

MOUNT ERIN COLLEGE



NEWSLETTER
3 – 27TH APR 2018

Robinsons Road,
Frankston South VIC 3199

P: (03) 5971 6000

E: mount.erin.sc@edumail.vic.gov.au

Student Attendance Hotline: (03) 5971 6098

PRINCIPAL'S REPORT

Welcome back to Term Two! I hope you've had a wonderful holiday break and been able to make the most of the fantastic autumn weather.

I would like to take the opportunity to welcome to Mount Erin College **new members of staff**. Darren Jackson has joined us and will be working as a member of the Science Domain. Tim Garde will be working in Humanities and VCAL and Anne Craig is our new Aide working with our Deaf and Hard of Hearing students. We were sad to say goodbye to Geoff Rowling who was head of the Deaf Education Centre, however welcome Lynnette Rosenberg to that role. Lynnette has worked extensively in Deaf Education and brings her rich and varied experience to the role at the College. We have a number of staff on Long Service Leave this term: Mrs Worrall is away for the first four weeks, Mrs Myers is off until the end of November and Mr Kerr is away for this term. Mrs Nimmo is on Long Service leave until July and will then be retiring from teaching. We wish her well and congratulate her on her many years in the profession. We welcome Mr Hardie back to the College. He will be taking over Mr Kerr's role as Daily Organiser. Ms Linz has also returned from leave and we welcome her return.



Wednesday 25th of April was **ANZAC Day**, the 100 years commemoration of Australia's involvement in World War One. A great deal of work and planning has been done to ensure this year's services

reflected the significance of the centenary. It is an important time for the young people in our school to commemorate this important day and to reflect on the enormous sacrifice and impact on the men and women of Australia who were involved not only as the first ANZACs, but in all the wars, conflicts and peace keeping missions undertaken since. As always, students from the College have attended the ceremony at the Cenotaph in Frankston at the invitation of the Frankston RSL. They were also involved in the service that is conducted at the Village Baxter. It is very pleasing to see our students engaged in these important community

ceremonies. They represent the very best of our College and we are rightly very proud of them.

In week one, our VCAL students have put together the **VCAL Expo**, presenting the projects they have been working on over term one. Parents and family members were invited to look at the diverse range of projects undertaken by the groups. They have learned a great deal about planning and organisation involved in bringing some of their projects to life. Congratulations to all the students on the quality work and investigation they have been undertaking. Last week also saw the presentation of the **Year 9 Passion Projects**. Many parents attended and were able to speak to students about their ideas, what had inspired them, and what understandings they had gained. For many students the Passion Project draws on very different skills. They are required to show initiative, work independently, manage their time and resources and collaborate with others. There is significant personal learning undertaken through this work. Well done to the students. It was a terrific celebration of their efforts and their learning.

Term Two will see students at Year 7 and 9 involved in preparation for **NAPLAN** testing which is undertaken in May this year. While this is a snapshot of student performance, it is an important opportunity to look at their performance in relation to all students across Australia. It highlights for teaching staff the areas of Literacy and Numeracy that our students are doing well in, while also pointing to areas where we can improve. NAPLAN results are one source of student learning data used by teachers to measure performance and pinpoint areas for improvement. They are not however used in isolation. Teachers work closely with students in their classes, giving continuous feedback through Compass on the tasks they undertake. Our commitment to student wellbeing and engagement, means that teachers are also focused on other critical areas of student learning and development. These are to do with social skills; perseverance and resilience; developing a growth mindset and an understanding of where they are at, and what they need to do to improve. These are vital elements of a student's education and constitute the College's commitment to providing a challenging and stimulating academic program while developing the whole person.

This week is also the beginning of the **Attitudes To School Survey (ATSS)** which will be taken by students across all year levels over the next 4 weeks. This online survey has been developed by the Department of Education and Training and gives great insight into how students perceive their experience of learning. The survey is undertaken by all students from Grade 4 to Year 12 across the State and gives a really good indication about how young people feel about their learning, their relationships with teachers and peers and their general wellbeing. It helps identify strengths across the system and helps target specific areas for improvement. As a school, we value the student survey highly and use it to refine the work we are doing. It can highlight things that are going well and can also point to areas of student education that need more support. As a school we take on board the feedback from our students. It helps to guide and refocus our work.

