



Mount Erin College

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Newsletter
Issue 5: 31st May 2017

Principal's Report

Week seven and the senior school is getting ready for **exam week**. This is a very important time for students, a time to review the work they have completed, commit information to memory and practice responses in order to effectively prepare for the exam period. The skills required for success in exams are different from those required to complete classwork. Exams are undertaken in a timed environment. Students need to practice completing responses in timed conditions. They need to summarise their work, make dot point notes or mind maps to assist them to memorise key information. These skills are built upon over the senior years, so that by the time students are in Year 12, they are accustomed to what is required and prepare themselves fully for those important end of year exams. All subjects will have exams across Years 10 and 11 and a schedule has been developed for every student. Information regarding the exams will be given out this week.

Over the past week, it has been a great pleasure to attend the **Year 8 Aspire Night**, where students who have worked hard and are deemed by all their teachers to have upheld the values of the school, are recognised for their efforts. This year, we have also acknowledged several other aspects of student performance. Students who have achieved an attendance level of 95% or above were recognised. The research is very clear about the impact of absence on student learning. Regular absences mean that students simply cannot catch up what they have missed. An attendance rate of 80% equates to one year of lost learning over a student's schooling. From our experience at Mount Erin, there is a very clear co-relation between attendance and VCE results. The students who achieved results in the 90's have had close to 100% attendance rates – they have made the most out of the learning opportunities they have had. Our Year 8 students were also recognised for their learning growth in Mathematics. It is expected that a student should make a minimum of one year's growth for every year of schooling. At our Aspire Evening students were acknowledged for achieving between 150 and 250 % growth at this point in the year. This is outstanding and reflects their commitment and drive to learn and to improve. Using the growth mindset approach, every student is expected to make gains from where they are at the start of the year. We understand that across a year level and even across a class,

there is a significant range of achievement levels. What is important is for every student to understand where they are and what they need to learn to improve and to master different aspects of their work. Students who have participated in MESEM activities, sporting competitions and 'Grease' were all recognised and congratulated. Well done to Miss Beamish, Mr Bowers and the Year 8 Team.

Over this term, we have been actively working with our feeder primary schools. Most weeks there have been groups of students returning to their schools and talking with the **Grade 6 students**. This has been a great opportunity to return to their school and answer the many questions the Grade 6 students have about the big step of going to secondary school. I have been particularly proud of the student ambassadors I have listened to. They have been articulate, enthusiastic and very honest about their experiences in Year 7. They have acknowledged the many fears students have as they approach this important transition period. Their overriding messages have been glowing about how much they have enjoyed their move to Year 7. Their openness has reassured the Grade 6 students, that they won't get lost and they will find they have lots of new friends. These seemed to be the major concerns. It was great to hear them speak about the subjects they love and differences in the structure of the day compared to primary school. The big message that was reiterated was that it's important to be well organised. Well done to all those students who have been great ambassadors for Mount Erin College.

Medieval Day was a huge success again this year. Wonderful costumes, exciting projects on display, fascinating talks about weaponry and the dangers people faced in medieval times. We had students in the stocks, princes and friars, jesters and potion makers, spells and catapults. It was a terrific day of learning and you'll read more about it later in this newsletter. Well done to Mr Robinson and the Year 8 Humanities teachers.

I was very pleased to receive a certificate last week noting that Mount Erin College was one of the top 10 Victorian Schools for staff completion of on-line learning modules for **MIND MATTERS**. This is a program focused on strategies for improving student mental health and wellbeing and

ensuring students are engaged in their schooling. The Mind Matters Program is supported by the Australian Government, Beyond Blue and the Australian Psychological Society to address student wellbeing and mental health priorities. Our students benefit directly from the greater understanding and professional knowledge this training has delivered to teachers at the College. I congratulate all the staff who have been involved in the program.

Last week I met with a representative from **Future Care – Mobile Dental Services** and have agreed for our school to be part of this important Dental Care Program. The School Dentist, brought to you by Future Care Mobile Dental, offers eligible students up to \$1000 of treatments over a two year calendar year period. A team of qualified, accredited and experienced Dentists, will provide on-site general dental care to students in our school. This is for those covered by the Child Dental Benefits Schedule as well as those who choose the fee paying option. This is a great opportunity for students to have a dental check and to have work completed on site and is an initiative supported by the Victorian Government. The program is administered by the Department of Human Services under Medicare and provides access to benefits for basic dental services to children aged between 2 and 17 years. The link between dental health and general health and wellbeing has been well established. Further details will be sent out to you and will also be included in this newsletter. We hope to have the service begin working in the school during Term 3.

Finally, I want to **congratulate** the staff on the outstanding work completed on Curriculum Day last week. The day began with an excellent professional learning session conducted by Diane Farrell to promote discussion and understanding on 'What is learning'. This work forms part of the development of an Instructional Model that will be consistently implemented across the school. Significant work was undertaken across all learning areas and at all year levels, in bringing our documented curriculum in line with the Victorian Curriculum standards. The importance of uninterrupted time for staff to engage in professional dialogue and to collaborate with colleagues, is vital. The atmosphere was enthusiastic and reflected the commitment to maintaining a highly positive culture of work at the College. Well done to Jackie Lewis and Diane Farrell and all the staff for their work over the day. It was highly productive.

We are moving quickly towards the **end of the semester** and it an important time for students to ensure they are doing their personal best; keeping up with all work requirements; completing tasks to the highest standard; and taking heed of the feedback they receive from their teachers. I wish them well.

Karen Lee
Principal

Deaf Education Centre (DEC) News

Winter has certainly come early, and with that we can now officially say we are close to half way through the year. How time flies!

ASPIRE

Adaptability, Social Awareness, Personal Best, Integrity, Respect, and Excellence.

Congratulations to Kenny, who received an ASPIRE Award at the recent 'Year 8 ASPIRE Night'. These awards are given to students who display the College ASPIRE values every day of the school year, to be the best they can. Well done Kenny, we are very proud of you and applaud your commitment to learning.

For a two week period we will be holding our **student support group (SSG) meetings** in the Deaf Education Centre. An email has been sent out with available dates and times. Please contact us, if you would like a meeting and to arrange a suitable time.

Sheree from **Australian Hearing** will be joining us again soon. The next session will include information about safety equipment such as personal alarm clocks, smoke alarms and other important technologies available for those with a hearing loss. Information will also be given about the different services available including, Vicdeaf, NRS - National Relay Service and VITS - Victorian Interpreting and Translating Service.

