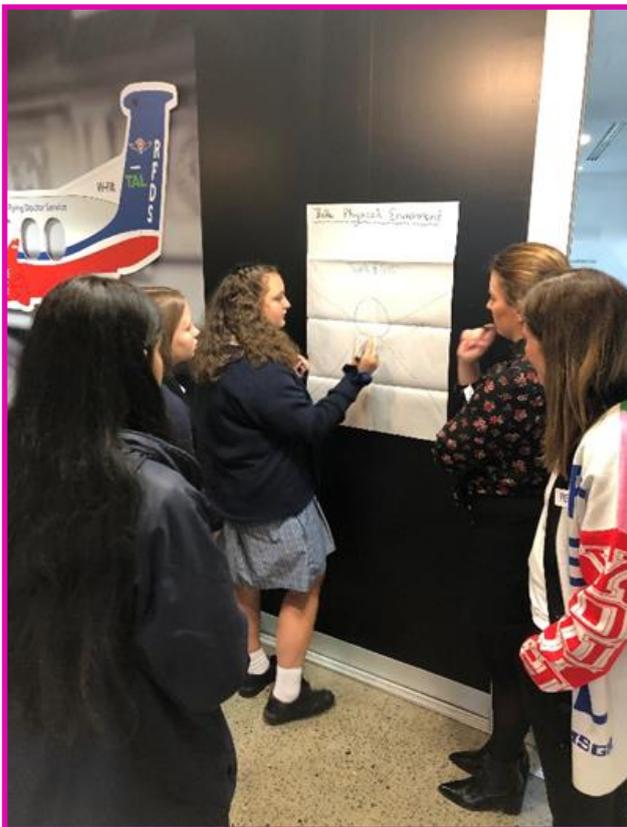
# Future thinking



At the end of term 3 a group of students travelled to the city, to participate in a program run by TAL to develop our problem-solving skills with their mentors. The day started with some ice-breaking games that enabled us to get to know our mentors and who we would be working with. We were then divided into smaller groups and were given a problem to look at to identify the issue and define it. Before coming up with solutions to fix our issues, we were treated to a lunch of sandwiches, wraps and fruit skewers. After lunch the students presented our issues, definitions and solutions to the rest of the group. Later we completed a survey of how we enjoyed the day and then said goodbye. Overall, it was an enjoyable experience and I personally learnt a lot about ways of thinking and problem solving.



**Kim Condon 9A**



# October 2019

## Assistant Principal's Report

### Good Luck to our class of 2019!

Our class of year 12 students are close to finishing their programs at ESC.

Our year 12 VCAL and Future Direction students presented their journeys to staff and parents on Thursday, 10th October, to commemorate the ending of their secondary schooling before embarking onto their new courses, apprenticeships and jobs in 2020.

On Friday, 18th October, our year 12 VCE students had their last year 12 classes which was also quite a memorable experience.

All year 12's positively embraced the celebration day on the 21st October with a very early breakfast, final parade and a video presentation of their last 6 years at the college to the school and staff.

Since then the VCE students have voluntarily been attending school to study, collaborate and support each other before their first VCE exam on Wednesday, 30th October. Their approach to their studies and upcoming exams has been exemplary. They have modelled what striving for excellence actually looks like to our year 10 and 11 students. Despite our high expectations we always encourage students to balance their study routine with exercising and spending time with friends and family. We also encourage our students to strive for excellence with a growth mindset.

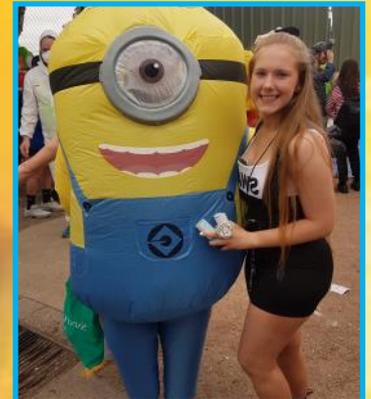
So wishing all our senior school students all the very best in their exams and in the choices that they are making for 2020.



**Antoinette Hooper**  
Acting Assistant Principal



# Year 12 Celebrations



On Monday, 21<sup>st</sup> October, Epping Secondary College's year 12 cohort participated in our annual Celebration Day. The festivities commenced as the sun was rising with our year 12 students decorated the school grounds in a sea of gladwrap and toilet paper. This was followed by a buffet breakfast provided by the year level coordinators where the students and senior school staff enjoyed music, a good chat and many photographs with the students in their wonderful costumes.

Prior to period 1 the entire school was lucky enough to spectate a real live Mario Kart Race around the synthetic pitch arranged by a few of our very creative and witty VCE and VCAL boys. It was a fantastic way to provide the junior students at the school with an opportunity to witness some of the fun and creative festivities of the day.

It wouldn't have been Celebration Day without the distribution of amusing certificates to year 12 students and staff arranged by the college leadership group. But the part of the day that pulled at the heartstrings was undoubtedly the final assembly. The year 10, 11 and 12 students along with staff and parents attended this assembly where everyone enjoyed videos and photographs reminiscing and reflecting on the memories our Class of 2019 created together. The day concluded with touching speeches made by our VCE and VCAL College Captains and of course a farewell message from our Principal, Mrs Alamidis.