In June this year, a number of students will be heading off to Indonesia on a **Language and Cultural tour**. Part of the itinerary is a visit to our sister school in Pemeturan, Bali. Our sister school is located in a remote area in the far North West. It is small and like many schools in remote villages, it lacks what we would consider to be basic resources. The school does not have the wonderful facilities that we do here. As part of our support for our sister school, I would like to be able to take gifts that will support the education of the young people we will be meeting. Things that will make a difference like exercise books, pencils and pens, highlighter pens and erasers, rulers, stickers and the like. We will be setting up an area for donations in the foyer at the general office. If you can assist by donating any of these items, it will be greatly appreciated. We will be delivering all donations when we travel at the end of June. I appreciate your support and know it will make a difference to the education of many young Indonesian children in Permuteran.

I look forward to a great term ahead.

Karen Lee
Principal

YEAR 10

MENINGOCOCCAL VACCINATIONS

Nurses from Frankston City Council will be at the College on May 23rd to administer the Meningococcal W vaccine to all Year 10 students. Consent cards have been sent home with Year 10 students. Please sign and return to the College as soon as possible. Even if you choose to have your child vaccinated elsewhere, the card still needs to be returned to the College and will be collected by the nurses. Please contact Brooke Majera in the First Aid office on 5971 6093 if you should have any further questions.

ADMINISTRATION NEWS

CSEF Applications Close

29th June 2018 – Don't miss out!!

If you have a current Health Care Card or Pension Card, you may be eligible for the Camps/Sport/Excursions Fund (CSEF) payment. Please collect an application form from the College, complete and return to us along with a copy of your card. Payment is \$225 per student for all students in all year levels. This funding will be used towards excursions, camps and sporting activities run through the College.

Family Holiday Notification – prior to leaving

Just a reminder that if you are planning a family holiday where your student will be absent more than 5 school days, please notify the college prior to departure. An Absence Learning Plan will need to be completed and approved by the Principal. Otherwise this absence will be marked as 'unauthorised'.

Parents collecting students during class time

If you know that your child needs to leave the College early, please send a signed note with your child that morning outlining the time they are leaving and the reason. This note should be given to our Attendance Officer (Brooke Majera) before school, at recess or lunchtime. Brooke will contact the parent to confirm the intended leave time. The student is then able to leave the college at the designated time.

If you need to collect your child without prior notice, then you will need to come to the Attendance Office and sign your child out. Please understand that during class time, we cannot page students over the PA system and therefore need to send a staff member to find your child and have them come to the Admin Office ready to leave. This can take some time so please be patient.

IMPORTANT COLLEGE DATES

- Apr 23th (Mon) – Attitudes To School Survey
(over 4 weeks)
- May 1st (Tues) – College Open Night
- May 15th (Tues) – NAPLAN Commencement
- May 23rd (Wed) – Year 10 Meningococcal W vaccine
- May 24th (Thurs) – Staff Professional Learning Day
– No Students

Payment of College Fees

As requested by the College Board, all 'Essential Education Items' are required to be paid by our families. The fees for 2018 should already have been paid or a payment plan started. Family Statements have recently been posted to those families with outstanding fees and it would be appreciated if payment could be made as soon as possible. These fees are critical to the operation of the school and our ability to support the educational programs for your children.

Start your payment plan now!!

If you are unable to pay your College fees in full, we are more than happy to discuss the option of a payment plan. By doing this, it means you can make regular payments (weekly, fortnightly or monthly) at a cost that is affordable to you. It is advisable that you sign up to a payment plan early in the year so that your payments can be paid over a longer period of time and therefore making them more affordable to you. By signing up later in the year, your payment plan will of course be higher than it needs to be.

We have two options available:

Centrepay: If you receive family allowance or pension payments from Centrelink every fortnight, you can elect to have an amount deducted from your payment. This payment will come to us automatically every fortnight. There are no fees involved for you.

Debit/Credit Card: We will deduct the agreed amount through our EFTPOS facilities here at the College. All you need to do is provide your Credit Card number, Expiry Date and complete the Authority Form and we will do the rest.