Our **Year 9 students** are hard at work on a persuasive speech for English using language techniques such as emotive language, rhetorical questions and repetition. One topic in particular has raised an interesting debate: "Homework should be banned." What are your thoughts?

DEC Staff – Geoff, Sarah and Kathryn

Important Dates

June 5th (Mon) – Year 10/11 Exam Week
June 8th (Thurs) – Year 7/8 Showcase
June 12th (Mon) – Queen's Birthday – NO SCHOOL
June 14th (Wed) – GAT (General Achievement Test)
– Arts Academy Excursion
June 16th (Fri) – Free Dress Day and Bake Sale
June 19th (Mon) – Semester 2 begins
June 22nd (Thurs) – Whole School Assembly
June 29th (Thurs) – VCAL Expo
– Senior School ASPIRE Awards Night
June 30th (Fri) – Last Day Term 2

REMINDER – College Uniform Policy

College Uniform

It is the policy of the College Board that ALL STUDENTS in Years Seven to Twelve should appropriately wear the correct uniform at all times during the College day. Students should arrive to college in uniform that is clean and in good order. Sanctions apply for non-compliance with uniform rules. Such a policy depends upon parent support and willingness to ensure that their children are correctly dressed. College uniform rules also apply whilst travelling to and from college. Bezeza School Uniforms Shop is the only official supplier of the Mount Erin College uniform.

YEARS 7 – 12

SCHOOL SHOES:

Black polishable, lace-up, Oxford style school shoes NO T-BARS, CANVAS SLIP-ON VOLLEYS, BALLET SHOES OR SKATE SHOES

SOCKS:

Navy or white ankle socks NO LOGOS
Navy long socks
Navy tights (girls - winter uniform only) NO LEGGINGS

UNIFORM:

School dress (girls)
Mount Erin check box pleated skirt (girls)
Pale blue shirt with college logo (years 7 – 9)
Navy gabardine, tailored or elastic waist shorts with college logo (boys years 7 – 9)
Navy gabardine, tailored or elastic waist trousers with college logo (boys years 7 – 9)
Navy V neck woollen jumper with college logo (years 7 – 9)
College tie (optional)
College blazer (optional)
Navy gabardine tailored shorts with College logo (girls)
Navy gabardine tailored pants with College logo (girls)

COMPULSORY Phys. Ed/ Sport:

PE polo shirt with college logo
College logo navy shorts or
College logo navy blue track pants
Non-marking runners
If ears are pierced, sleepers or studs should be removed to prevent injury

SENIOR UNIFORM YEARS 10 – 12

Seniors V neck woollen jumper with college logo
Stone gabardine, tailored or elastic waist shorts with college logo (boys)
Stone gabardine, tailored or elastic waist trousers with college logo (boys)
Seniors white shirt with college logo
Year 12 only - College Council approved jacket

COAT:

College navy blue Microfibre Spray Jacket with logo
College blazer (optional)

NOTE

COLLEGE BAGS: The College Board has selected a high quality ergonomically designed backpack which is highly recommended.

References: Exec Memo 95/022 – Student Dress Codes
Vic Govt Schools Reference Guide - http://www.edunweb.vic.gov.au/referenceguide/enviro/4_8.htm

HATS: The College Board highly recommends all students wear a wide brim hat during terms 1 and 4. No beanies at any time. Hats are not to be worn inside.

SHOES: Only black, polishable, leather School shoes, with black laces, Oxford style (low heel) are acceptable. Students who wear incorrect shoes or shoes that cannot be worn safely will be sent home. Shoes are expected to be cleaned and polished regularly.



JEWELLERY and BODY ART: A minimum of jewellery will be accepted. Only small sleepers or small stud earrings are permitted (one on the lobe of each ear).

Facial piercings are NOT permitted. Students should not therefore have piercings done and then expect to be able to cover up with Band-Aids whilst this heals. Items of body art are to be covered at all times.

MAKE-UP: Only a minimum of 'non-obvious' make-up may be worn. Only clear nail polish will be accepted.

HAIR: Dyed hair should only be coloured in natural tones. (i.e. bright pink, blue, unnatural reds etc. are not permitted). Ribbons, headbands etc., must be pale blue, white or navy. Longer hair is required to be tied back and secured away from the face. Only natural hair styles will be accepted (i.e. no Mohawk type haircuts, shaved or partially shaved heads, dreadlocks, pig tails, etc.). Hair should be clean, neat and tidy at all times.

T-SHIRTS: Students in years 7-9 may wear a pale blue t-shirt, years 10-12 a white t-shirt, under their shirt for warmth.

SKIRTS and DRESSES: Are required to be knee length or below when standing.

SCARVES: Blue or white only are allowed to be worn in winter months.

SHORTS: School shorts are not to be rolled up.

BANNED ITEMS OF CLOTHING: Hooded windcheaters are not allowed under any circumstances. Skins and leggings are not allowed unless they are worn during PE classes UNDER tracksuits or shorts.

On Free Dress days students are required to wear smart casual clothing, closed in shoes, no offensive logos and clothing will need to be sun smart (i.e. tops need to cover the shoulders, no bare midriffs etc.). Leggings or hooded windcheaters will not be permitted and students wearing these will be sent home.

ASSISTANCE: Assistance can be sought from the Student Welfare team for families experiencing financial difficulty. Donations of used uniform in good condition are always welcome.

References: Exec Memo 95/022 – Student Dress Codes
Vic Govt Schools Reference Guide - http://www.edunweb.vic.gov.au/referenceguide/enviro/4_8.htm

Excursions Payment/Consent Guidelines

Beginning Term 3 - Changes to excursions payment/consent guidelines

Students who wish to participate in any future excursions/events must ensure that they have parent consent and any relevant payments made onto Compass, or submitted to the General Office, **1 week prior to the event date.**

Any student who has not submitted their payment and parent consent form **1 week prior** – will not be able to attend the excursion/event. As a school we need to be able to plan for and manage staffing changes and coverage for any alterations to the regular school day. From the start of Term 3 no exceptions will be made to this rule ensuring a consistent process for all students/parents across the college.