We are so proud of how sensible and mature our year 12 cohort conducted themselves throughout the day, it is a testament to the wonderful young adults they have grown up to be. We thank them for the incredible day and look forward to seeing them around the school as they tie up loose ends, throughout the exam period and at their Valedictory Dinner in a month's time.

**Jessica Spiteri & Michael Rogneda**  
Year 12 Coordinators





# October 2019

## Y11 Chemistry Instrumental Analyse of Water Soluble Compounds

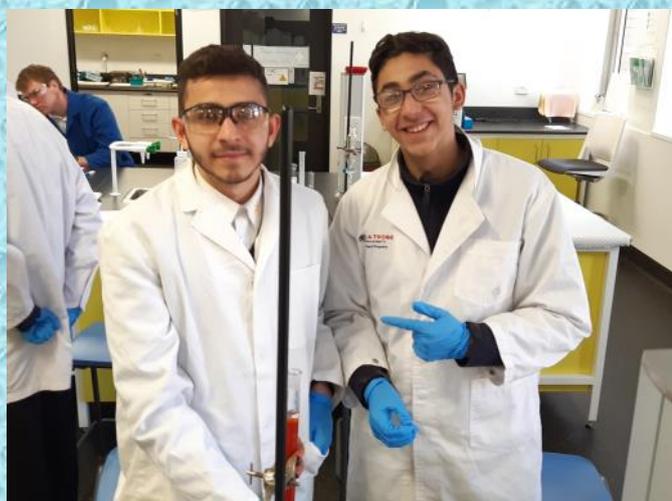
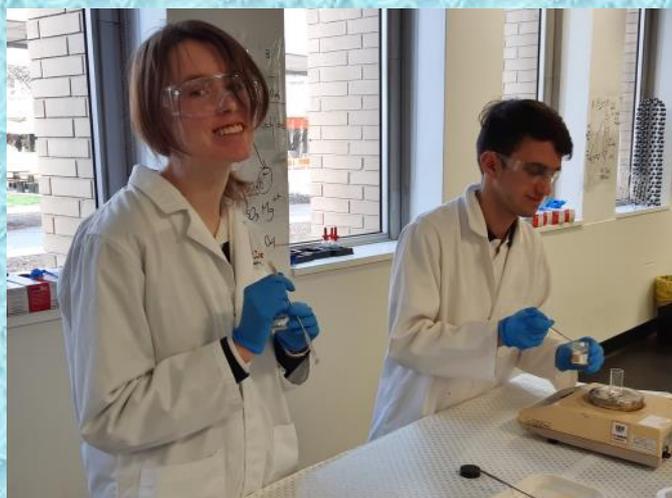


This workshop provided us with an insight into different techniques used to analyse water that usually can only be found at professional laboratories. This included:

- Atomic Absorption Spectroscopy
- High Performance Liquid Chromatography
- Ultraviolet-visible Spectrophotometry

It was very beneficial to experience the use of these instruments, and we also really enjoyed the atmosphere and the experience at La Trobe. It opened our eyes to what university life and classes are like.

**Mia Hunter, Natalie Carroll, and Madina Roshta**



## Y10 Tech School – Steam Punk Gears and Cogs



On 18th and 19th September, a selected group of year 10 students attended a program at the Whittlesea Technical School in Epping. During these two days the year 10 students participated in a program where they formed groups of 2 or 3 students. We were then given an issue that we were asked to solve, create a prototype product and then give a short presentation to our classmates. After our groups were decided, we work out a good way to respond to the issue given to us and drew sketches or designs of the products we would create on the second day. If not for the Whittlesea Technical School, these year 10 students wouldn't have had the amazing opportunity to put their creative minds to the test and the opportunity to learn new skills and have a new look on different problems they may face later on in their lives. So a big thank you from all selected year 10 students to the Whittlesea Technical School for allowing us to experience the program.

Jai Mawdsley 10K



# EPPING EPIDEMIC

## Failing Students or Failing Systems?

The Australian Tertiary Admission Rank, or ATAR, is a class rank introduced around 2009 and 2010. Universities use this rank to see if particular students fit their ideal for the classes they offer. The extra stress put on our shoulders because of the ever-growing fear that the university we want to go to more than anything, won't accept our application because we didn't rank high enough amongst the other 300 kids in our year level.

The rank means the ATAR takes your study scores from years 11 and 12 in relation to the classes you took and then puts them into a number out of 100 to compare you to every other student in Australia. Now, technically there is no possible way to get a 100 ATAR, as that would mean you outrank everyone in your graduating class, including yourself; it is more realistic to say the ATAR is between 0 and 99.95.

I spoke to a number of students and teachers and they all gave me relatively similar answers to my question; what do you think of the ATAR system? Such a simple question, yet it can stir up so much controversy.