If you would like to commence a payment plan, please feel free to call the College and speak with Erin Gray in our Administration Office, who can discuss the various options with you. PH: 5971 6000.

DEAF EDUCATION CENTRE (DEC)

Welcome back to Term Two, we have hit the ground running. So much has already happened in week one.

It's great to meet you, Anne Craig. Welcome to the DEC team. Anne will be working with the students in the class room as communication support with both English and Auslan. Anne's background is in education and will complement our team greatly. We look forward to learning more about Anne in the next Newsletter.

The Year 9 Passion Project Expo Night was a huge success. Well done to our students: Kenny (League of

Legends), Connor (Computer/Gaming), Jasmine (Animal Hospitals), Charlotte (Dance Academy) and Brooke (Equine/Equestrian). It was fabulous to see the finished products that you have been working on for all of Term One. It must be a relief to have completed them and finished your presentation. Congratulations!

Here is Charlotte with her Year 9 Passion Project.



We have had our first visit from Ru (audiologist) at Australian Hearing this term. It is great to have a personalised service and support for our students. Our next visit is Tuesday May 29th. Ru is aiming to complete some student assessments that will provide important information that we can pass on to class teachers.

Staff and students may have noticed a more visible signing presence at assemblies and in classes. We are now providing Auslan access and interpreting on a regular basis for some of our students. We hope everyone enjoys the opportunity to participate in the school that offers full inclusion for both the Hard of Hearing and the signing Deaf community (D/HH). We thank all staff for their adaptability and flexibility in supporting us to provide the best possible access for our students.

Important Dates:

May 24th Thursday – Staff Professional Learning Day
No Students
May 29th Tuesday – Australian Hearing Visit

DEC Staff – Lynnette, Sarah, Kathryn, Anne

ATTITUDES TO SCHOOLS SURVEY LETTER



WE WANT OUR STUDENTS TO TELL US WHAT THEY THINK!

We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what your child thinks of our school. The Attitudes to School Survey is an annual student survey offered by the Department of Education and Training to assist schools in gaining an understanding of students' perceptions and experience of school. Our school will use the survey results to plan programs and activities to improve your child's schooling experience.

Students from Mount Erin College from Year 7 to 12 will participate in the survey. Your child will complete the survey online during school hours using a purpose built secure online survey tool. It is important to note that we are not in any way "testing" your child.

Your child will be provided with a unique login to complete the survey. The student login is an assigned identifier that may be used to link data for statistical and research purposes only. All responses to the survey are kept anonymous in the response file. Personal identification data will not be recorded in the survey response file. This ensures that the confidentiality of your child's responses is protected at all times.

This year the Attitudes to School survey will be conducted at our school over the period: **Monday 23 April to Friday 1 June**. The survey only takes 20 minutes to complete and occurs during your child's class time.

The survey results will be reported back to the school before the end of term 2. All survey data that is made available in reports are for groups of students only so that no individual student can be identified.

Our school values this feedback from our students. It helps us to get a picture of how students view their learning experiences, their academic program, their relationships with staff and peers, and their connectedness to the College. The survey results allow us to identify areas of success and areas for improvement. We are able to target areas for review, decide on how funds and resources might be allocated to improve the learning environment, and review areas of our wellbeing approach to better support the young people in our school. The Attitudes To School Survey (ATSS) is a vital aspect of student voice and assists us as we continually strive to improve.

Karen Lee
Principal

STAFF PROFILE

FELICITY SMITH

ARTS ACADEMY DIRECTOR AND TEACHER OF
ENGLISH AND DRAMA (YEAR 7 – 12)

Describe your current role at Mount Erin College.

My current role is to support and develop the Arts Academy at Mount Erin. I am also a Drama and English teacher so I work with students to develop their skills in these areas. My role as Arts Academy leader is to maximise student participation and engagement by providing our students with the opportunity to participate in an individually tailored elite arts and leadership development program.



What is your background in education? After finishing secondary school, I completed a Bachelor of Arts with a major in Performing Arts and English Literature. Immediately after graduating from my undergraduate degree I completed a Master of Teaching at Deakin University with the ultimate goal of sharing my love of Drama and English with others.

