Neerim District Secondary College

News and Views  
April 15, 2016

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YEAR 7 CAMP

During the last week of Term 1, the Year 7 students attended camp at the Rubicon Outdoor Education Centre in Nayook, where they enjoyed many activities ranging from bushwalking, high ropes course, caving and games. Thank you to the staff for organizing such a fun experience.

OUR SPONSORS

We would like to thank all of our generous sponsors for their support throughout this year. With your continued generosity and commitment we have been able to improve the educational opportunities available to students. We strongly encourage our parents and the wider community to please support these wonderful local businesses that sponsor our school so well.
Principal’s Report
Motivating Teenagers

The key to motivating teenagers is something that both teachers and parents find challenging. Over the holidays, I found this article (see reference and link below), which I thought made good sense and provided practical tips on how to motivate teens.

1. What is In It For Me?

This is the most important motivational ingredient of them all.

If your teen does not understand what the task has to do with them, or their well-being, then it will be a struggle for them to find the desire to carry it out.

Teenagers long to feel significant. They want to demonstrate to themselves and the world that they matter and are capable of making a difference. Many of the problems teens encounter today is because their desire to be significant is ignored or diminished.

If your teenager understands the value to them of the task, you will have little problem motivating them to do it. At this point, I need to tell many parents that teenagers do not regard “making their parent’s life easier” as being something of high value to them.

If your teenager wants to wear clean clothes, they will be motivated to cooperate with requirements relating to the laundry. If your teenager wants to eat they will find the motivation to cooperate with meal time chores. Some tasks don’t have consequences quite so obvious. Personally as a teenager, I couldn’t see how vacuuming the carpet made any difference to life, so maybe this wasn’t the best chore for me to do. I did, however, notice when the rubbish bin was overflowing. Give your teen chores that they can see the value in doing.

The other common task that is not always meaningful to a teenager is homework. Many an adolescent have failed to see the point of learning algebra or ancient history. Trying to explain possible practical uses of abstract learning can be an exercise in futility.

Youth expert Josh Shipp has a helpful way of dealing with these types of issues. He talks about helping teens understand by using the statement:

“You have to do what you have to do so you can do what you want to do.”

This is a helpful statement because it is true in so many areas of life. Sometimes we all do work for no other reason than it needs to be done. Helping teenagers see meaningless tasks as part of life’s greater goals is a valuable message to pass on.

Getting schoolwork done is necessary for a teen who wants to get into the university course of their choice, or be considered for their dream job one day. Getting out and finding a part-time job is needed if they want to have money to spend on going out, buying a car, or getting the latest piece of technology.

This axiom also applies to the chores your teen doesn’t see as important. By linking the completing of chores to privileges such as use of computers, cars, TV’s etc. your teenage learns that sometimes we do things we don’t want to do in order to enjoy the things we want to do. Regular practice is vital to being able to play well when it comes to the day of the game or the performance.

2. Let Them Have a Say

If your teenager feels like all they are being asked to do is to fit into your agenda, your timetable, and conform to your way of doing things they are not going to be terribly motivated.

When parents give the reason “Because I told you so,” they create a demotivating environment. Developmentally, teenagers are seeking to establish themselves as their own person, independent from their parents. Is it any wonder that being asked to conform to a parent’s agenda is demotivating?

Give your teenager a say in what and how things are done. If your teenager has had a say in setting the agenda and the timetable, they will be much more motivated to participate.

- Discuss with them what chores they would prefer to do around the house.
- Set deadlines, but give them the freedom to choose when and how a task is completed.
- Discuss with them what they think is a reasonable expectation and then share your expectations. Try to work to a compromise you can both live with.
- Give your teenager responsibility for whole tasks. For instance, if they have to cook one night a week, let them set the menu and arrange for the shopping to be done. Alternatively, if their job is to clean the bathroom let them be responsible for decorating it as well.

3. Let Them Learn From Failure

When parents constantly step in and rescue their teens from failing they undermine their teenager’s ability to grow up. No parent wants to see their kids fail, but it is through failure that we grow and learn to improve.

What gives tasks significance are the consequences or what is at stake if they don’t get done. When parents prevent teens from experiencing the consequences of failure, they rob a task of its significance, and hence their teenager’s motivation to do better next time.