Senior School News

GAT - General Achievement Test

ALL students who are enrolled in a Unit 3 and 4 study MUST sit the GAT (General Achievement Test) on Wednesday 14 June. This includes students who may have done the GAT before **and** students who may be **thinking about** completing a “scoreless” VCE (i.e. not sitting other subject examinations)

The GAT begins at 10am. Students sitting the GAT are excused from Lesson 1. Lesson 4 will start a little late to enable you to have a 30 minute lunch break. **YOU ARE NOT ALLOWED TO LEAVE THE EXAMINATION ROOM BEFORE THE END OF THE GAT.**

Wednesday 14 June 10.00am–1.15pm General Achievement Test (GAT)

All students **have been** issued with a GAT information brochure (examination rules etc.). **If you do not have yours, please see your Year Level Leader.** It is in every student’s best interest to ensure they:

- Perform as well as possible on the GAT
- Do not breach VCAA examination rules
- Arrive on time and only have the allowed equipment with them (i.e. correct type of dictionary (no thesaurus), no calculator, no electronic equipment)

Whilst the GAT requires no special preparation, looking at last year’s paper to familiarise yourself with the structure and requirements is a very useful exercise. Copies of the 2016 GAT is available on the VCAA website www.vcaa.vic.edu.au.

Note: The End of Year VCAA Examination Timetable is due to be published in mid-May.

Emergency Examination Special Arrangements

Students who become ill or experience accident or personal trauma at the time of the GAT may be eligible to apply for Emergency Examination Special Arrangements. Please make sure that all concerns are reported to Mrs Tonizzo ASAP so that she can advise you on the options and note for you any documentation that you may need to obtain.

The VCAA recommends that all students should attend every examination session if at all possible. Students should avoid recording an “unauthorised absence from the GAT” on their VCE Certificate.

Note: Students with on-going issues may also be eligible to complete a VTAC SEAS Application at the end of the year (further details about this during the VTAC process in August/September).

FREE Meningococcal ACWY Vaccine for Years 10, 11 and 12

In 2017 the Victorian Secondary School Vaccine Program will offer free meningococcal ACWY vaccine to students in Years 10, 11 and 12. The vaccine provides protection against four strains of meningococcal disease (ACWY) and is administered as a single dose.

Parents/guardians of Year 10, 11 and 12 students should look out for the Meningococcal ACWY Secondary School Vaccine Program consent card coming home from school with your child after 9th June. You need to read the information, complete and return the card regardless of whether your child is being vaccinated at school. All Years 10, 11 and 12 students will receive their vaccination on Monday, 7th August, 2017.

Adolescents are at increased risk of meningococcal disease. Although uncommon, it can become life-threatening, very quickly. There are different strains of meningococcal bacteria known by letters of the alphabet, including meningococcal A, B, C, W and Y. In recent years, the meningococcal W strain has increased across Australia, with Victoria experiencing 11 cases to date in 2017 and 48 cases

in 2016, compared to 17 cases in 2015, four in 2014 and one in 2013. It is now the predominant strain in Victoria.

The Frankston Council immunisation service may contact you about the meningococcal ACWY vaccine program. Schools are authorised to provide basic parent/guardian contact details to local councils for this purpose. Contact the school by 7 June 2017 if you do not want your contact details given to the Frankston Council immunisation service.

To learn more about meningococcal disease, the meningococcal ACWY vaccine and how you can prepare your child for vaccination, visit www.betterhealth.vic.gov.au or www.immunehero.health.vic.gov.au

Fact sheets are attached at the end of this Newsletter.

VCE Australian History Shrine Visit

Last month a senior educator from The Shrine spoke to the Year 12 students about how participation in World War One affected Australians' visions for the new nation. The Shrine Outreach and Inreach Education program is kindly supported by the Portland House Foundation.



Corey C and Zac H is wearing official WWI gas mask and cape.

Newsletter

Issue Number 6:
Scheduled for Term 2, Week 10.



Brainteaser Question

Perry has five marbles, all the same size. Two of them are red, two are blue and one is white. After some thought, Perry arranges his marbles in a special way. Each marble touches all the marbles of a different colour to itself. The two red marbles don't touch each other, and neither do the two blues.

How has Perry arranged his marbles?

Answer: Page 8

Australian Mathematics Competition

The 2017 Australian Mathematics Competition is on Thursday 27th July. It is open to all year levels. The entry fee is \$6.

Students who are Interested in entering the competition please talk to either Mr Maharaj or Mr Hameeteman. Good luck!

$f(x+2) = f(x+2) = 5 - 14 \times 7$
 $\geq f(x+5) - 98$
 $\geq f(x+98)$
Method:
We have $AD = \frac{AC}{\sqrt{2}} = \frac{3\sqrt{2}}{\sqrt{2}} = \frac{3\sqrt{2}}{\sqrt{2}}$. So $y = \frac{3\sqrt{2}}{\sqrt{2}}$
Hence the area of PQRS = $y^2 = \frac{3}{2} \times 2 = 3 \times 189 =$
 $\frac{1}{2} \left(\frac{1}{2} \times \frac{1}{2} \right) \times \frac{1}{2} = \frac{1}{8}$
 $a_1 \leq 3$
 $a_2 \leq 4$
 0.4×100
 $f(P) = f(B) + f(D) - f(C) = f(A) + f(C) - f(C) = f(A)$
 $\sqrt{1600}$
 $2^3 \times 5$

40th 1978-2017
Australian Mathematics Competition
Celebrating 40 years!
Thursday 27 July
See your teacher to enter
www.amt.edu.au
AUSTRALIAN MATHEMATICS TRUST

How to talk to young people about *13 Reasons Why*

headspace School Support has received a growing number of concerns from schools and parents across Australia about the recently aired Netflix series *13 Reasons Why*. The series, which depicts a young woman who suicides after outlining 13 'reasons' for her death, has divided opinion in Australia. While some people believe the show allows for authentic conversations about suicide, others believe the show exposes viewers to harmful suicide messages and imagery.

headspace shares the concerns expressed by our youth mental health services about the potential risk the series poses to the wellbeing of young people. As many young people are currently watching the series, it is important that teachers and parents are aware of the risks associated with the content, and are prepared to discuss these with young people who have been exposed to it in a way that:

- avoids normalising or glamorising suicide
- supports young people to manage their emotional responses to the show
- empowers young people to seek appropriate information and support for their difficulties, where necessary.

To guide conversations with young people about the suicide content covered in the series, the table below outlines some of the main concerns that have been raised about the show along with suggestions for how to respond to these appropriately. **Note:** these talking points can be modified to suit the young person's age and circumstances.

