Students & teachers are now well into Semester 2 classes and learning activities. The first Progress Report for Semester 2 is now available. This will give students and parents an opportunity to discuss learning progress and to identify areas students can focus on to continue improving. Students will also have an opportunity to discuss their reports with their Learning Group teacher.

I’d like to welcome Mrs Rose Allen to the Principal Team. Rose will act in the role of Assistant Principal while Mr Rob Monk is on leave this semester, and will continue her work in the Curriculum area as well as leading the Year 8 and 9 Learning Culture Team.

Over the past 2 weeks we have had the pleasure of hosting students & teachers from our sister school in Juijiang in China. It has been valuable for us to have the opportunity to share our culture with the Chinese teachers and students. We have had a group of DSC families and teachers who have been hosting the students and teachers in their homes and including them as members of their families. I am sure you have gained great friendships from the experience and on behalf of the college I’d like to thank you for your generous hospitality.

NAPLAN results will be released to schools this week. This information will provide teachers with information to use in conjunction with our own assessments to assist each student. The Leadership Team will also look at trends in this data when planning the development of teaching strategies.

Course Selection is a very important process for students and a time when the conversations about “what next” with parents and teachers can be very helpful. We are using an online method for Course Selection this year. So far it appears to be working well and making selections easy for students. If students have any questions or concerns they should consult their Learning Group Teacher or the Pathways Team.

Thank you very much to all parents who completed and returned the Parent Survey this year. The names of children who returned their family’s survey went into a prize draw. This year Connor Douglass won the draw and is now wearing his new fitness band.

Last week was a very exciting week for the College. The DSC Variety Show was held on Friday 12th. Thanks to all students and staff who worked together and provided an entertaining performance.

You will notice this edition of DSCN features art work from our VCE students and recent editions have included our regular writers page ‘Proteus Inked’. We will continue to showcase students learning in every way possible.

Deb Gentle
Principal (on behalf of the Principal Team)

“Educating the mind without educating the heart is no education at all.” Aristotle.
This year Federation University is kicking off the ReFresh Visual Arts Prize, open to VCE Art and VCE Studio Arts students, that recognise Gippsland’s most promising young talent. The aim of the competition is to give students the opportunity to exhibit in a major gallery, develop their resume and strengthen their portfolio. Each school, in Gippsland was given the opportunity to display artworks in the competition, our entries were from Katlin Wright (VCE Art Unit 2), Keely Mahony (VCE Art Unit 2), and Tameka Hojnacki (VCE Studio Arts Unit 2). We had the pleasure of receiving news last week, that all three of our entrants were accepted for final consideration and are in the running for a $2000 first place cash prize. The award ceremony and opening of the exhibition will be held at Federation University Australia’s Open Day on Sunday 28 August 2016.

Katlin Wright
Year 11 VCE ART - Unit 2 ‘Keep it Caged’
Pen and Ink on Watercolour paper mounted on canvas

Keely Mahony
VCE Art Unit 2 -
Chained to the Urban Darkness
Mixed media: watercolour and foamboard on wood with fencing wire

Tameka Hojnacki
VCE Studio Arts Unit 2 - Self- Portrait
Etching
Aboriginal For a Day

What a fantastic opportunity and experience our Year 8 students had when a visiting group from Cultural Infusion came to Drouin Secondary College to share the Aboriginal culture, history and art. The final performance was a real treat of Aboriginal traditional dance and music. This was a wonderful day of breaking down barriers and celebrating cultural inclusion.