Cara Gallina, a teacher that specialises in the arts, gave this answer when asked about the system, "It's not an accurate measure of an individual student's skill set and knowledge. They believe, between two people, if you've got the same number, you must have the same skillset." Gallina isn't far from the truth when she says universities tend to compare the students because of a number based off a cacophony of unnecessary tests which prove nothing besides where you rank amongst 1000 other year 12s in your area.

There is no reason for a student going to the Australian College of Physical Education attaining a Bachelor of Health and Movement to be compared to a student going to La Trobe University for a Bachelor of Archaeology. Both of these universities will give the students a good education and they will lead to good things for their futures, however, they are two completely different career options yet are compared. Two students applying for the same course could get different ATARs and only one of them may get into that course, despite them having the same skillset with some things, one student didn't do well in their exams because they had an anxiety attack and forgot all of the content.

When you think about it, even the way the subjects are scored is unfair; subjects like Methods and Literature are scaled up because they are deemed difficult, however, Philosophy, which is a very heavy content subject, which many kids can struggle with, does not scale up as it somehow isn't at the same level as Methods and Literature.

"I would not advise students to select subjects on the basis of scaling; you would be better off selecting subjects, you like, you're good at and you would work hard at," adds Sarah Darling, another teacher at Epping Secondary College who specialises in English based subjects, including Literature and Philosophy.

"It's highly unrealistic. When do you ever do exams in the real world, where you aren't allowed an open book? It's just not realistic with careers," says Beth Woodward, a year 12 student about to complete her final set of exams in a couple of weeks.

Another year 12 student, by the name of Grace Lozanovski, speaks out about her experience with the ATAR system; "I think the system is overrated and takes the focus away from learning and turns school into a competition rather than a space for teenagers to grow and learn necessary skill sets and knowledge in order for them to function and prosper in society."

It would be in society's best interest, as well as the interest of the students and their families, to choose a different method when it comes to accepting students into universities. We need a method that isn't so confronting and stress-inducing.

**Ebony Woodward**



## State-wide Ban on Single-use Plastic

Starting on November 1, 2019, Victoria will have a state-wide ban on single-use plastic. The ban will branch out from only being places like Woolworths and Coles to all shops that buy stock from plastic producing companies.

With the new canteen fully up and running, now seems like a good time to discuss their plans for their stock; styrofoam and plastic materials, such as containers and straws, whilst being cheaper than paper or biodegradable packaging, are damaging for our environment and we run a huge risk of destroying our planet.

On Wednesday, October 9th, I spoke to a representative from the canteen who revealed that whilst they are willing to change some materials they have, there is no way they could completely replace all of their plastic and styrofoam.

"We might be replacing the straws we have with the paper ones," the representative states, "foam will replace some of the plastic containers but we will have to use our stock before we start with the new stuff."

It is shown in the picture below that the straws currently used are biodegradable, so there is a chance we will not be using paper straws for our milkshakes and slushies when summer rolls around.

The Victorian government is planning on letting companies use up their stock after the ban takes place, as the amount of plastic bags and containers used at even the smallest of companies was not known. Seeing as though it was announced in 2018 that the ban would come into play in November, the government has been reluctant with their decision to allow the use of already purchased stock.

Fines for using and giving out plastic bags after the designated time have been reported to reach heights of \$49,500, however, retailers are exempt from this as they were not properly notified that they were to take part in the ban.

An extremely concerned student by the name of Zoe Temouskos agreed to speak with me about her views on the single-use plastic ban; "Within the first day there was rubbish everywhere; styrofoam, plastic, it was just layers upon layers of rubbish, which we all know is detrimental to the environment."

"I was shocked to see the school grounds covered in rubbish like a dumpster. Not only that, but we live in a time where you've got people protesting all over the world and people making speeches about the environment; it's disappointing that our school is just not supporting that at all. I don't like it."

Through speaking to multiple sources, it has been revealed that the plastic ban is impacting all people differently; people with businesses are concerned about the money they will lose from having to buy more expensive materials for their packaging. However, younger people who are expected to lead the newer generations into the future are worried about the toll nonbiodegradable materials are having on our environment.

Whilst there is nothing wrong with worrying about your business losing more money than is earned, it is clear that the generations now, as well as future generations, are equally, if not more, worried about how they will live in an environment that is damaged and vulnerable. If there is any way for us to aid the canteen owners in buying more sustainable containers to use for the food and drinks we purchase.

## Ebony Woodward



## Knocked Down

There is a lot of discussion going around the grounds of Epping Secondary College regarding the new building. There are mixed emotions but generally most do not like the idea of the house being knocked down in order to build a new building. A group of teachers who were interviewed for the benefit of the article including writing teacher- Ms Darling, sport teacher- Mr. Marchbank, science teacher- Mr. Rifo and even our very own principal Ms. Helene Alamedis, seemed to all agree on at least one thing; it will hopefully be a nice, modern change to the school. Not only were teachers interviewed, there was also one of the house staff and four students from different year levels, some of which have chosen to stay anonymous.

One of the teachers, Ms Darling, recently said that it would be nice to have some new structures in school and she likes that some of the portables will be replaced. She also stated that some people really loved the house and will miss the colourful murals. Ms Darling's opinions on the house being knocked down stand as, she is a bit sad but it will help to make new memories and help new people. She doesn't want any changed, however she wishes that it will still be an inviting space for the school community. "I'm sure it will be because it's filled with wonderful staff and students."