What are people concerned about?	What does the research say about this concern?	How can I talk to a young person about this?
1 By providing clear 'reasons' why a person would suicide, the show suggests that suicide is 'reasonable' if certain criteria are met.	Young people who have experienced similar problems may start to view suicide as a reasonable option. This approach also disregards the experience of those who cannot identify obvious reasons for their distress or suicidal thoughts.	<ul style="list-style-type: none"> • Reiterate that suicide is not a common or helpful response to life's challenges, and that there are always better ways to deal with problems, no matter how hopeless they may seem. • Encourage young people who are going through a tough time to try the headspace Tips for Looking after Your Mental Health and Wellbeing and to seek support from friends, family and/or professional services if things don't improve (a list of services is provided below). • Remind young people that any feelings of distress are valid and warrant support, whether there is a specific reason for these feelings or not. • Acknowledge the range of factors that may increase a person's risk of suicide, including mental health issues.
2 The show doesn't encourage young people to seek help for their problems. Adults are portrayed as incapable or unwilling to help, and the only experience of help seeking in the series is negative.	Research shows that young people can often be reluctant to seek professional help and need to be encouraged to seek support from appropriate sources. Failure to seek help can significantly delay a person's recovery.	<ul style="list-style-type: none"> • Remind young people that support is available to them for any type of issue. • Explain that the way the guidance counsellor responds to the main character's thoughts of suicide is not appropriate and not typical. Counsellors are trained to listen and provide support. • Encourage young people not to give up if their first experience of seeking help is not effective – it's important that they find someone they trust and feel comfortable with. • Point out the range of supports available to them, whether it be friends and family, a trusted adult (e.g., a teacher, school counsellor or family doctor) or a mental health service (see list below). • Support them to seek help, if necessary.

What are people concerned about?	What does the research say about this concern?	How can I talk to a young person about this?
3 The show exposes viewers to a highly graphic and confronting suicide scene, inclusive of the method and means of suicide.	Research clearly shows that exposure to detailed descriptions of suicide can be overwhelming and distressing for young people, and can increase the risk of imitation by vulnerable young people.	<ul style="list-style-type: none"> • Acknowledge that young people may be distressed by the show and that these feelings are normal. • Give young people the opportunity to talk through their emotional responses to the show and how they can manage these feelings. Be alert to at risk young people that might need additional support. • Remind young people to be sensitive to the feelings of others when discussing suicide, including on social media, given the impact that detailed descriptions of suicide can have on at risk young people. • Encourage continued participation in enjoyable activities (such as sports or hobbies) and contact with supportive family and friends.
4 By citing people's behaviour as 'reasons' for the suicide, the main character makes others feel responsible for her death.	Research shows that people who have been affected by suicide frequently experience blame and guilt, and this can complicate their ability to recover.	<ul style="list-style-type: none"> • Reassure young people that suicide is never the fault of others, and there are resources and support groups for survivors of suicide. • Explain that suicide is complex and that many people who suicide experience mental health difficulties, such as depression, at the time of their death. This can make them feel hopeless and impact on their ability to think clearly and rationally. • Remind young people to seek support from a trusted adult if they think that someone is at risk of suicide.
5 The show portrays suicide as a way to 'teach people a lesson'. This can trigger a debate about whether the suicide was a 'heroic' or a 'selfish' act.	These judgements are neither accurate nor safe representations of suicide for young people.	<ul style="list-style-type: none"> • Emphasise that suicide is never a heroic or romantic act – it is a tragedy and has a devastating and far-reaching impact on others. • Avoid judgemental language that may glamorise or sensationalise the suicide, or reinforce negative stereotypes about the suicide as a 'selfish' or 'immoral' act.
6 The series gives the impression that main character able to witness people's reactions to her death and achieve her desired outcome.	This approach fails to demonstrate the permanence of suicide.	<ul style="list-style-type: none"> • Remind young people that suicide is final and that people who suicide do not get to witness other's reactions or experience a sense of resolution.

For more information or support, talk to **headspace** School Support staff or visit [headspace School Support](#).

These links provide further information about how to support young people:

- [Grief – How a Young Person Might Respond to a Suicide](#)
- [How to Talk about Suicide with a Young Person](#)
- [If Your Friend is Not Okay](#)
- [Managing Social Media following a Suicide](#)

These services provide immediate support for distressed young people:

- [Lifeline](#): 13 11 14 or [lifeline.org.au](#)
- [Kids Helpline](#): 1800 551 800 or [kidshelpline.org.au](#)
- [Suicide Call Back Service](#): 1300 659 467 or [suicidecallbackservice.org.au](#)
- [headspace](#): 1800 650 890 or [ehheadspace.org.au](#)

7A students Angel, Jasmine, Noah, Dylan, Brock, and Alisha feature in MPNG Newspaper.

'Who gives a crap' about environment?

May 22, 2017 MP News Group Feature

[G+ Share](#) [Pin it](#) [Share](#)



Big group effort: School students mucked in at The Briars to learn about how humans can have an impact on the environment. Picture: Yanni

A YOUTH Environmental Forum at The Briars last week gave students from schools in the region the chance to learn more about human environmental impacts and solutions.

Arranged by Frankston Council, with help from the Frankston High School eco team, the day was about educating students to become better environmental leaders to educate their own school communities.

Students from Mount Erin, McClelland, Padua, Monterey and John Paul colleges and Frankston High School enjoyed the day funded by Frankston Council, ethical fashion brand Etiko and toilet tissue company Who Gives a Crap? that donates 50 per cent of its profits to building toilets in the developing world.

"It is hoped this might be the beginning of an interschool network in which students from neighbouring schools can share ideas, advice, projects — the sky's the limit," Frankston High's sustainability coordinator Brendan McKinnon said.

The Australian Youth Climate Coalition helped students form a plan of action to spread the word about how school students can look after the environment.

"We hope to reconvene as a group to find out how teams are progressing with their projects and to see that some new environmental initiatives in schools have been set in motion," Mr McKinnon said.

First published in the Mornington News – 23 May 2017

Staff Profile

Jason Hameeteman

Mathematics and Physics teacher



Describe your current role at Mount Erin College:

Year 12 Mathematical Methods and Physics teacher. Year 9 Mathematics and Science teacher and year 7 Mathematics teacher.

What is your background in education?

I am a second year teacher, my first year was here at Mount Erin last year.

Which things do you enjoy most about working at Mount Erin College?

I love the people – students, teachers. Everyone here is wonderful to work with and around.