Comments were:

• **Why is Aboriginal Culture so important?**
  - Because they were the ones that let us onto their land and have been around for a very long time. Brodie 8H
  - Because they are the Indigenous owners of the land we live on. Wyatt 8A
  - Aboriginal culture is so important to Australians because we all live on the same land and this is our culture, whether we are Indigenous or non-Indigenous, we all work together. Kiarna 8F
  - They are part of our country and are the natives of Australia, so we should respect them. Jordie 8D
  - Because it’s history and our home. Chelsie 8A
  - It is very important because we live on this land and we need to know it represents who many of us are. Amber 8A
  - Because it is the background of our home and we walk the land every day. Seth 8A

• **Have you gained greater appreciation of the Aboriginal culture after today?**
  - I have gained appreciation of all Aboriginal dancing and body paints. I have also gained appreciation of the different symbols and paintings from the Aboriginal culture. Caitlyn 8C
  - Yes, because I never knew how important it was and the effect of things like the Stolen Generation and how much it hurt them and how racist it was. Bailey 8F
  - I definitely do appreciate the Aboriginal culture more because they shared their history with all Year 8. Brodie 8B
  - I have always respected the culture, but I didn’t realise all the small things they do, like the detail in the dances and art. Emily 8B
  - Yes, the aspect is they have a massive part of Australia’s history and are completely opposite of what I thought of them. Lasaro 8B
  - Because it is family. Rebecca 8A
  - Yes, I didn’t know that Aborigines were treated so poorly by the white people. Erin 8A
  - Yes, I appreciate the land we are on and them letting us live here. Emily 8A
  - Yes, I have a greater appreciation because I haven’t had anyone ever explain Aboriginal culture to me before. I have learnt so many new facts. Lauren 8A

• **What could you do to help people understand and appreciate the Aboriginal culture more?**
  - I’d say something about how they own this land and have cared for it for so long. Also about how when us white people came, how we stole their children. I know my Mum, we are everything to her. I’d also say how lucky we are to not have to go through something like that. Bree 8F
  - Not to be so disrespectful and promote culture and beliefs and dances. Brandon 8E
  - Don’t let people call them names like people called Big Al and people should know what they have done for Aussies. Sam 8E
  - To get rid of politics and tell people that Aboriginal culture is really interesting. Zoe 8A
  - I could tell people everything that I learnt and tell people that they also own this country, it isn’t just ours. Lauren 8A
**Lions Biggest BBQ:**

This annual fundraising event is undertaken by many of the 1,400 Lions Clubs across the country. Funds raised are used to help with scientific and clinical childhood cancer research. In support of this initiative the 8HOL team decided to run a bbq at Coles Warragul on Saturday morning.

We are very proud of the effort put into this event by the boys. The bbq raised almost $200, too awesome!

**Lions Club District Governor visits Drouin:**

The 8HOL team had 4 representatives attend a dinner recently to meet the new Lions Club District Governor, Anita Culpitt.

Anita spoke on the evening about the importance of community work and assisting those that are in need. Anita highlighted the importance of clubs like the Drouin Secondary Leos Club and the opportunities for young people to make a difference within their communities. Billy Carver, spoke to the attendees about the achievements of the DSC Leos Club and projects that the club are planning. Great stuff.
The Jujiang Chinese delegation from China recently visited the College for two weeks in association with the Baw Baw Shire, St. Pauls Anglican Grammar School and Warragul Regional College. For our Chinese visitors it was a wonderful chance to see how Australian students live and to experience our beautiful scenery and sights. The 7 students assigned to Drouin Secondary College and the teacher were hosted by families from the College for the two weeks. Students attended Drouin Secondary College in regular classes. There were many group outings planned to Healesville Sanctuary, Gumbaya Park and Walhalla. The delegation also visited the Loughridge family farm in Poowong and were treated to feeding the bobby calves, learning about the operations of a 600 cow rotary dairy and a delicious lunch provided by the family.

Special thanks go to the host families who opened up their homes and showed true hospitality to our international guests.
ARCC Award Winners

A weekly draw is held for students who receive an ARCC award for that week, that students name that is drawn out receive a $5 ARCC Canteen voucher. The students listed all received a Canteen voucher for Term 2.