If your teen is responsible for taking the rubbish out every week, and they don’t get it done, then they become responsible for managing the mess and overflowing bins for the following week. They will learn more from this than by a parent repeatedly nagging them at 11 pm the night before, or doing it for them.

Similarly, if your teen chooses not to study for an exam and fails they are more likely to be motivated next time. Parents can maximise these opportunities by asking questions rather than giving lectures. Discuss with your teen how they feel about the outcome, what they might do different next time, and ask if there is anything they need from you to help them.

(If your teen doesn’t study and passes anyway, then there is no issue – except the sense of perceived injustice parents are inclined to feel.)
4. Help Them to Remember

It is not always the case that teenagers don’t do things because they are not motivated, often they fail to follow through simply because they forget. The reality is teenagers, particularly younger ones, are hardwired to forget. Their brains are reforming and haven’t yet got all the bits joined up.

With all the stuff going on in their lives, it is very easy for teenagers to get distracted and forget. They need help to remember what they committed to do and to get organised.

It is important to point out that constant verbal reminders from parents, also referred to as nagging, is not the solution. If you nag your teenager, you make it about your agenda and about keeping you happy. This does not help your teenager’s motivation; in fact, nagging is a great demotivator.

Teaching your teens to be organized and remember is part of what parents need to work with your teen to develop methods of remembering that don’t require you to be involved.

- Use visual aids such as charts, colour coded rosters or timetables, and place them in obvious places.
- Help your teen create routines in their weeks that help them to establish patterns.
- Leave little hints around the house about a task that needs to be completed.
- Get them to use an App or program on their computer, phone, or iPod as part of the reminding process.

5. Make It Achievable

Sometimes it is the size of the task that teenagers find hard. It isn’t that they don’t want to do it, but rather they don’t know where to start, and it all looks too hard.

If your teen is putting off getting started, it can sometimes be helpful to sit down with them to find out how they are feeling about getting it done. Do they know where to start? Do they feel like they will never be able to do it so can’t be bothered starting? Maybe they feel scared about failing?

Whatever the reason, offering to help your teen think through a process for getting the job done could be just the thing they need.

Break the task up into a series of smaller achievable tasks with shorter deadlines. Teenagers often struggle with long-term planning, but respond well to more immediate time horizons. By helping your teen come up with a series of small steps, you empower them to work their way through the task.

Sometimes it might be worth getting your teen to think of little rewards they could give themselves after each mini milestone is reached.

This method can be applied to school projects, sporting or artistic goals, jobs around the home, fixing relationships, future careers or even moving out of home.

6. Provide Incentives

This is a more specific example of point 1 “What is in it for me?” But it is worth spelling out separately.

As mentioned earlier not all tasks have an obvious intrinsic consequence that can be used as motivation. Some school assignments are just there to be done, and some chores don’t seem to make a great deal of difference to the immediate quality of life.

Even more importantly, some tasks can’t be linked to larger outcomes in a way that motivates a teenager. For teenagers that lack confidence and/or natural ability, the motivation to do better in certain subjects at school can be very hard to find. Likewise, for the teen is not naturally coordinated or athletic the motivation to participate in physical activity can be hard to find.

For these types of instances, providing an additional incentive can help generate motivation where otherwise there would be none. By offering rewards for effort, improvement, or participation, you reinforce in your teenager the values of trying and perseverance, rather than rewarding the act of giving up or resigning.

Learning what your teenager’s ‘love language’ is can be a great help in this regard. Does your teen respond well to encouraging words, gifts, quality time, physical affection or some other form of affirmation? Knowing what type of incentive your teen will respond best to will increase their motivation and responsiveness.

7. Make It Fun

This motivational principle applies to people of all ages, not just teens. Most people are more motivated to do something fun rather than something boring.

Fun is the key ingredient to getting teens active and motivated to participate in social activities. If you want your teen to get out of the house, get active, and make new friends, then explore with them what activities it is they enjoy doing and encourage them to do it. Remember what you enjoy may not be what your teen enjoys. Be sure to show interest and value whatever it is that your teen considers interesting and fun.