Another teacher, Mr. Marchbank, has said that he also believes that it will be a good addition to the school. "I think it will be great...great for the school." Mr. Marchbank's opinion on the house being knocked down is that it is a shame, given the role it plays in wellbeing, which is quite significant. He said that he wishes for there to be more space and look newer, which will hopefully make students more comfortable to go there. He has also made the statement that he hopes the students still have a safe place for their wellbeing, which goes to show the concern Mr Marchbank has for the students' wellbeing.

On the other hand, a few of the students who were interviewed have different opinions to the teachers saying that they do not think it will be a good addition.

A year 10 student has said that he hasn't seen anything except the construction site and he does not know what it is going to be, though he hopes that it's going to be good. "It's weird but hopefully a good change." He has also said that he hopes it will be just as accessible and it will hopefully help more people.

Another student has been interviewed and her comment on the topic was, "I don't know, the house wasn't there for me." Although it is not good feedback on the house it shows how they may have to change some minor things to help more students around the school.

Ms Alamedis has said that she is very excited but a little bit concerned on whether or not what they asked for is what they will get and she hopes that the new building will fit in with the rest of the school. She is sad and disappointed because it's a bit of history of the school going but there was nowhere else for it to go.

Needless to say, the house is a beneficial part of ESC and it will be missed by most.

## Liana Chambers



# Year 10 Formal



On 20th, September, the tradition of a year 10 formal continued with the 2019 cohort. We had approximately 200 year 10 students arrive to La Mirage venue all dressed up and ready to impress. Some even went the extra mile to come in a limo! Formal was a different experience for many people as they are used to being seen or seeing people in the school uniform or just simply in casual attire but everyone scrubbed up amazingly.

We were fortunate to have 10 amazing teachers and staff members come along with us all to join the party and the event was also chaperoned by our incredible coordinators, Mr. Williams and Mr. Malcolm. Not only did they attend the formal with our year level, they also spent an immense amount of effort, time and energy organising the perfect night for us all. The year 10's were also given the pleasure to enjoy the night alongside our outstanding principal, Mrs. Alamidis, who was the celebrity of the night as all of the students wanted photos with her. The year 10 cohort also had the opportunity to have professional photos taken with their friends or even just a solo shot. Many took advantage of this and were having photos taken all night long with all of their friends.

The night consisted of lots of singing and dancing, throwing it back to our favourite hits of the 2000s, whilst eating a three course meal in between. The DJ gave the people what they wanted and let us play the songs we requested. Mrs. Alamidis even got involved and had him play some Greek hits with which we all began traditional Greek dancing. The night was filled with smiles, laughter and chatter where everyone came to celebrate our accomplishments over the years as one. Unfortunately we were not successful in persuading the coordinators into busting a move on the dance floor. They were too famous in the photography department as everyone was wanting to take snap shots with them.

The year 10's are extremely grateful for everything that went into the planning and preparations of our formal, everyone looked glamorous and enjoyed the night immensely. A huge thankyou to everyone who helped and attended the night, your presence and contribution to the formal is deeply appreciated.



**Poppy Lozanovski,**



**Jordan Schimming,**



**Katelyn Lord**





## my work EXPERIENCE

Michael Nikolovski spent his work experience week at SCAR (Second Chance Animal Rescue) in Craigieburn. Michael is considering a career working with animals so this was a great opportunity for him to see what working with animals is like. Michael was very busy cleaning, feeding and playing with the animals and enjoyed his long and busy days at the shelter. Well done Michael!



**second  
chance**  
ANIMAL RESCUE



I worked at Modular Prefab Solutions in a factory with 20 to 25 people. I started at 6:30 in the morning and had an 8 hour shift. This job required me to work with other people and it helped me to experience the work force. I had to glue pipes together into drains. I like working with other people and I also work better with other people.

**Jerome Gionta 10H**

For one week I was with Woods Environmental Services (WES) where I did some weeding in nice areas such as the Yarra River surrounds. I enjoyed it as I was able to work outdoors in very beautiful locations. I didn't find talking and working with people that I didn't know as scary as I thought it would be and I came out more confident because of it.

**Aidan Harrop 10K**

## my work EXPERIENCE

I completed my work experience at Bayford Epping. I was able to complete a range of different little mechanical projects. I took away some really good life experience tips that may help me with working on cars in the future. Some of the things I experienced varied from completing a minor service and putting in camshafts, to working on things like differential bushes.

**Lucas Scimone 10H**

Work experience was a one of a kind hands-on experience that gives you insight into a possible professional career. I was lucky enough to go to a Paediatric Speech Pathology clinic where I was able to make resources, observe various consultations, learn about the administration side of the clinic and talk with the speech pathologists about their journey and careers.