What has been your highlight so far this year?

Winning the Southern Metropolitan Region Year 7 boys cricket.

Tell us about your hobbies or passion outside of school.

I love cricket, I play for the Carlisle Park Vikings (outdoor) and the Cranbourne Kings (Indoor). I also love gaming – in particular DotA2.

Do you have a message you would like to share with the school community?

Work hard and you will get where you want to get to. Always give it everything you have.

AED – Automated External Defibrillator



We now have an AED – Automated External Defibrillator in the school. While we hope we never have cause to use it, it is very reassuring that should such an incident occur, we have the means to respond and save a life. It is located in the Sick Bay area for prompt access.

Food Technology Recipes

CORNFLAKE BISCUITS

Between 2

Recipe:

- ½ cup margarine
- ½ cup sugar
- 1 cup sultanas
- 1 egg (beaten)
- 1 cup SR flour
- 1 cup cornflakes (lightly crushed)



Method:

- Cream margarine and sugar until fluffy
- Add egg and beat well
- Add flour and sultanas alternatively
- Roll tps of mixture and then roll in cornflakes
- Place on greased tray leaving room for spreading
- Bake in a moderate oven for about 10 minutes
- You may have 2 trays so you'll have to do 2 batches
- Cool on tray and carefully lift onto cooling rack
- Bring them out for marking
- Wash up properly

Brainteaser Answer

The marbles form a pyramid! Start by making a square with the red and blue marbles, with the reds in opposite corners. Finally, put the white marble on top of the square, so it touches all four of the other marbles.



Netball & AFL

On May 24th, Mount Erin's Athletes Enhancement Program (AEP) participated in a friendly match against Beaconsfield College in Berwick. The students involved were Netball & AFL students from Year 9 & 10.

The aim of the friendly match was for students to improve their teamwork and gain an understanding of playing with unfamiliar faces or students they don't normally play against. Another objective of the day was to display skills

that students have learnt during their time in AEP & AEP Coaching training and put them into practice.



The result was successful and the students involved were extremely well behaved and represented Mount Erin with all elements of ASPIRE.

Students made new connections and built the bridge to create a high possibility for another Friendly match with Beacons Hills and possibly other schools. The AEP team are thrilled with the results of the matches.

Northern Peninsula District Cross Country

On Thursday 18th May under sunny skies Mount Erin College sent a team of 72 athletes to compete at the Northern Peninsula District Cross Country carnival.

As well as behaving outstandingly, there was also many fantastic individual performances such as:

Ben N. finishing top 10 in the U/14 Boys category

Zoe N. placing 7th in the U/14 Girls category

Luke S. placing 1st in the U/15 category and Josh Y. finishing 3rd in the same age group.

Riley B. placing 3rd in the U16 category with his twin brother placing 6th. Kaolan T. and Josh M. also finished top 10.

Mount Erin's international exchange student, Kai K. placing 6th in the Open Boys

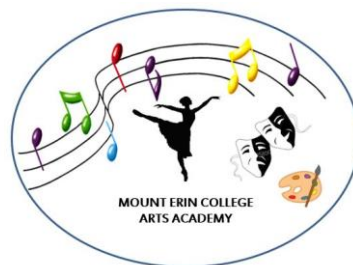
Jenna C. placing 2nd in the Open Girls category.

Overall 23 students made it through to the next round, the Southern Metropolitan Regional Finals and we wish them well with their future endeavours and know they will represent the school with pride.

Senior Girls Basketball

The senior girls' basketball team successfully defended their Frankston District title with a commanding display on Monday 29/5. Our girls were undefeated against all other schools with no team getting within 12 points in 20 minutes of game time. Their skill, teamwork and sportsmanship was excellent.

Looking forward to the next round!



Van Gogh and the Seasons NGV International

Last Tuesday I had the pleasure of escorting some very excited Year 10 General Art students into the city to view a selection of works from Vincent van Gogh. The students listened to a very informative introductory talk prior to the exhibition to assist with understanding the mindset of one of the great masters. After a packed viewing of the show, we ate lunch in the autumn sun before taking a stroll through *Top Arts* at NGV Australia to view the top Studio Arts and Art final works from 2016. A quiet train journey was had by all as very tired students travelled home to Frankston.

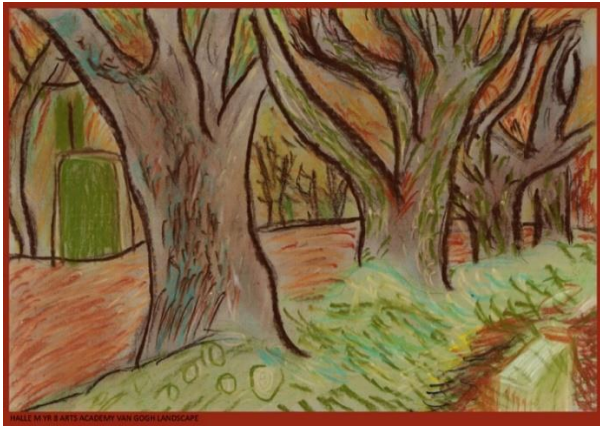
The group thoroughly enjoyed both exhibitions and will now apply their inspiration and new found appreciation to their own artmaking back in class.

Mrs. Douglas

Landscapes Inspired by Van Gogh Year 8 and 9 Visual Arts



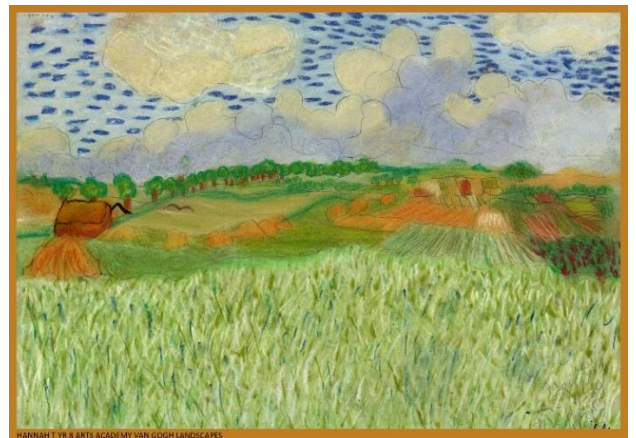
The Year 8 and 9 Visual Arts Focus students from the Arts Academy have been working on landscapes inspired by the work of Vincent Van Gogh.