Teenagers, particularly boys, respond to competition. No matter how menial the task, any job can be transformed into a passion filled activity if there is a competitive aspect involved. Competition doesn’t always require having others to compete against, sometimes young people respond to the challenge to better their own previous efforts.

If your teenager can learn something by playing games, watching a movie, or searching the Internet, then encourage them to do it. Using technology as part of any task can make it instantly more appealing to young people today.


Vaya Cross
Principal
GOOD NEWS POSTCARDS

Congratulations to the following students who received a good news postcard: Shannon Bright, Cooper Dobell, Ben Garrett, Amy Jones, Lucy Liefman, Isabell Ryan, Indiana Tame, Jordyn Allen, Shakira Kimm & Flynn Pallot.

PBS LINK IS HERE!
Don’t forget to register details of receiving a postcard by ringing the office on 5628 1455 to go in the draw to win a community sponsored prize.

AAA AWARD

The AAA award rewards consistent effort and citizenship in our students and recognizes the contribution that they make to the life of the College.

This week’s winner is Jackson Saunders of Year 10. Jackson has been nominated by Lee and Jill for his fine work in the installation of the new cabinets in the library.

Congratulations to you Jackson. A cheque will be heading your way shortly, courtesy of the Walter Haines Foundation.

FEDERATION UNIVERSITY VISIT

An enthusiastic group of students with interests in physical education and outdoor education spent a day at Federation University recently learning about future tertiary options available to them.

After a brief overview of courses available to them, a group of 1st year students took them through a variety of games and initiative activities on the university grounds. These include putting up a tent blindfolded and receiving instructions from teammates to trying to lower a pole which was resting on sticks held by all the team members.

After lunch the students completed a scavenger hunt around the university which concluded back where they had started the day from.

This was an excellent day for the students and it’s great to know that there are options for tertiary education in these fields locally in the future.

OUR SPONSORS

A big thanks to all of our generous sponsors for their support throughout the year. Please support the wonderful local businesses that sponsor our school so well.
NOTES FROM THE NURSE

Hi everyone and welcome back to another school term. I hope everyone has had a restful break and has used the time to look after their health and wellbeing.

BULLYING IS NOT OK!

Bullying is many different things. Anyone can be bullied - it isn't limited by age, sex, sexuality, cultural or religious background. Bullying is a lot more common than people think and can happen in many different environments including school, at home, on the sporting field or at work. It is reported that as many as 1:5 children are victims of bullying.

People are often bullied because of a perceived difference. The difference can be related to culture, sex, sexuality, physical or mental ability or disability, religion, body size and physical appearance, age, cultural or economic background or being new to a school, work place, to a country, to a social group, or being new to a sports team.

Types of Bullying

- **Cyber bullying** is a relatively new type of bullying. Through email, instant messaging, Internet chat rooms, and electronic gadgets like camera phones - cyber bullies forward and spread hurtful images and/or messages.

- **Emotional bullying** can be more subtle and can involve isolating or excluding a child from activities (i.e., shunning the victim at lunchtime or on school outings) or spreading rumors. This kind of bullying is especially common among girls.

- **Physical bullying** can accompany verbal bullying and involves things like kicking, hitting, biting, pinching, hair pulling, or threats of physical harm.

- **Racist bullying** preys on children through racial slurs, offensive gestures, or making jokes about a child's cultural traditions.

- **Sexual bullying** involves unwanted physical contact or sexually abusive or inappropriate comments.

- **Verbal bullying** usually involves name-calling, incessant mocking, and laughing at a child's expense.

What to do if you Think Someone is Being Bullied

- **Talk to Them** - It is a good idea to talk to the person you think is being bullied to find out what is going on with them.

- **Let Them Know you Care** - Help them feel good about themselves. If a person is being bullied their confidence may be low and they may feel lonely. It helps to let them know that you are a friend and care about them.

- **Include the Person into your Group** - Making a special effort to include the person into your group may help increase the person confidence.

- **Stick up for Them** – Don’t be a bully bystander. If you see someone is being bullied it may be helpful to stick up for them. Take care to ensure that in trying to stick up for the person being bullied that you don’t make the situation worse or put yourself in danger.

- **Speak to Someone** - Letting someone else know about the situation may help you to solve the problem. A teacher, counsellor, or another adult could be helpful people to talk to. It may also be helpful to involve the person experiencing the bullying in this process. Together you can go and talk to someone about the situation.