Teaching is the perfect profession to blend my love of performance and working with young people! I see many direct parallels between teaching and learning in the classroom and the way drama and performance works. The process of devising and rehearsing requires artistic enquiry where the actor and director encounter various trials and tribulations together but overcome them by working collaboratively. This process is similar to the classroom, where teachers assist their students and explore the possibilities together.

Which things do you enjoy most about working at Mount Erin College? The amazing group of people I get to work with every day – staff and students alike.

What has been your highlight so far this year? There has already been many highpoints for me this year. I have greatly enjoyed viewing all of the hard work the Year 8 Arts Academy are putting into their Wakakirri Performance and am very excited to watch it all come together this August. It is always such a pleasure to see so many students using their free time to research and work together on these projects. Additionally, a major highlight for me is always dressing up for the School Athletics Carnival. Any excuse for costumes and glitter!

Tell us about your hobbies or passion outside of school.

My friends are always joking that I seem to be at the theatre more than I am at home! I do try to see as many theatre performances as I can. I don't really watch television - I would rather experience the magic of live theatre than stay at home. In particular, I am a major fan of William Shakespeare and his works. It saddens me to know the majority of people associate Shakespeare with monotonous

and tedious school experiences, which consequently contribute to their disdain for Elizabethan texts. I too, once thought Elizabethan theatre was boring. However, my opinion shifted when I was cast as Lady Macbeth in a show and ultimately realised many of the issues examined through human behaviour in his plays are still relevant today. Last year I was lucky enough to fulfil a dream of visiting Shakespeare's Globe Theatre in London. The entire experience was incredible.

This profile wouldn't be complete if I didn't mention my eternal LOVE for coffee! My students often laugh at the fact they have never seen me enter the school grounds without holding my morning coffee. At the moment, in between balancing Year 12 English marking, overseeing the Arts Academy and organising Wakakirri – I am also planning my upcoming wedding so I need all the coffee I can get!

Do you have a message you would like to share with the school community? If you see someone without a smile, give them yours.



This year, Mount Erin Year 8 Arts Academy students will be participating in the 2018 Wakakirri competition. Established in 1992, Wakakirri is Australia's largest Performing Arts Event for schools, involving over 20,000 students across every State and Territory. Over 1 million people watch Wakakirri performances live, online or via Wakakirri TV each year.

Students will create a 'Story Dance-Drama' for Wakakirri that reflect the thoughts, themes and issues relevant to the broader community and are invited to incorporate the annual signature item into the story for an extra challenge. Our Year 8 Arts Academy students will perform at a professional theatre in front of the official 'Wakakirri Panel' who are searching for 'Story of the Year'.

The 2018 Wakakirri National Panel includes:

- Alex Papps - *Logie Awards winner, Actor, television host, writer and singer (Home and Away, The Henderson Kids, Neighbours.)*
- Joshua Horner - *Singer, dancer, actor, choreographer (Dancing with the Stars. Billy Elliot, A Chorus Line)*
- Michala Banas - *Actress (Nowhere Boys, Neighbours, Winners and Losers).*

NEWSLETTER

Term 2 - # 4 Scheduled for Week 5.



Senior Pathways Expo

Our annual Senior School Pathways and Careers Expo will be held on

Wednesday 23rd May, from 5.30 to 7.00pm

Please put this date in your diary.

This is an opportunity for students and parents to understand the breadth of the curriculum and programs on offer at Mount Erin.

The evening will include

- A senior school expo display for all core and elective subjects in Year 10, all VCE subjects, VCAL and VET courses. Subject teachers will be available to answer questions and provide information.
- An Information Session for Parents and Students about the Course Counselling process and requirements - Year 9s into Year 10, Year 10s into Year 11
- A Careers expo with representatives from major TAFE institutes and Universities for years 9-12. Students will be able to ask questions and collect information about tertiary courses and entry requirements.

More details will be provided in the next newsletter.