**Stacey Tzotzis 10I**

At the end of Term 3, I was fortunate to take part in the Year 10 work experience program. I did my placement work at Officeworks in Epping. Thanks to this program, I had the opportunity to learn how the world of employment and our labour force works and progresses. During my time at Officeworks I was taught about how certain machinery works, the KPI system companies use and different sorts of jobs available in a working environment.

Overall I enjoyed the experience and learnt many valuable things from it. I recommend every student to try it out at least once so they can understand how our industry works. But I do suggest that for work experience the student participating should apply for a job they might be doing in 5-10 years' time instead of part time type work.

**Aryan Sharma 10A**



My work experience time was spent Mernda Primary School for the week. I observed and assisted in the Physical Education Department at the school and had the opportunity to experience the ins and outs of being a Physical Education teacher. I enjoyed my time at the school so much as I was able to really see what it's like to be a teacher and it's something I would like to pursue in the future. The school's community and teaching staff welcomed me with open arms and treated and respected me as one of them which was a massive highlight for me. I really encourage all students to participate in a work experience placement as it has helped me in planning for my future pathways and endeavours.

**Zoe Stingas 10K**

# GOALS

## Closing Ceremony

I was lucky enough to be accepted into this year's GOALS program, which overall I thought was an amazing experience. If this program is something new here is just a little background. This is a program in which a lucky group of Year 9s participate in goal setting and work one on one with a 'mentor'. The first session was at school and served as a sort of 'meet and greet' where students were introduced to all the mentors. These mentors overlook and advise us with our learning concerning the program and each student has their own mentor. After briefly talking with all the mentors, including your own, time is set aside for you familiarize yourself with your mentor as you will be working with them for the rest of the GOALS program. Once every month, the group of students travel into the city to complete the lesson, which I thought was fun as you were able to explore somewhere new instead of having it at school. At the end of each class there is a goal that each student should attempt to achieve by the next session, which is about every month. This could be something as little as giving in homework on time or going for a job interview. I thought this was amazing as you build a one on one relationship with your mentor and receive help in achieving goals. These sessions are focused in building on skills that will help you for either future schooling or work. Some of the lessons taught helped us with communication, job interviews and stepping outside your comfort zone. This program for me helped build on skills I already had and skills I needed to work on. The last GOALS session was the closing ceremony, where each student and mentor talked a bit about their experience with the program and how it helped them. At the end of this program each student was awarded a certificate for their participation. After completing this program, I can confidently say I would highly recommend this experience to future Year 9's.

### Sahara-Rose Clougstoun (9J)

Getting the privilege to be chosen for the ABCN GOALS program was unforgettable. I learnt a lot of great tips and advice going to this program.

We were placed with a mentor and focused a lot on our goals whether it was a long term goal or a short term goal and trying our hardest to commit to that goal we had set. GOALS also helped us with our confidence and real life skills. We focused on these skills by playing games and communicating with other adults / children during this program. We focused on how to write a resume, how to shake hands, how to introduce ourselves to others and also how to greet others at a job interview with key tips along the way to make the interview on point. Through this GOALS program I learnt how to be more confident within myself and well-spoken. I also learnt how to set a goal and do it without thinking, for example setting a goal for work to be completed by tomorrow. The closing ceremony was eye opening because everyone gave a speech about what they gained from this program and not only the students but the mentors expressed that they also gained much from the program. It was truly such a great privilege.

### Alexis Cossai (9D)

For the past few months whilst coming to GOALS, I have learnt a lot of things that have helped me gain an insight into what it is like to have a career in the future. My mentor helped me so much through this experience. What I liked about him were the similar interests that we had which made it easy for us to talk and interact. The program has made me more organized by setting my own goals and achieving things that I wouldn't think were possible and it has even helped me improve my school-work and studies. I have come away from this with better knowledge on what I might consider doing in the future and how to improve on myself.

### Aiden Mesquita (9D)







Photo by: Debra Ioannidis

On Saturday, 19th October, the school A-TEAM competed in this year's Tough Mudder event. Tough Mudder is a 16km mud and obstacle course, designed to test your physical strength, stamina and mental grit.

Tough Mudder students for 2019: Harry Ryan, Slava Cooke, Ben Ioannidis, Christopher Ioannidis (Ben's Dad), Rafael Gonzalez, Harvey Capp, Daniel Gulaboski, Fatima Faili and Belinda Martin.

Teachers: Ms Zorzan, Mr. Vogdanis, Mr. Hewawasam, Mr Rifo and Mr. Gonzales.

Despite being a gruelling event in very cold conditions, we were elated to complete the course. We all slept extremely well that night!!

Mr Rifo and Mr Gonzales

**TOUGH  
MUDDER**

**A TEAM**



**TOUGH  
MUDDER**



## WOMEN IN STEM



On 16th, August, selected female students from years 7-10 were given the opportunity to participate in the Women in STEAM excursion at Whittlesea Technical School to learn more about the science involved in parts of our every day society. There were 3 activities; drone flying, jewellery making and a sustainability task. The drone flying activity taught us that drones are used to help geologists study rocks and the earth by flying drones in hard to reach areas. We worked in groups to fly our drones and make them fly in square shapes or straight forward and back. We had to follow a lot of safety protocols before we let them fly.