Congratulations

YEAR 10
Cheyenne Mason
Hayden Smith
Cheyenne Mason
Ryan Clarke
Belah Reid
Jack Moore
Mikayla Fernandez

YEAR 11
Mitchell Kraszewski-Fleming
Katlin Wright
Tiffany Maas
Seibun Takashima
Kellie Wouters
Jessica Mills
Brittany Smith

YEAR 12
Taylah Galbraith
Katrina Guy
Corey Jinnette
Holly Viotto
Dylan Griffiths
Sam Stewart
Heidi Simpson-Brewer

THE DOVE CAMBODIA PROGRAM IS STILL WORKING HARD IN THE COMMUNITY

The students participating in the DOVE Cambodia program are still hard at work selling sausages at Bunnings and fundraising for the projects involved in the program. Members of the public were very impressed to see the students in school uniform on a Sunday selling sausages early in the morning.

Students also recently represented Drouin Secondary College at the Pakenham Rotary Club meeting, presenting information about the program at the end of November. Meg Miller, Daisy Hastings and Lucy Tomkins gave a speech outlining the projects and the goals and objectives for the volunteering program. The girls gave an excellent speech and were well regarded by the audience. There will be further opportunities for the students attending the program to present to public groups in the near future.
Yr 7 students read over three million words between 14th July and 5th August and the following students successfully completed quizzes:


The target for each semester is to read at least three books and successfully complete quizzes on each. Students need to be supported at home with a routine of regular reading.

Progress can be tracked at https://auhosted1.renlearn.com.au/1458054 using the student’s username and password for Moodle.

Thank you for supporting your child’s reading.

DSC English, SURFF and Library Staff
GET THE MOST OUT OF OPEN DAYS

– Don't wander aimlessly….try these ideas:
  - Get an Open Day Guide, eg from: www.deakin.edu.au/openday, or www.openday.unimelb.edu.au, and be there when relevant information sessions are on
  - Allow enough time for your visit, eg two hours
  - Speak to staff/students about courses which interest you - note your questions beforehand
  - Collect information/brochures
  - Are there Industry-based learning (IBL) opportunities?
  - Ask about international study opportunities
  - Consider transport issues
  - Check the environment where you will study; will you be happy there for three/four years?
  - What facilities/clubs are offered?
  - Consider a rural campus -ATAR's are often lower at rural campuses and they often offer other advantages (eg smaller size/classes).

NOTE: If you plan to apply for a course involving an interview/folio presentation/audition as part of the selection process, attendance is A MUST! You may be asked what you learned at Open Day.

YEAR 12’s – APPLYING FOR COURSES - Applications are usually made on the Victorian Tertiary Admissions Centre (VTAC) website, and open on Mon 1 August, with timely applications closing on 29 Sept (see www.vtac.edu.au). You can apply for up to eight courses, placing them in the order you most want them. You will be offered a place in the highest course in your list where you meet ATAR/Selection/pre-requisite requirements.

As we know, some circumstances can spoil a student's academic achievement. Tertiary institutions know this and offer alternative entry schemes taking into account short-term and long-term disadvantage. While many are offered through the single Victorian Tertiary Admissions Centre (VTAC) SPECIAL ENTRY ACCESS SCHEME (SEAS) application process, others require application to the institution. Note: SEAS applications cannot be completed until a VTAC course application is made. See: www.vtac.edu.au/applying/seas.html

MONASH UNIVERSITY NEWS – MONASH GUARANTEE AND SEAS FOR YEAR 12 STUDENTS – Monash operates two access schemes, the Monash Guarantee and the SEAS that can help students enter a pre-ferred course, even if your ATAR is below the clearly-in ATAR. It is possible to be eligible for one or both schemes. The Monash Guarantee can get you into a course even if you don't reach the course's clearly-in ATAR. You could be eligible if you have experienced financial disadvantage or if you are an Indigenous Australian (Note: the Monash Guarantee also applies to students who attend a Monash under-represented school). Every course has a Monash Guarantee ATAR. For Info: http://www.study.monash/how-to-apply/entry-schemes/the-monash-guarantee/monash-guarantee-atar

SEAS adjusts your ATAR in recognition of circumstances that may have affected your education. See: http://www.study.monash/how-to-apply/entry-schemes/special-entry-access-scheme.