Mount Erin College **OPEN NIGHT**

Tuesday 1st May 2018

5pm - 7pm

**Tours will be held at
5.00pm or 5.45pm**

Bookings can be made via the
website or office

5971 6000



Learning is our priority



Robinsons Road, Frankston South VIC 3199

T: 5971 6000 | F: 5971 1421 | E mount.erin.sc@edumail.vic.gov.au
www.mounterin.vic.edu.au

YEAR 9 DEBATING



A huge congratulations to Spencer M, Adriel D-F, and Eliza F on their success thus far in the 2018 DAV schools competition. At this stage they remain undefeated, competing against Peninsula Grammar and Woodleigh. We hope to continue our winning streak as we move into Term 2.



SAXOPHONE, CLARINET & FLUTE LESSONS

I would like to introduce myself, I am Laura Main and I teach Saxophone, Clarinet and Flute. I am new to Mount Erin College and would love to teach any students who may be interested in learning any of these instruments. I studied Music Performance and Teaching at the Conservatorium of Music at the University of Melbourne, and have been teaching for 10 years. Playing the Saxophone, Clarinet or Flute is a really rewarding and fun activity, and there are places available!

If you would like to come over to the music building and trial any of these instruments to see if they would suit you, come and see Ms Whelan to book a time. I hope to see many of you soon.

Laura Main



YEAR 11 DEBUTANTE BALL

On Wednesday the 16th of March, seventeen couples from the Year 11 cohort showcased their hard work in a spectacular display of delightful dresses and suave suits for their family and friends in Mount Erin College's Debutante Ball.



The final presentation was the accumulation of eight rigorous weeks of dance lessons and preparation, where, to make the night what it was, commitment, punctuality and enthusiasm were crucial – however, to say such a struggle was 'worth it' would be an understatement.

After the dance, the students' effort was rewarded with their choice of a scrumptious dinner of hearty roast lamb or juicy chicken breast, as well as a slow dance with a family member of their choice.

The ultimate reward, however, was the night itself - a truly memorable experience that will likely be a highlight for many students.



Special thanks go to Paul Edbrooke, MP and Principal Mrs Lee for being honoured guests of the evening, and to *Good Look Dance* for organising the event.

Sena F. and Kobe M. Year 11

TEN GREAT REASONS TO BE INVOLVED IN THE INSTRUMENTAL MUSIC PROGRAM

Middle School and High School students who participated in instrumental music scores significantly higher than their non-band peers in standardised tests. University studies conducted in Georgia and Texas found significant correlations between the number of years of instrumental music instruction and academic achievement in maths, science and language arts.

Source: *University of Sarasota Study, Jeffrey Lynn Kluball: East Texas State University Study, Daryl Erick Trent*

Music majors are the most likely group of college graduates to be admitted to medical school. Physician and Biologist, Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66% of music majors who applied to medical school were admitted – the highest percentage of any group. For comparison, (44%) of biochemistry majors were admitted. Also, a study of 7,500 university students revealed that music majors scored the highest in reading scores among all majors including English, biology, chemistry and maths.

Sources: *"The Comparative Academics Abilities of Students in Education and in Other Areas of a Multi-focus University," Peter H Wood, ERIC document No. ED327480*

"The Case for Music in the Schools," Phi Delta Kappan, February, 1994

Data from the National Educational Longitudinal Study of 1998 showed that music participants received more academic honours and awards than non-music students, and that the percentage of music participants receiving As, As/Bs and Bs was higher than the percentage of non-participants receiving those grades.

Source: *National Educational Longitudinal Study of 1998 First Follow-Up (1990), U.S Department of Education*

High school music students score higher on SATs in both verbal and math than their peers. In 2001, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion of the test and 41 points higher on the math portion than students with no coursework/experience in the arts.

Source: *Profile of SAT and Achievement Test Takers, The College Board, compiled by Music Educators National Conference, 2001.*

College-age musicians are emotionally healthier than their non-musician counterparts. A study conducted at the University of Texas looked at 362 students who were in their first semester of college. They were given three tests, measuring performance anxiety, emotional concerns and alcohol related problems. In addition to having fewer battles with the bottle, researchers also noted that the college-aged music students seemed to have surer footing when facing tests.

Source: *Houston Chronicle, January 11, 1998*

A ten-year study, tracking more than 25,000 students, shows that music-making improves test scores. Regardless of socioeconomic background, music-making students get higher marks in standardised tests than those who had no music involvement. The test scores studied were not only standardised tests, such as the SAT, but also in reading proficiency exams.