Geologists can add special equipment to the bottom of the drones to help them discover more information about the landscapes and rocks they research. The jewellery-making activity was really fun and it allowed the students to use the laser cutter which cut Perspex plastic. We were encouraged to use our creativity by drawing whatever we wanted on the laptops and then figure out where to put the wholes for the earrings or the holes for the bearings to make our jewellery look better. The last task was the sustainability task, that taught us how to make beeswax cling wrap. We used a beeswax and coconut oil solution/mixture to pour over the cotton material. We had to let it dry and then we could use it to wrap up sandwiches and fruit to keep them preserved, instead of using cling wrap and foil. This experience was amazing and I hope that one day more girls would want to pursue a career in science or the STEAM work area.



**Anastasia Mitkoska 9I**

## Marvellous Melbourne



Marvellous Melbourne gives year 9 students the opportunity to learn about the city they live in outside the classroom. Throughout semester 2, Marvellous Melbourne classes have gone on several excursions. The past three trips have been to the Eureka Skydeck, Old Melbourne Gaol and the Melbourne Cricket Ground.

Three students said this about their experiences at the Eureka Skydeck: "The view from the skydeck was amazing. I could see all of the city."

"I didn't know that the skydeck was just one floor and the rest of the building was apartments."

"I thought 'The Edge' would be a lot scarier than it was."

It is important to explore Melbourne's past in order to understand where the city is today. At the Old Melbourne Gaol, students saw the exact spot

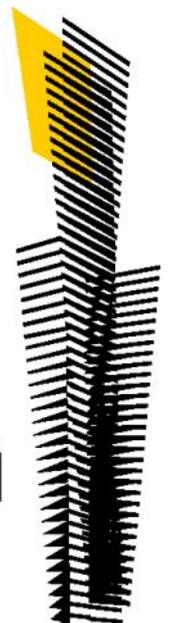
the infamous Ned Kelly met his fate. Most importantly, they were able to piece together important parts of Melbourne's history.

On 30th October, the two classes had the opportunity to visit the Melbourne Cricket Ground. The students walked onto the ground of the M.C.G, went into the media rooms and learnt the story behind one of Melbourne's most iconic landmarks.

Tom Rogers - English/Humanities Teacher



# eureka skydeck



# THE TRAGEDY OF Macbeth



In late August, members of the Year 10 Drama class travelled to the city to see Bell Shakespeare's adaptation of Macbeth. The style was quite modern with a stark and minimal set that included huge video screens. In this adaptation, the three witches were three young women who moved in and out of other roles, controlling the characters and shaping the action. As it was an abridged version, it only ran for just over an hour which meant that some of the philosophical nuance about fate and choice was lost but it was still a polished and dynamic production. It was an important opportunity for our students to experience live theatre and apply their critical evaluation skills to performance. Overall, it was a useful and fun excursion.

**Sara-Jane Smith**  
Student Leadership  
Coordinator/Drama Teacher



## Farewell Ms Hysen!



12Y held a special breakfast to farewell a much loved teacher Ms Penny Hysen. We hosted a breakfast and invited ex student Sam Lagana and his mother Grace to cook Italian style waffles with us. In true Italian style we ended up making enough waffles for just about every department in the school! We wish Ms Hysen all the best with her next career adventure.

**Antoinette Rehak**  
Future Directions Coordinator

## Year 8 Darebin Creek

Fieldwork is 'doing' geography. During week three year 8 humanities classes were given the opportunity to put their geography knowledge to use outside the classroom. The fieldwork the students conducted involved a walk around the Darebin Creek. Year 8 students were tasked with completing a booklet while walking along the creek. Some activities in their booklet included sketching their observations, recording data relating to rubbish in the area and predicting the flow of the water from the storm drains.

**Students from 8H commented:**

"I didn't realise how much rubbish was under the bridge."  
"It was nice to be outside the classroom and do something different."  
"I didn't know what a creek bank was until today."

## Jye Barker - a student perspective on SWL placements



Jye started his SWL placement at the beginning of 2018. He liked it so much that he stayed on with the same employer for a second year.

*"It has been definitely good because the placement has given me a solid understanding of the industry and after nearly two years the company has offered me an apprenticeship to commence next year. I am really excited and looking forward to it because I think it will be worth it, as I will become a fully qualified electrician."*

The placement employer, Fast Electrical provides electrical services to residential and commercial projects in the northern suburbs of Melbourne. In this placement Jye is assisting with installations, working as part of a team to ensure safety and the opportunity to learn from electricians who are very good at their job, packing and unpacking the van, using tools, being involved in wiring and re-wiring, changing globes in big office buildings and running electric cables.

Jye is currently completing VCAL at Epping Secondary College and studying a VET course on electrics at the Outer Northern Trade Training Centre (ONTTC) in Lalor. He thinks that what he is learning during his SWL placement fits very well with what he is being taught at school. "At school we are learning real world stuff." He claims that being taught about the Fair Work rules and regulations at school allows him to put them into practice during his SWL placement.

While studying VCAL teaches students real work skills and knowledge to be job ready, studying VET at ONTTC, teaches Jye technical skills, as well as rules and regulations about being an electrician.