MONASH ART, DESIGN & ARCHITECTURE (MADA) is holding workshops which offer a way to get tips on the application process for MADA courses. When: 26 & 27 Sept; Where: MADA ( Caulfield campus); For: Year 11 & 12 students; Book: www.monash.edu/mada/workshops.

NEW VERTICAL DOUBLE ARTS DEGREES – This will mean you can get a Bachelor of Arts degree and relevant Master's degree in four years. The offering will be accessed, either commencing directly into a planned vertical course program or electing to move into the double degree structure while undertaking the Bachelor's degree. Students will need to achieve a 75% average in their first two years (full-time) to progress to Master's level.

NEW PATHWAYS INTO LAW – For students with the determination to succeed in the B. Laws but just miss out on the clearly-in ATAR, and identify as an Indigenous Australian, live in a low socio-economic area OR have experienced financial hardship. The new courses allow students to study law units from day one so they can try law before committing to the full degree. New courses:

• Bachelor of Arts (Law pathway)
• Bachelor of Commerce (Law pathway)
• Bachelor of Science (Law pathway)

In the first year they will study four first year law subjects along with four Arts, Commerce or Science subjects. Students who pass all eight units with a credit (60%) average in all four law units and a credit (60%) average overall, will be guaranteed a place in either B. Laws/B. Arts, B. Laws/B. Commerce or B. Laws. B. Science OR second year of the B. Laws (Honours) single degree. Information and eligibility: www.monash.edu/llaw/future-students/undergraduate/pathways.

LA TROBE UNIVERSITY’S ASPIRE PROGRAM – Applications are open. The program recognises the positive impact a student has had on their local community. To help you apply, La Trobe has updated the ‘How to Apply’ page with tips and a sample application. Frequently asked questions:

Do I have to arrange anything for my school recommendation? No, La Trobe will contact the school so you only need to advise which school you attend

Do I still have to apply through VTAC if I get an Aspire offer? Yes – your Aspire course should be your highest eligible preference. If you list a different course that you are eligible for above your Aspire offer, you will be made an offer into the different course and your Aspire offer will become void.

For Info and to apply: www.latrobe.edu.au/aspire

MORE THAN YOUR ATAR AT ACU – ACU’s new Passion for Business (P4B) and Passion for Law and Commerce (P4law-commerce) programs are not just about your ATAR; they are about providing a unique opportunity for students with a passion for business or law. If you are in Years 11 or 12 and you want to get an early competitive edge with a guaranteed entry to ACU, see www.acu.edu.au/P4B or www.acu.edu.au/p4law-commerce.

ARE THERE REGULATIONS WHEN EMPLOYING A CHILD?

Yes! Some people are unaware that employing a child under 15 years of age involves strict regulation, with heavy penalties (up to $10,000) for breaching them (for the employer or the parent/guardian who allows it). If a child is offered work, it would be wise to be aware of, and follow, these regulations. See: www.workforce.vic.gov.au – go to Hiring and Managing Staff, then to Employing Children, OR call a Child Employment Officer on 1800 287 287.
The JobSkills Expo was held at Lardner Park to give students an insight into the different fields of work available to them.

The JobSkills Expo offered a large variety of seminars and booths that suited everybody’s individual possible career paths.

The information, booklets and flyers contained valuable information for assisting students in becoming aware of different jobs and what is required within and for them.

There was a substantial range of organisations who offer varied pathways including: universities, TAFEs as well as apprenticeship and traineeship providers.

The Expo had many hands on activities in which students could participate. A chocolate fountain and marshmallows were enjoyed at hospitality. Students were able to plant their own flowers at the horticulture booth. Students had their hair and nails done in the beauty section and were able to build their own wooden boxes at building & construction.

The information that was provided by the staff running the seminars and manning the booths was extensive and helpful.

The JobSkills Expo was successful as it opened many of the students’ eyes to the amount of different jobs and careers that are actually available to them in life.