More information can be obtained from the following websites: www.bullyingnoway.com.au  www.reachout.com.au  www.bullying.org

If you want some more support around bullying you can speak with the Wellbeing Team.

Laura Kent
School Nurse

ROUND ROBIN SPORTS DAY

On Tuesday 22nd March, NDSC teams headed off around Latrobe and West Gippsland to participate in the Round Robin Sports Day. With the re-introduction of Marist-Sion and Chaio to our sports group, the competition has grown substantially.

The Volleyball teams showed great endeavour with the Intermediate Boys playing off in the final. The Senior Girls were very competitive but the loss of one game meant they did not reach the final. The Intermediate Girls Tennis team had a great day to be runners up in their division.

Each of the school teams, including the cricket teams who played earlier in the term represented the college very well and we are proud of their efforts.

Steve Vincent
PE Teacher

BULLYING
IT’S NOT OKAY
Reminders:

- Undergraduate Medicine and Health Sciences Admission Test (UMAT) – Register by: 3 June; Test date: 27 July (for Monash U/G Medicine)
- VCE and Careers Expo – Caulfield Racecourse; Thurs 5 – Sun 8 May; Cost: $10, $25 families; Info: www.vceandcareers.com.au
- La Trobe Uni ‘Experience La Trobe’ - Bundooora 31 March; Bendigo 1 April; Info/Bookings: www.latrobe.edu.au/experience
- ‘Keeper for the Day’ and ‘Vet for a Day’ programs; Info/Book: 1300 966 784; See also: www.zoo.org.au/education/careers-programs
- Science at RMIT (City) – an opportunity to go behind the scenes and tour the facilities on 30 March; Book/info: www.rmit.edu.au/events/all-events/tours/2016/
- William Angliss Institute - 31 March; check out Tourism courses; REGISTER HERE! Enquiries: Marketing@angliss.edu.au

1. CHECK OUT MONASH UNIVERSITY – Monash is offering more ‘Inside Monash’ Seminars in the next few weeks. These are a great way to obtain insights into their courses and careers:
   - 13 April – Pharmacy/Pharmaceutical Sciences
   - 14 April – Design and Fine Art
   - 19 April – Physiotherapy & Occupational Therapy
   - 20 April – Global Studies
   - 21 April - Nursing and Midwifery
   - 26 April – Architecture
   - 27 April – Interior Architecture
   - 28 April – Psychology

Information and Bookings: www.monash.edu/inside-monash

2. WHAT IS HAPPENING AT THE UNIVERSITY OF MELBOURNE?

- NEW APPROACH TO TEACHING DESIGN – The University is introducing a new undergraduate Bachelor of Design degree in 2017. This degree will create new pathways for students who are passionate about the use of design and creative approaches across a wide range of disciplines and professions, and give students contemporary opportunities for their graduate and career prospects. Majors available will be: architecture, construction, computing, civil systems, digital media, landscape architecture, mechanical systems, property, spatial systems, urban planning and visual and performance design. As a result of this development, the University will not take new students into the Bachelor of Environments in 2017.

The new Design degree will encompass a number of the pathways to masters programs currently available in the B. Environments and students interested in environmental science and sustainability will continue to be able to access majors through the B. Arts and the B. Science. Current B. Environments students will be unaffected by the changes.

- ‘FOCUS ON MELBOURNE’ – ‘Focus on Melbourne’ University seminars offer you the chance to take a closer look at the courses you would like to study at Melbourne. The seminar series include sessions for every undergraduate course at Melbourne. Hear from current students and find out about majors and degree structures, pathways to further study, employment prospects, entry requirements and application, and the unique Melbourne experience. The series kicks off with
  - Focus on Engineering - 6.30pm Tues 17 May
  - Focus on Veterinary Science on Wed 18 May
  - Others to follow

To find more information and sessions, and to register to attend, go to: http://futurestudents.unimelb.edu.au/focus2016.