Asked whether he would change anything about his placement, Jye was quite emphatic that he won't change anything because everything has gone smoothly and the company does take good care of him. Soon after he started, the company increased his payment from the required \$5.00 per day. He is paid overtime and if he works on Saturdays, he is being paid double the amount. He is also very happy that the rest of the crew treat him as one of them.

## FAST ELECTRICAL

Jye said that he strongly endorses the SWL placements because it gave him the opportunity to learn about the different parts of the trade and helped him understand the world of work, as well as clarified what he wanted to do

as a career. The placement taught him that he must get up early in the morning to get ready for work, how to meet customers, the importance of upholding the reputation of the company, watching and learning from other tradies, how long it takes to do a job and how to work under pressure. Jye stressed that *“knowing what you want to do and how to achieve it is a big advantage because it would help you with your future.”*

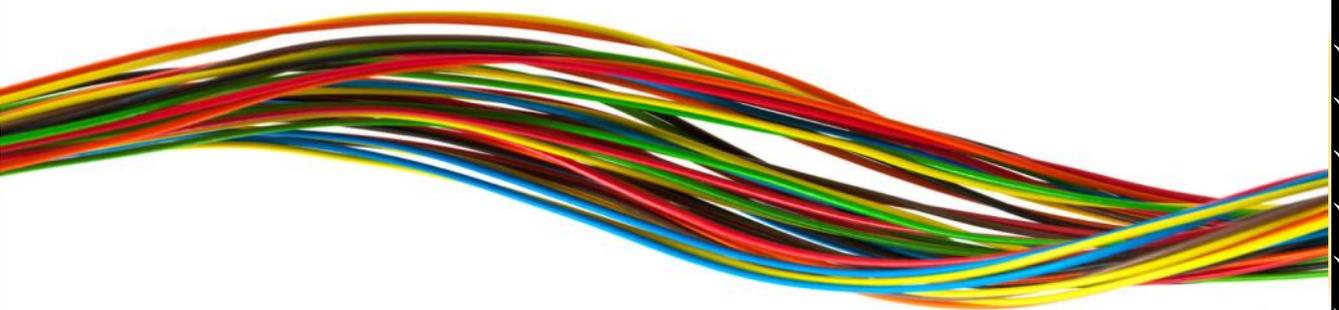
Jye also spoke about the challenges he encountered when he started the SWL placement. Initially, it was really daunting, particularly being asked to complete something on time and to a high standard. However, he praised school for giving him a good understanding of what to expect from a placement, about the need to persevere and not give up quickly, about resilience and the importance of being hard working. He stressed that the school prepared him as best as they could.

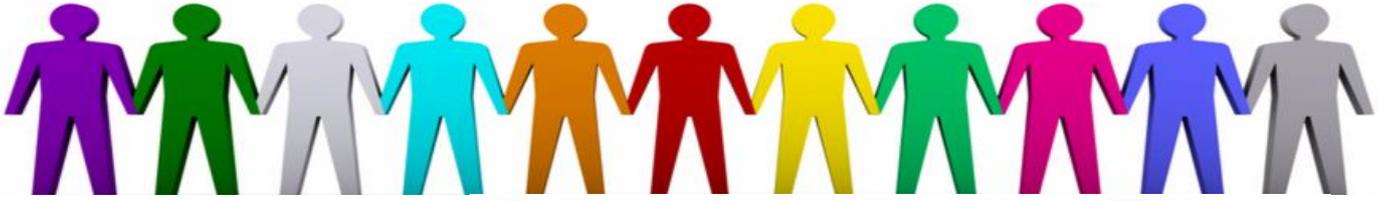
At school, students compare their placement experiences. Sure, they differ, some are better than others. Initially, Jye agreed with comments such as *“placements are a bit of cheap labour”*. But when he saw his employer putting serious effort to teach him all about the electrical trade and gave him the opportunity to learn, he realised that this argument just doesn't hold.

*“You are there to learn and not to be terribly concerned about payment at this stage, in any case this would follow soon, if you are patient. When my boss saw my potential, he increased my responsibilities and payment, as well as trusted me more with jobs. This definitely gave me a good feeling, even though it was daunting, it was an acknowledgment of my efforts.”*

Jye finished by offering some advice to other students, they should always ask their boss and the rest of the crew, and all would be willing to assist and help them understand how to do something. If students value the advice they receive, they would never feel isolated, at least in his placement everyone was very eager to show him.

Jye added that *“placements are a good opportunity to learn from others and from your own mistakes. There is more good than bad. The fact that I am getting an apprenticeship, speaks for itself. I will finish high school knowing where I am going. This is a mighty achievement and I am really happy about it.”*





## VCAL - Harmony Day



**FOOD COURT**

On 19th September, students Danielle Constantinidis and Rim Wannous, along with their Personal Development teacher Ms Grace Edis and the year 8 coordinators, put into action their months of vigorous planning to hold Harmony Day. During periods three and four the year 8s completed two unique sessions regarding Harmony Day. This included making French toast and quesadilla, learning the haka, playing soccer, Macedonian dances and many more other things to teach the students

about other cultures and bring the classes together as a community. With the help of students in VCAL and supervising teachers, the afternoon ran pretty smoothly as a whole and the students had a fun and productive afternoon with everyone at some point doing something they'd never done before and learning something they didn't know. As this was such a great success which the students thoroughly enjoyed, we hope that this can become an annual program run for the year 8s by future year 12 VCAL groups on a bigger scale with better activities and perhaps turn it into an entire day of activities instead of just an afternoon.