By Alannah Gibson & Colby Wilson Year 9
Year 8 students attended a day at Federation University in Churchill. It was excellent timing considering we are all immersed in Course selection and thinking about careers at the moment.

Students had the opportunity to participate in a scavenger hunt around the campus, a careers exploration activity, aeronautical engineering with flying paper planes and spaghetti and marshmallow towers. Students really enjoyed the activities, and gifts. A wonderful view into University options. Thank you to the Careers team for organising the day.
School-Wide Positive Behaviour Support @ DSC

SWPBS is a framework that supports positive behaviours and expectations that stem from the College values of achievement, respect, commitment and community.

Our staff at DSC have committed to the following:

### My Responsibilities as a DSC Staff Member

<table>
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<tr>
<th>ACHIEVEMENT</th>
<th>RESPECT</th>
<th>COMMUNITY</th>
<th>COMMITMENT</th>
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<tr>
<td>1. I am committed to improving practices and relationships.</td>
<td>2. I assume the positive intent of others.</td>
<td>3. I take opportunities to develop partnerships with our community.</td>
<td>4. I strive to do my best.</td>
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<td>5. I seek and give constructive feedback and act on it to continually improve my professional practice.</td>
<td>6. I dress to meet the expectations of my workplace and to represent my profession and my role.</td>
<td>7. I keep our physical environment clean and in good repair.</td>
<td>8. I persevere and finish what I start.</td>
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<td>9. I take opportunities to be involved in and support decision-making processes and decisions.</td>
<td>10. I work to resolve conflict in a constructive and peaceful way.</td>
<td>11. I ensure I represent the College, its staff and students in a positive light in all forums and opportunities.</td>
<td>12. I am accountable for my words and actions.</td>
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<td>13. I model lifelong learning to our community.</td>
<td>14. I create and maintain positive working relationships with students, colleagues, parents/carers and community members.</td>
<td>15. I maintain an appropriate online presence.</td>
<td>16. I develop and foster leadership.</td>
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<td>17. I take pride in the work I do and in our College.</td>
<td>18. I communicate with everyone in a thoughtful, timely, honest, professional and respectful manner.</td>
<td>19. I value and support others.</td>
<td>20. I work in teams to uphold agreed College procedures and policies.</td>
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<td>21. I work collaboratively towards successfully reaching and maintaining goals and priorities within the College.</td>
<td>22. I engage consistently and fairly with all community members.</td>
<td>23. I value and accept diversity.</td>
<td>24. I maintain my own self/work/life balance.</td>
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In 2016 the Victorian Government implemented a response package to assist dairy farming families. This included assistance for primary and secondary students attending schools (government and non-government schools) where one or both parents:

- own an operating dairy farm
- are share farmers on a property primarily operating as a dairy farm
- hold a lease for an operating dairy farm
- work as an employee on an operating dairy farm and this is their main source of employment.

The CSEF eligibility criterion is being extended consistent with the 2016 drought response.

**Who is eligible?**

Students currently enrolled at the start of Term 3, 2016 in government and non-government schools where one or both parents:

- own an operating dairy farm
- are share farmers on a property primarily operating as a dairy farm
- hold a lease for an operating dairy farm
- work as an employee on an operating dairy farm and this is their main source of employment.

**Evidence may include:**

- a dairy industry license issued by Dairy Food Safety Victoria (DFSV)
- lease documentation
- share farming contract
- agreement with a dairy production/supply company
- a letter from an employer
- a statutory declaration stating the family’s main business or employment is on an operating dairy farm (in cases where other forms of evidence are not available).
- Confirmation from a kindergarten that a younger sibling has been approved for the dairy Kindergarten Fee Subsidy on the basis of being an eligible dairy farming family (as above)

Families who received the means-tested CSEF payment are also eligible. However families that have previously qualified for the CSEF Drought assistance are not able to also access the CSEF Dairy assistance funding.