- A DAY AT MELBOURNE – Year 10 – 12 students and families are invited to an event to explore the University and find out about study options at Australia’s number one university. Hear from current students and attend tailored sessions to learn about entry requirements, course structures and other opportunities for students. A tour of the Southbank campus is included for those wanting to visit the Victorian College of the Arts. When: 9am-3.30pm, Fri 1 April; Where: Parkville campus:

- DOOKIE COURSE INFORMATION DAY – You are invited to the largest farm campus in the southern hemisphere to find out about programs available at the University of Melbourne’s Dookie campus. Find out about the B. Agriculture, pathways to the Doctor of Veterinary Medicine, the Diploma of General Studies as a pathway to some Melbourne degrees, speak to staff and current students and see the accommodation. When: 10am-2pm, Sun 17 April; Where: Dookie campus, 940 Dookie-Nalinga Rd, Dookie; Information/Registration: http://fvas.unimelb.edu.au/dookie-open-day-2016.

- BE INSPIRED AT MONASH UNIVERSITY In Year 11 and you want to find out more about Monash? Then grab a seat at Inspiration Day. You’ll be pointed towards the right course to fit your passions, talents and ambition. When: 9.45am-2.45pm (EAL Workshop 2.00-2.45pm), Thur 7 April; Where: Exhibition Space H1.16, Building H, Caulfield Campus:
  - Register: www.monash.edu/year11-day;
  - Information: Amy Little, 9903 4763, amy.little@monash.edu.

- LA TROBE UNIVERSITY NEWS -

- OFFERS OF PLACES – La Trobe offered places to over 8,000 applicants this year. Apart from the large campus at Bundooora, La Trobe is the largest University in regional Victoria with a total of 1,595 main round offers at its regional campuses, which is 46% of all Victorian regional university main round offers.

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• ‘ASPIRE’ EARLY ADMISSIONS PROGRAM (EAP) – this program has been well received by students, with 587 community-minded students receiving an offer under the program, an increase of 23.6% on the inaugural year. The university is planning to expand this program (more detail later). Some universities are looking at the need to restructure their admissions practices to promote greater ethical engagement among aspiring students and to reduce pressure on academic achievement. For information about this program see: www.latrobe.edu.au/aspire.

• STEM AN AREA OF STRENGTH AT LA TROBE – For those who are unsure, STEM stands for Science, Technology, Engineering and Mathematics. As you can see in Item 5, this is an area the government is wishing to promote. La Trobe University plans to introduce important initiatives in relation to these course and career areas.

5. RESTORING THE FOCUS ON STEM IN SCHOOLS – The Federal Government committed an extra $12 million to restore the focus, and increase student uptake of, science, technology, engineering and mathematics (STEM) subjects in primary and secondary schools in the 2015-2016 budget. This built on the $5 million allocated in the 2014-15 Budget. Restoring the focus on STEM subjects is about ensuring Australia’s young adults are equipped with necessary skills for the economy of the future.

6. NEW COURSE IN SOUND PRODUCTION AT BOX HILL INSTITUTE This course is ideal for those who like to record, produce and mix music and live sound, develop interactive cross media sound art, design video games audio and compose and design sound for film, television and theatre. Work placements are guaranteed as part of the course.

ATTENDANCE

Late Arrivals and Early Leavers

If a student is late to school they must sign in at the General Office on arrival at school and bring a note from home to give to Office staff explaining the reason for being late.

If a student needs to leave school during the day they must bring a note from their parent to hand to Office staff when they sign the Early Leavers book.

Students must not leave the school grounds without permission.

Absences

We are aware that at times your child may be unwell or needs to miss school to attend appointments. If your child will be absent from school parents are requested to ring the school absence line on 5628 1201 and let us know the reason for the absence.

If your child is absent for an extended period of time due to illness, it is recommended that you contact their coordinator to discuss whether it is appropriate to send school work home so that your child does not fall behind in class.

Any students doing a Year 12 subject who are absent due to illness MUST get a medical certificate from their doctor to give to Mr Vincent explaining their absence.

COMMUNITY NEWS

⇒ WANTED STALL HOLDERS and Musicians for our NEW WINTER MARKET at JD Algie Hall, Main Road, Neerim South on Saturday 11th JUNE; Saturday 9th JULY and Saturday 13th AUGUST. All sites under cover. Ample parking for visitors and stall holders. For BOOKINGS or ENQUIRIES, please call Deb on 03 5628 1234 or 0417 748 884.