We would also like to give a big thank you to Mrs Alamidis for allocating funds to help with resources to run the afternoon and Ms. Edis for playing such a big role in how successful the afternoon was.

**Rim Wannous and Danielle Constantinidis 12V**



**HAKA**





**ORIGAMI**



**MACEDONIAN DANCING**



**MEDITATION**

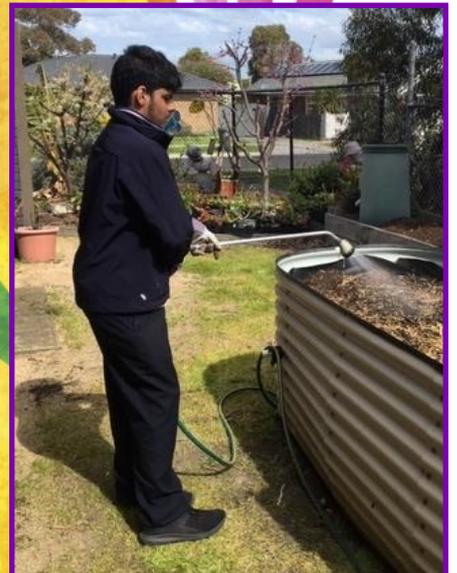
October 2019

# 11Y Community Volunteering



11Y have continued to develop their citizenship and work related skills via their volunteer experience at Greenbrook Community House. Students have enjoyed a range of experiences and been given more responsibility and diverse tasks as their skills, knowledge and relationship with staff at the house improve. We are grateful to Benne Harrison for the time she has spent with us nurturing our gardening and outdoor skills. It has been wonderful to spend time within our local community in such a positive environment.

**Antoinette Rehak**  
Future Directions Coordinator



## Jamie's Garden



Hi my name is Jamie Lawry I am the captain of The Epping Secondary College VCAL Garden. The garden was started as a project of mine and the VCAL staff and is located between the cage and the back of the gym.

In the garden we have four garden beds with our very own seating area for students to come and sit to study and to have time to themselves.

We also produce our own vegetables for the school cooking rooms.

With help from the year 12 VCAL students we have our own garden shed.

For my business class with Mr Stevens, I was allowed to set up my own business selling seedlings in a variety of different cups, ceramic bowls etc. I try and recycle items to put nice plants into. I have put my own money in to it to try and make money for our school garden. I have done all this by myself and have been selling plants to our teachers. I

am hoping to try and sell more to students around the school because they make really nice gifts for friends and family.

If anyone would like to buy any of the plants that we have for sale, please come down to the VCAL office next to the cooking rooms. They are \$6.00 each it's a good way to help the school garden grow.

**Jamie Lawry 11V**



# Sport Report

## State Athletics:

Epping Secondary College had three students represent the school at state athletics. **Jayden Day**, **Aaron Cornwall** and **Keresoma Keresoma** made their way to Albert Park to compete in their respective events.

Epping Secondary has always had its fair share of excellent athletes, however making it all the way to compete in state, despite the lack of expert coaches and facilities that some of the other schools can offer, is an amazing effort.

All the boys did tremendously well. Jayden competed in the 1500m walk and the javelin, narrowly missing out on the podium in both events. Keresoma was unable to replicate his success of last year coming in 4<sup>th</sup> against strong competition. He will be back bigger and better next year.

Aaron competed in the Multi-Class shotput, his results have not been published yet but he has done himself and ESC very proud.

We are looking forward to the ESC House Cross Country event taking place on **Thursday, November 28<sup>th</sup>**, where the top 10 place getters from years 7-10 gain automatic selection into Epping's 2020 Cross Country Team.



Laurie Naismith  
Sports Coordinator



## HOUSE TOTALS

Tatlow Tigers	Pindari Panthers	Scarborough Scorpions	Dalton Dragons	Carlisle Cobras	Findon Falcons
2045	1544	1500	1495	1411	1131

October 2019

0418  
172  
506

# \$25 PRIVATE LESSONS

JAC MUSIC SCHOOL  
824 EDGARS RD EPPING 3076

SINGING GUITAR BASS GUITAR ACOUSTIC  
GUITAR ELECTRIC PIANO KEYBOARD  
DRUM KIT UKULELE VIOLIN

Epping Secondary College

*Learning for life*



ESC  
ART  
AND  
DESIGN  
EXHIBITION

OPENING NIGHT  
5TH DECEMBER  
7.00PM  
ESC GALLERY

AWARDS & PRIZES  
MARKET STALL  
FOOD STALLS  
PERFORMANCES  
GAMES & MORE