Source: *Dr. James Catterall, UCLA, 1997*

The world's top academic countries place a high value on music education. Hungary, Netherlands and Japan stand atop worldwide science achievement and have strong commitment to music education. All three countries have required music training at the elementary and middle school levels, both instrumental and vocal, for several decades. The centrality of music education to learning in the top-ranked countries seems to contradict the United States' focus on math, science, vocabulary, and technology.

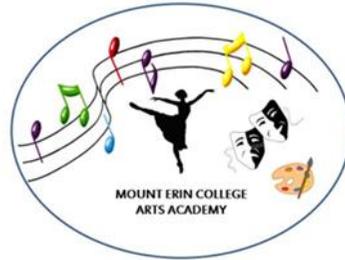
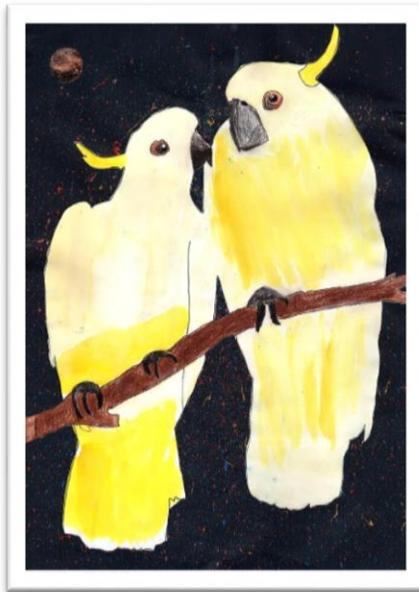
Source: *1998 International Association for the Evaluation of Educational Achievement (IAEEA) Test*

Music training helps under-achievers. In Rhode Island, researchers studied eight public school first grade classes. Half of the classes became "test arts" groups, receiving ongoing music and visual arts training. In kindergarten, this group had lagged behind in scholastic performance. After seven months, the students were given a standardised test. The "test arts" group had caught up to their fellow students in reading and surpassed their classmates in math by 22 percent. In the second year of the project, the arts students widened this margin even further. Students were also evaluated on attitude and behaviour. Classroom teachers noted improvement in these areas also.

Source: *U.S. Senator Jeff Bingaman (NM)*

"Music education can be a positive force on all aspects of a child's life, particularly on their academic success. The study of music by children has been linked to higher scores on the SAT and other learning aptitude tests, and has proven to be an invaluable tool in classrooms across the country. Given the impact music can have on our children's education, we should support every effort to bring music into their classrooms."

Source: *"The Changin Workplace is Changing Our View of Education," Business Week, October 1996.*



YEAR 8 ARTS ACADEMY BIRDS AS METAPHORS PROJECT

A visual metaphor is the representation of an object (in this case a bird) in such a way that it suggests or alludes to a larger idea or issue. Artists often use visual metaphors to express complex ideas. In this unit, Year 8 Arts Academy students, investigated using birds as metaphors to explore emotional aspects of their own lives.

To begin with the students looked at the work of other artists who have incorporated birds as metaphors in their artworks. Students then began planning ideas in their visual journals and experimenting with different materials and techniques. The next steps in the process were to review ideas, select their chosen idea, refine materials and techniques and begin on a final piece. Once the artwork was complete, students were asked to reflect on their process through a research project and series of question prompts.



WILDCAT PROFILE

Name: Molly J

Form: 12A

Role: Dance Captain/
Choreographer

Why did you want to be a part of 'High School Musical'?

I wanted to be a part of 'High School Musical' because I really enjoy performing and I also wanted to make the most of any opportunities given to me this year, since this will be my last school production.

Highlight so far?

Creating dances with Nina (the other dance captain) and working with a talented bunch of students.



Name: Tyson C

Form: 10A

Role: Jock

Why did you want to be a part of 'High School Musical'?

Since 'Grease' was so fun last year, why not be a part of 'High School Musical' this year and have more fun? I was right. Most people from 'Grease' showed up at the very first rehearsal and I was excited knowing that I'll be working with the same people.

Highlight so far?

Rehearsing 'Get'cha Head in the Game'.



Name: Jazelle M

Form: 10C

Role: Kelsi Nielson

Why did you want to be a part of 'High School Musical'?