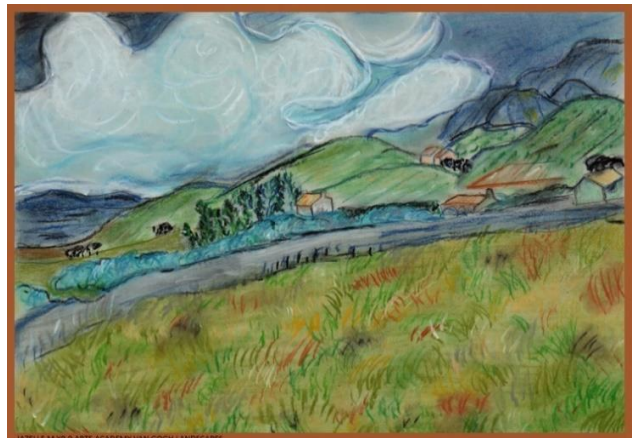
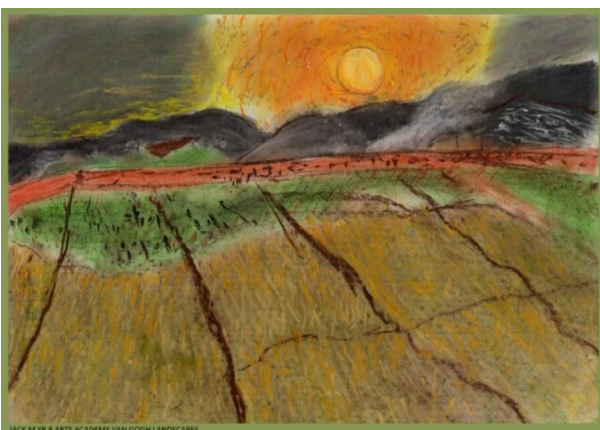
For centuries artists have made copies of great masters' work in order to learn about composition, colour mixing and mark making. In the process of copying, the hand, eye and mental visual awareness work together to form a concrete learning experience. Once the process is complete, the student then possesses the ability to transfer these skills into their own work.



This project is in anticipation of our excursion to see the exhibition "Van Gogh and the Seasons" at the National Gallery of Victoria later this term.



These pastel drawings are the result of the first step in the project. Students will now go onto to create an Australian landscape using what they have learned from Van Gogh's practice and apply these skills to their own composition.



Bahasa Indonesia di Mount Erin (Indonesian at Mount Erin)

Selamat Datang! Welcome!

Prize Draw

Answer the following question in a full Indonesian sentence:

Berapa orang di keluarga Anda?

Place your answer together with your name in the competition box in A77. Winner drawn 8/06 and notified by email. One entry per student.



Berita (News)

Our Year 9's had the opportunity to participate in an Indonesian speaking competition, "Sayembara Lisan" at Woodleigh College. Though all of our students did an excellent job, Kyle and Sabine advanced to the next round where they will compete against students from across the state. Congratulations!! Below are some quotes from students who participated.

Kyle: I really loved the experience and it was great to be able to put our theory into a practical environment. I am really happy with how I did and can't wait to be able to do something like this again!

Sabine: I really liked it, I think it was a great chance to practice speaking Indonesian to new people.

Paige: I thought it was a great experience and was a good learning opportunity to put our skills to the test in an ideal situation.

Left: Our students with their certificates.



MESEM's Crochet Group

All staff and students are invited to MESEM's Crochet Group. Total beginners and experts alike are welcome and you are able to make your own item or contribute to the blanket we are making. Alongside this activity there are students making dog toys by cutting and plaiting strips of old fabrics. If either of these activities interest you, come along to the Resource Centre at lunchtimes on Mondays.



MESEM's Second Annual Towel Tower

MESEM will be running its second annual 'Towel Tower' from Monday 29th May. Staff, students and parents are invited to donate old towels, tea towels, sheets and blankets, no matter what condition they are in. Depending on condition, items will either be cut in strips to make dog toys for BARC (Bali Animal Rescue Centre) or donated to the RSPCA.



Towel Tower will run until recess on Tuesday 6th June when MESEM students will be visiting the RSPCA in Peninsula. Please drop off your items to Ms Linz in the D3 office.

Recent RSL Park Visit



Homework Club

If your child needs extra help and support or they are falling behind in their work, Homework Club can help.

Homework Club gives students extra time and support to complete their classwork and homework. Forms are available at the general office if you would like your son/daughter to be involved. Homework Club runs between 3-4pm on Monday and Thursday in the Resource Centre and it is a great opportunity to complete homework and to seek help from teachers. Light refreshments are provided each afternoon. Students must have a completed form to attend.

If you have any further questions please contact either Jackie Melling or Jodie van Gameren.

Whole School Choir

The whole school choir has been on for the past 7 weeks.

We have been rehearsing the song 'Stay' by: Rhianna and we are slowly increasing our repertoire. We have just been given the music for a beautiful Latin piece called 'Pachelbel's Canon' and begin practice for this song on Friday.



We are very close to choosing our choir name and we will reveal this in the next newsletter!

If you would like to know more about choir, please come to the music room Friday lunchtimes or speak to Ms Doyle or Ms Whelan.



Grease production participation. Thank you to all staff, students and families who attended!



Debating Success

Our Year 10 and Year 9 Debating Teams both won their debates at the last interschool competition. The Year 10 team defeated Frankston High School by two points and the Year 9 team also defeated Padua by 2 points. Thomas B, Kyle S. and Sabrina A. were named best speakers on the night.



Kyle S, Sabrina A. and Tyson T. at Toorak College Mount Eliza.

Junior School News

Year 8 ASPIRE Evening

On Tuesday 23rd we celebrated student success and achievement with the annual ASPIRE evening for our Year 8 Students.



Students and their families attended the evening with many receiving awards for demonstrating our ASPIRE values as well as a number of other certificates such as Maths Pathways, Reading Plus, Physical Education, MESEM and

Entertainment Books

Available now from the front office

\$70



Humanities

Medieval Day Year 8

On Friday the 19th May, Year 8 students were transported back in time to the Middle-Ages. In the course of their visit they had the chance to turn their hands to medieval activities as well as discovering much about life in the past.

There was a presentation that showed the students all about the changes and developments in Arms and Armour. Some lucky students even got to dress up in armour from the time, and hold shields and swords. The students had an explanation on how and why shield shape changed as well as the improvements in sword manufacturing and armour making.