Parents can apply for the dairy assistance funding by completing an application form and lodging it with their child’s schools by 18 November 2016. The school will allocate the payment directly to benefit the eligible student. Forms are available at Drouin Secondary College office. Payments will be made to the school by the end of term 4.
Baw Baw Parent Support Group (for parents / carers of children with autism or special needs)

Would you like to be involved?
Would you like to meet for a coffee & catch up with other parents who have children with disabilities or developmental delay?
Would you be interested in hearing guest speakers or attend training on things of interest in your world like learning more about the National Disability Insurance Scheme?

Where: Trafalgar Primary School Gym, School Road

Date & Time: **Thursday August 29**th & **October 24**th – from 7pm

Contact Yvonne  yvonne.waite@noahsarkinc.org.au or 1800 010 453

or have a chat with Jenni on 0413 001 447

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**Helping Hands Massage Therapy**

*For a quality Massage! Book in at Helping Hands Today!*

Relaxation Massage is a great way to relieve Stress, Muscle Tension, Improve Blood Circulation and Release Toxins.

To make a booking Call Brooke on: 0429 177 218

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<th>1 Hour</th>
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<td>Feet</td>
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<td>Chest/ Neck</td>
<td>Relaxation Massage: $50</td>
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<th>30Min Relaxation Massage: $30</th>
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*Tax Refunds Available  *Cash Only! Sorry for any inconvenience
WEEK 6

Tuesday 16/08  Go Girl, Go for IT
Science Week
Year 12 Outdoor ED Ski Camp

Wednesday 17/08  Science Week
Xpression Drama Festival Workshop

Thursday 18/08  Science Week
Year 10 Outdoor Ed Camp

Friday 19/08  HPV Camp
Science Week
VCE Studio Arts Excursion
Year 10 Outdoor Ed Camp

Saturday 20/08  HPV Camp

Sunday 21/08  HPV Camp
Japanese Junior Speaking Competition

WEEK 7

Monday 22/08  Cardinia Shire - Lunchtime Activities
Excursion - Unit 4 Biology - GTAC
Online NAPLAN Trial - Selected Year 7 & 9 students

Tuesday 23/08  College Council Meeting
Student Leadership Synergy Breakfast
Year 12 Ag Hort - Excursion

Wednesday 24/08  Year 7 Immunisations

Thursday 25/08  Year 11 History Excursion Vietnam Veterans Museum
Year 12 VAL photo at lunch

Friday 26/08  Broadening Horizons

WEEK 8

Monday 29/08  Applying for VTAC Fed Uni (In LG time)
Melbourne Spring Fashion Week

Tuesday 30/08  Twilight Chess

Wednesday 31/08  Melbourne Writer's Festival
VET Sport and Rec Excursion - Tralagon
Jump and Climb

Thursday 01/09  Yallourn Power Station - Careers
Year 10 Holocaust Excursion

Friday 02/09  Year 11 Formal

WEEK 9

Monday 05/09  Cardinia Shire - Lunchtime Activities

Thursday 08/09  Casual Clothes Day - Footty Hero or Super Hero
Year 12 English SAC
Year 9 French Excursion - Snail Farm

Friday 09/09  Japan Tour Departs

WEEK 10

Monday 12/09  DEPI Visit - Year 12 Ag Hort
Pink Day - Special College Assembly

Tuesday 13/09  DOVE International Camp - Parent and student information session

Thursday 15/09  Parent/Student/Teacher Interviews 4pm-9pm

Friday 16/09  Parent/Student/Teacher Interviews
End of Term 3

WANTED: FRESH FRUIT

Free fruit is available to students at the LCCs.
We are looking for donations to help keep the fruit bowl stocked.
If you can help please contact Mrs Allen or fruit can be dropped into the office.

2016 TERM DATES

Term 3: 11 July to 16 September  |  Term 4: 3 October to 20 December

UNIFORM SHOP OPENING HOURS
(REGULAR HOURS)
Thursdays 10am to 5.45pm
First Saturday of Month

Contact Hours: 8.15am – 4.30pm
Ph: (03) 5625 1002
Fax: (03) 5625 1297
Email: drouin.sc@edumail.vic.gov.au