I wanted to be a part of 'High School Musical' because I had heaps of fun in the production last year and couldn't pass up the opportunity to be in it this year.

Highlight so far?

The highlight for me so far are the holiday rehearsals because it was the first time we really got to see some of the scenes come to together.



EAST HIGH UPDATE



Over the holidays, the whole cast was required to attend two days of rehearsals. This couldn't have happened without the help of a number of teachers. Thank you to Mr Young, Mrs Melling, Mr Hollier, Mr Flint, Mrs Clark-Jones, Mrs Townsend, Mrs Gordon, Mrs Pudney and Miss Bray for coming along and helping on these days.



For the first day of our holiday rehearsals, we went back through the scenes of Act One, such as 'The Start of Something New', 'Get'cha Head in the Game', and the audition scenes. The second day was more full on, as we started to tackle the most difficult scene (at this point in time) 'Status Quo', which we spent the whole day on and will continue to work on. It was really fun to get up and dance, and watching everything come together piece by piece was really satisfying. We can't wait to perform the final product!

Amelia H, 9C

VCAL EXPO

Our VCAL students presented their first 'Expo' for 2018 on Thursday 19th of April and were fortunate to share the evening with our year 9 students who also were presenting their Passion Projects.



It was a fantastic evening that showcased the breadth of our students' interests and talent in those areas. Expo, for those who have not experienced it, is the accumulation of our students' project-based work they have undertaken over the course of Term One.



VCAL is a hands on learning program and the projects students elect to work on build their skills and confidence to prepare them for future workplace, apprenticeships or TAFE pathways. This term's expo saw a diverse spread of projects with students exploring a range of areas including support for those experiencing mental illness and drug and alcohol abuse; others created delicious baked treats with an international flare and crafted beautifully painted murals.



A large proportion undertook school rejuvenation projects and utilised their building and construction skills. A highlight of this term was seeing our students demonstrate strong leadership and team working skills and develop resilience when confronted with challenges. We are excited to see where the rest of the year will take us. Thank you to the large number of staff that supported our students and without whom many projects would not have been possible.

Hannah McKinlay
VCAL Coordinator



Year 7 Student Leadership Team

Year Level Leaders

Isabel C 7A
 Sophie H 7B
 Bailey M 7A
 Brayden P 7B

Class Captains – 7A

Lewis P
 Sienna L

Class Captain – 7B

Mitch G

Class Captains – 7C

Tom W-A
 Briley V
 Molly N

Class Captains – 7D

Bailey P
 Tilly N

Class Captains – 7E

Kaden H
 Charlotte B
 Steffi S

Class Captains – 7F

Phoebe H
 Cleo A
 Bonita R

Class Captains – 7G

Liam T
 Tamera-Lee F



Congratulations to all student leaders. We are looking forward to the year ahead.

YEAR 9 PASSION PROJECT EXPO

Thursday saw the celebration of the work completed by Year 9 during Term 1. Students were asked to complete a Passion Project, a project based on any topic they felt passionate about. They were asked to look for different ways of approaching their topic, getting them to experiment with their creativity.



Topics included developing a supercar team, creating the perfect AFLW team, designing theatres, zoo attractions, conspiracy theories, creating a netball tournament, computer programming, gaming, designing new bike tracks ... the list goes on.



A massive congratulations to students and a huge thank you to the many parents, friends and family members who visit throughout the evening to support students.



SWL - we need to talk!

Structured Workplace Learning (SWL) is a work placement with an employer that will provide you with practical 'on the job' experiences and learning relevant to the VET training that you are undertaking.

SWL will provide you with a valuable opportunity to:

- Develop and enhance your employability skills / opportunities
- Understand employer expectations
- Increase your self-understanding, maturity, independence and self-confidence
- Enhance and apply your specific industry skills
- Gain knowledge from experts in industry

But hey, you already know that!

Those of you that are doing a VET, and don't have a Workplace placement, please come and see me – YOU need to get this organised.

In fact, those of you that do have a placement, still come and see me, I want to hear all about it.

Some of you are already rockin' your placement...