A number of students were also flogged, all in the course of a demonstration of crime and punishment. The many crimes that people could be convicted were outlined as well as the many punishments that they could be subjected. A number of students were surprised with what the crimes were, especially when they found out what they could have been punished with.



There were also smaller activities that students could select such as Medieval Quest, "Stained Glass" window making and

Heraldry. In the Medieval Quest, the students got to attempt a number of different mini activities, including juggling, catapult making, dressing in costume, playing Nine Man Morris and a word game. In the "stained glass" activity the students got to attempt their own window of an event that they deemed to be important. The Heraldry activity had the students designing a coat of arms for themselves, which reflected their interests and heritage.



The day was rounded off with a viewing of the Film "A Knight's Tale" where the arms and armour were demonstrated along with a few more medieval punishments, and the challenges of life in the time period.

Student Comments:

My favourite session was the arms and armour. I liked how he showed us all the different kinds of armour and how it changed through out time. I think it was pretty funny when he told people to put on the armour. – Justin



The best part of medieval day was the arms and armour. I liked how you got to see the armour and different weapons. – Tyler

Medieval day was pretty interesting how they brought the equipment they used from the past. It was also interesting how they used armours and how painful the punishments were. – Grace

I liked the arms and armour the most because it was cool how he brought it in and showed us all the different armour

and weapons. I also liked how he showed how armour evolved as time passed on. – Dylan

Medieval Day was fun because we got to learn about a range of different things. My favourite part of the day was making stained glass windows because it was a quiet, relaxing activity and it taught us different skills. We learnt how to shine light through holes using different shapes. – Millie 8H

Medieval day was very good, and my favourite session was arms and armour. My favourite piece was the two handed sword I also liked the two models. - AJ

Medieval day was very good my favourite session was arms and armour my favourite piece was the two handed sword. I also liked when the boys had to go up and model the armour. – Luke 8H



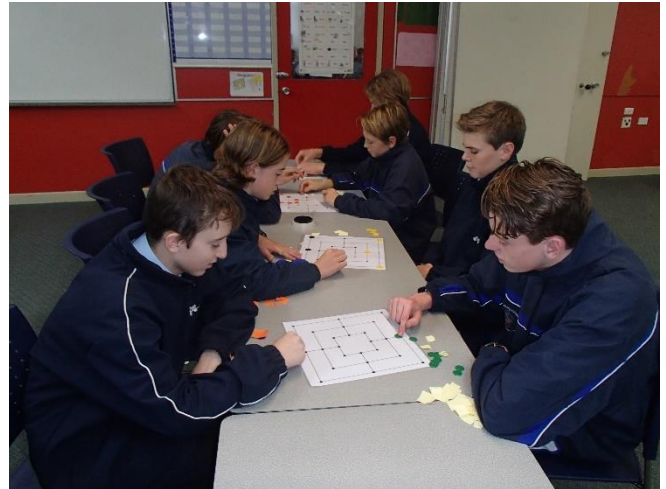
Medieval day was good, I liked the arms and armour, it was interesting to see how armour and weapons were used and made. It was funny seeing kids come up and wear the armour. – Jace

The part I really liked about medieval day was the Shield Maiden when she told us about all the punishments and I also liked arms and armour. My favourite part was the 2 handed sword – Riley



I liked how we we're actually involved a lot. It was also well thought out with the situations. – Connor

Medieval day was quite good and interesting but I was a bit disappointed with the stain glass window one because I thought it was actually going to be glass. Apart from that it was interesting and fun especially when they included the students and it was interesting to see all the things they brought in. - Shae 8H



Medieval day was good. I really liked the movie, it was interesting. The stained glass was a bit boring because we used paper instead off glass. – Abbie 8H

Medieval Day Student Report

On Friday the 19th the Year 8 students participated in Medieval Day. These included looking at weapons they used and the law system they had. The day started off with two sessions on weapons and crime punishment by Medieval Education. Then we did activities like a Medieval Quest, Stain Glass Window making or Heraldry. The activities were really interactive and engaging, we learned so much more about the medieval times through them. The day was then finished off with watching 'A Knight's Tale', or a Medieval Japan workshop for the SEAL class.

The day was really fantastic and exciting!

By Anna and Adriel 8A



The School Dentist

Brought to you by Future Care Mobile Dental Services



We provide comprehensive dental services

We will provide the following services to students upon receiving written consent from their parents:

- Dental health education
- Comprehensive oral examinations
- Clean, scale and fluoride application

If additional work is required, this can be undertaken on our return visit with further parental consent.

What is the Child Dental Benefits Schedule?

This Scheme is administered by the Department of Human Services under Medicare and provides access to benefits for basic dental services to children aged 2-17 years.

The total benefit entitlement is capped at \$1000 per child over a two year calendar period. The Scheme is means-tested for which the child's household must be in receipt of Family Tax Benefit A or a relevant Australian Government payment.

To learn more about the CDBS, head to the Medicare website at: www.humanservices.gov.au/health-professionals/services/child-dental-benefits-schedule/

Call our team on 1300 766 000
for more information

www.fcmdental.com.au | victoria@fcmdental.com.au



The School Dentist

Brought to you by Future Care Mobile Dental Services



Do your parents struggle to find the time to take their child to the dentist?

We can help!

We bring our dentists to your school.

The School Dentist is a unique initiative that provides high quality, on-site, general dental care services to children aged 2-17.

Under the Child Dental Benefits Schedule (CDBS), funded by the Australian Federal Government, our services are at no cost to eligible students. We can provide dental services to eligible children who are covered under the Medicare scheme.

However if some of your students are not covered under the scheme, our dental team can provide an oral examination, clean, scale and fluoride at a reduced price of \$99.00, the Medicare value of which is approximately \$185.00.

The School Dentist comprises a team of accredited and experienced dentists with a keen desire to provide essential dental care to your students.

Call our team on 1300 766 000
for more information

www.fcmdental.com.au | victoria@fcmdental.com.au



Free Meningococcal Vaccine for young people in Years 10, 11 & 12

Information for young people and parents/guardians

To combat a recent rise in cases of Meningococcal W disease, the Victorian Government has introduced a free, time-limited vaccine program for young people in Years 10, 11 and 12 in Victoria from 18 April 2017 until 31 December 2017.

Young people receiving the vaccine will be protected against the 'W' strain of the disease, as well as three other strains ('A', 'C' and 'Y').

Who is eligible for the free Meningococcal vaccine?

The vaccine is free to young people in Years 10, 11 and 12 of secondary school, as well as those young people not in secondary school but of an equivalent age (aged 15-19 years between 18 April 2017 and 31 December 2017).

Why get the free Meningococcal vaccine?

Although uncommon, meningococcal disease can become life-threatening very quickly.

Since 2014 the meningococcal W strain has increased across Australia, and it is now the predominant strain in Victoria.

If you are vaccinated, you protect yourself and others around you by reducing the spread of the disease.

The vaccine is safe and effective and free to eligible young people for a limited time.

Where can young people get the free vaccine?

Most young people will receive the vaccine at secondary school.

Step 1: The school gives parent/guardian consent cards to all students in Years 10, 11 and 12.

Step 2: Students give the card to parents/guardians, who must complete the card and make sure it is returned to the school. (Even if the parent/guardian does not consent, the complete card must be returned.)

Step 3: Nurse immunisers from local councils give the vaccine to students who have provided written consent at schools on a day(s) agreed to by the secondary school. Students are given a record of the vaccine.

What if the young person is not at school?

Eligible young people not in secondary school (either away on the day the vaccine was given or do not attend secondary school) can attend either a local council community immunisation session, or a General Practitioner (GP) to receive the free Meningococcal ACWY vaccine. A consultation fee may be charged by the GP. Contact your local council to find out when and where immunisation sessions are held.

What is meningococcal disease?

Meningococcal bacteria live in the back of the nose and throat of about 10 per cent of people without causing illness.

Meningococcal disease is caused when a particular strain gets through the lining of the throat and enters a person's bloodstream.

Symptoms include fever, headache, vomiting, stiff neck or sore muscles, sometimes followed by a red or purple rash.

The bacteria can only survive outside the body for a few seconds and can only be passed from person to person by close and prolonged household or intimate contact, for example deep kissing.

The disease can progress very quickly and can lead to death or permanent disability. Up to 10 per cent of infected people die, even if they are treated with the right antibiotics.

Young people are at increased risk of meningococcal disease and more likely to spread the disease to others.

Read about causes, symptoms, diagnosis and treatment on [the Meningococcal disease fact sheet](#) on the Better Health Channel.

What strains of meningococcal disease can you be immunised against?

Meningococcal vaccines are available to protect against five strains of meningococcal disease known by the letters A, B, C, W and Y.

The free vaccine for young people in Years 10, 11 and 12 protects against A, C, W and Y strains.

Children aged 12 months old are vaccinated for free against the C strain as part of the National Immunisation Program schedule.

A vaccine against the B strain is available by prescription from a GP but is not usually free.

Anyone wishing to be immunised against any or all of the strains can discuss this with their GP. GPs can provide vaccine prescriptions and patients can purchase the prescribed vaccine/s.

What if my child has previously had the Meningococcal C vaccine?

The free Meningococcal ACWY vaccine will safely boost the young persons' protection against the C strain they had as a baby and will also protect against the A, W and Y strains.

Why is the vaccine free for young people in Years 10, 11 and 12?

Young people in this age group are at increased risk of meningococcal disease and more likely to spread the disease to others. Immunisation experts have advised that immunising this age group can prevent spread to other age groups.

Do young people need parent/guardian permission to get the vaccine?

- Fifteen, 16 and 17 year olds need consent from a parent or guardian to receive the vaccine.
- Eighteen and 19 year olds can provide their own consent.

Young people aged under 18 who are eligible for the free vaccine but who have an issue getting parental consent can talk to their GP about their options.

Why has the Victorian Government introduced this program?

The most common strain (either A, B, C, W, Y) of meningococcal disease circulating in the community changes over time.

Since 2014, there has been an increase in the number of cases of type W meningococcal disease – a very infectious strain similar to those that have been circulating in the United Kingdom and Chile since 2009.

In September 2016, an expert immunisation group advised that a nationally coordinated immunisation program against meningococcal W disease in young people was needed to prevent a further increase in disease.

In line with a decision by several other states to fund their own programs, the Minister for Health announced a Victorian Government response on 8 February 2017, in the form of a one-year free school-based meningococcal W vaccination program for young people in Years 10, 11 and 12 of secondary school.

Is the vaccine safe and effective?

Yes, studies have shown that the effectiveness of the Meningococcal ACWY vaccine is between 80 to 85 per cent in young people. It does not contain any live bacteria and cannot cause meningococcal disease. Most side effects to the vaccine are minor and quickly disappear. Read about side effects and their treatment on the [Meningococcal disease – immunisation fact sheet](#) on the Better Health Channel.

Where can I get more information?

Parents/guardians and young people can access more information by searching 'meningococcal' at www.betterhealth.vic.gov.au

If you have a health concern speak with your doctor or call NURSE-ON-CALL on 1300 60 60 24.

36 ACU - FRANKSTON

Information Night

The Australian Army Cadets is a youth leadership organisation Army Cadets is simply another way of having fun and making new mates in a military setting!

As an Army Cadet you will pick up many valuable skills which you will be able to take with you through the rest of your lives! To name a few:

- * Leadership
- * Confidence
- * Mateship
- * Discipline
- * Initiative

You will also be taught different skills which are relevant to the Army itself such as:

- * Drill
- * Navigation
- * First Aid
- * Signals
- * Fieldcraft / Engineering
- * Marksmanship
- * Safe weapon handling

Sounds great doesn't it!
So why not come on down to our information night
and see 36ACU cadets showing these skills.

Eligibility for Enrolment

- a) *Be between the age of 13 and up to 17 years old,*
- b) *Be and Australian resident,*
- c) *Be physically and psychologically able to participate in cadets activities*
- d) *Not be a member of the Australian Navy Cadets or the Australian Air Force Cadets, or the Australian Defence Force*
- e) *Be available to attend 80% or more of the activities conducted by the Army Cadet Unit that they wish to join .*
- f) *Agree to abide by the AAC Code of Conduct*
- g) *Complete the application form and all documentation required by the AAC and,*
- h) *Have their application accepted by the Army Cadet Unit Officer Commanding.*

When

Thursday 22nd JUN 2017	1900 Hrs (7pm)
Thursday 20th JUL 2017	1900 Hrs (7pm)

Where

ADF Cadet Depot
Robinsons Road , Frankston (behind Mt Erin Secondary College)
(Mel. Ref. 102 J10) (03) 5971 3491 36acu@cadetnet.gov.au