Pop it in your Diary

Chris Wood has put together a great list of 'Careers Expo' happenings. Just to add one more thing to that - Chisholm (Frankston) is holding a VET Course information session:

21st June
Trade Training Centre
4pm – 6pm
Students / Parents

Go along to obtain lots of information on the courses available and learn which course will best suit you to achieve your working goals.

Parents and Students all WELCOME.



What more do you want to know!

Because you're so inquisitive I know you want to know more, there's a website just for you:

<http://www.mounterincareers.com/>

Have a look and let us know if there is anything else you would like to be included on this website.



Work Experience – Yr 10

The year 10's are energetically looking for Work Experience placements, with a few already organised and ready to go – look out world!

It great to see the enthusiasm of getting out there to sample real life work experiences.

Looking forward to hearing how the Work Experience placements go – keep an eye out for updates 'round about September.

"the future depends on what you do today" – Mahatma Gandhi

Caro - Pathways/Careers Office - RC



GIRL GUIDES

Friendship, fun, challenge and achievement!

Langwarrin Girl Guides welcomes girls aged 5-15

Meetings are at the Langwarrin Guide Hall, 209 Warrandyte Rd, Langwarrin

Our units are open to new members at any time. You are welcome to visit a unit to see how you like it. Adults also welcome as members & volunteers in a number of roles.

Gumnuts (5-8 yrs)

Meet Mondays, 5:00 - 6:30 pm

Junior Guides (7-11 yrs)

Meet Wednesdays, 4:30 – 6:00 pm

Senior Guides (10-14 yrs)

Meet Thursdays, 6:45 – 8:30 pm

Contact: District Manager, Deb Abbs 9787 5709

Email: frankston@guidesvic.org.au

Girl Guides Website: www.guidesvic.org.au

Helping girls and young women grow into confident, self-respecting, responsible community members



STUDENT EXCHANGE SCHOLARSHIPS!

A WEP high school student exchange provides a unique opportunity to spread your wings, leave your comfort zone and become a confident and capable citizen of the world!

Get creative and you could win \$2000 off your year-long 2019 WEP student exchange program with WEP's *There's A Whole World Out There* Scholarship.

Don't miss out, submit your video entry by April 29!



WEP.ORG.AU
FOR MORE INFO



Homework & Study

All students at Mount Erin are expected to complete studies both at school during classes and at home in their private study time. The purpose of homework is to reinforce information and skills they learn at school. Study outside of class time promotes individual improvement and enables further achievement of personal goals.

Can you relate to this?

Parent: Have you got any homework to do?

Usual Student response: No, I don't have any. We don't get it, alright?!

Mount Erin Student response: Yes, I have a lot of tasks I can do. Would you like to see it or help me with it?

What can we do as a team to achieve success?

Students are responsible for knowing and checking that they have homework and recording this in their school diary. Also, for completing the set tasks to the best of their ability and using teacher feedback to improve. They are encouraged to ask for help from you or us.	Teachers are responsible for ensuring they provide useful homework tasks or suggested areas of study, give out and collect homework on time and then record each student's results and give feedback to students to help them improve.	Parents can be responsible for supporting their student to complete their homework and can join in their student's learning with the variety of tasks that are provided. Parents/guardian/s also have a huge impact on the time of day and conditions their student studies in.
---	---	--

Study Habits – How Much Study Should You Do?

The following provides a guide as to the amount of homework you can be expected to complete each night.

Year 7	Up to 1 hour
Year 8	1 – 1.5 hours
Year 9	1 – 2 hours
Year 10	2 hours
Year 11	2 – 2.5 hours
Year 12	3 hours

At Mount Erin College *Learning is our priority* and your continued support of your student/s is greatly appreciated.

YEAR 7 BASEBALL

Well done to the Year 7 Boys Baseball team who have made it through to the regional finals next week. The team played an outstanding 4 games, defeating Frankston High, EMC and Patterson River. It was fabulous to see Mount Erin taking home the flag, a fantastic effort by all.



MEC ATHLETICS CARNIVAL 2018



Tuesday March 20th 2018

Congratulations!

A great day of athletics.

We also saw some beautiful face painting, fashions on the field and always great work by our First Aid team.

The house points are as follow:

Erica 880

Sage 717

Melaleuca 710

Casuarina 708

