

ISSUE 3 | 2 MARCH



Charlie Banias
Margaret Obolenski
School Captains



Learning To Live Together



Deborah Harman Principal

PRINCIPAL'S PERSPECTIVE

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Student Leadership and Voice at Balwyn High School

Following applications, recorded speeches, voting and interviews, our Year 7 Captains and SRC representatives have been decided. Such was the level of interest and the calibre of our applicants that it was again this year extremely difficult to make our final decisions. The process for our youngest students mirrors that for all of our year levels, and reflects our absolute confidence in the abilities and potential of Year 7 students to meet the expectations of leadership. I congratulate:

Year 7 Captains

Ella Yap and Brian Tam

Year 7 SRC Representatives

Anjelina Chow, Meera Iyer, Stuart Joshi, Chloe Santosa, Anja Bretmaisser, Mia Seeto, Mika Hutagalug and Davina Jayamaha.

With the selection of Ella and Brian my Principal's Advisory Group is now complete with the Years 8-11 Level Captains, School and Vice Captains and our two SRC Presidents.

This group of students will be excellent representatives of their peers and will provide rich feedback, insights and reflections and my time spent with them each month is one of the highlights of my role.

I now look forward to working closely with Rosie Hilder, Director of Student Leadership and Voice and to hosting my Principal's Breakfast on Friday 31 March where we will celebrate leadership at Balwyn High School – from my superb Leadership Team to our wonderful student leaders across all year levels.

Insightful and Respectful Student Voice

According to the Department of Education, *'Student voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes.'*

We know that giving students opportunities and a voice to influence what happens in their classrooms, and how their teachers communicate and interact with them, can promote engagement and provide a more inclusive feeling in class. Feedback through informal, regular tasks as well as more formal surveys can provide insight and valuable advice to teachers as they commit to enhancing their instructional practice.





PRINCIPAL'S PERSPECTIVE Cont.

At Balwyn High School, we believe that evidence and research should inform all levels of decision making. As a professional community we have encouraged teachers to reflect on their practice by seeking multiple sources of feedback on their teaching.

Over the past 17 years teachers have been involved in observing colleagues' lessons and providing feedback through Learning Walks, Instructional Rounds and via our classroom Learning Labs.

Students at Balwyn High School have been incredibly respectful whenever they have been asked to provide feedback that is designed to improve their educational experiences. This is because our student leaders have role-modelled and encouraged this as part of their partnership with the Principal and Leadership Teams.

I will treasure my time working once again with the Leadership Team to champion student voice and to continuing to look to ways to improve the classroom – and extra curricular – experiences of all students at the school.

The commencement of the 2023 school year has shown an emphasis on fostering supportive and inclusive classroom environments where students are able to develop skills in communication, problem-solving, and collaboration. Student voice has been a vital anchor in this development as we have seen suggestions from Student Leaders from years 7 to 12 being implemented in learning spaces. Notably, the continued practice of using learning teams in classes has allowed students to foster connections and develop a sense of belonging within our school community.

Margaret Obolenski | School Captain

Student voice is essential in creating a positive and effective learning environment, considering that students are at the centre of education. When students are given the opportunity to share their thoughts, they feel valued, leading to increased engagement, motivation, and achievement towards learning & wellbeing. The recent effect of student voice has particularly been seen through the consistent use of Compass lesson plans, which was an idea established by students' feedback after home-learning and that has assisted students and teachers today with preparing to learn & teach.

Charlie Banias | School Captain

Celebrating our brilliant BHS Alumni – Calls for Nominations for our Halls of Achievement

Proudly the school is committed to honouring past students who have gone on to achieve excellence in their profession, business field, community service, or education at the local, state or national level.

At present we have eight members of our BHS Hall of Achievement, six of whom were inducted as part of our Diamond Jubilee celebrations in 2014. All eight are magnificent role models and wonderful ambassadors of our school community.

Equally our other Halls of Achievement – Music (7), Sport (10), Art (1) and Science (1) represent outstanding alumni who have achieved much in their careers. All citations appear in our Galleries for our current students and staff to admire and draw inspiration from.

As part of next year's Platinum Celebrations in our 70th year, I am now calling for nominations for our next Hall of Achievement inductees. I am planning to announce and induct these alumni at a Gala Concert in August 2024. I am hoping we can add inductees into all five Halls of Achievement, and to create a Commerce Hall of Achievement for those graduates who have gone on to achieve acclaim and impact across the business, government/public service and legal sectors.

I look forward to receiving nominations from our community members. If you wish to discuss this further, or request a nomination form, please do not hesitate to contact me at the school on 9819 7911 or via email at: deborah.harman@balwynhs.vic.edu.au

In the meantime in our series of Alumni Spotlights, we share the inspiring careers of Georgina Dimopoulos (Class of 2004) and Hall of Achievement Inductee (2014) Brian Stagoll.

Please enjoy the read!

Deborah Harman | Principal

ASSISTANT PRINCIPAL'S REPORT

Learning To Live Together

Lunchtime support for VCE students

VCE students often seek out their teachers outside of class but we know that the most powerful learning often occurs when students are working together in groups with their teacher and peers. In the past, such opportunities to gather have resulted in the formation of successful student-led study groups in the lead up to SACs and examinations. There are some regular sessions occurring for a variety of subjects each week and the days and locations of these are in the table below.

Subject	Day	Room
Commerce Club (VCE)	Thursday lunchtime	BL10
Chinese support club (7 – 12)	Wednesday lunchtime	E16
EAL (VCE)	Wednesday lunchtime	BL07
French Club (7 – 12)	Wednesday lunchtime	C03
English (Year 12)	Alternating Tuesday/Thursday	BU03
SHAPE	Wednesday lunchtime	S02
Pi Society	Monday - Friday	BL04

NAPLAN – Wednesday 15 – 22 March, 2023

NAPLAN is a national literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake. Schools have transitioned from paper-based to computer-based assessments.

Online NAPLAN tests provide more precise results and are more engaging for students. One of the main benefits is tailored (or adaptive) testing, where the test presents questions which may be more or less difficult depending on a student's responses. Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some familiarisation and explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers. See the types of questions and tools available in the [online NAPLAN assessments, hyperlinked here](#).

Test Dates are outlined below

Wednesday 15 March	Writing
Thursday 16 March	Reading
Friday 17 March	Conventions of Language
Monday 20 March	Numeracy
Tuesday 21 March	Catch Up Tests
Wednesday 22 March	Catch Up Tests



Andrew Corr
Assistant Principal



Tegan Knuckey
Assistant Principal



Julien Escurat
Assistant Principal



Hamish Anderson
Assistant Principal

ASSISTANT PRINCIPAL'S REPORT Cont.

Victoria Police Launch STOPIT

We have been notified of a new service called STOPIT that Victoria Police are implementing to support the safety of public transport users.

STOPIT is a Victoria Police text notification service enabling commuters, including school students, to report any form of inappropriate behaviour that makes them feel uncomfortable, frightened or threatened on the public transport network.

The STOPIT service enables commuters to use their mobile phone to promptly, easily and discreetly report inappropriate behaviours.

To use the service, commuters simply text 'STOPIT' to 0499 455 455. This triggers an automated response that includes a link to where the commuter can provide more details about what's just happened. When people report these types of inappropriate behaviours, police can investigate and identify offenders to improve safety on public transport for everyone.

Parents and carers are encouraged to consider discussing the new service with students who travel on public transport. Students who use mobile phones outside of school hours are encouraged to save the STOPIT number in their mobile phone.

Please note, STOPIT is for reporting non-urgent incidents on public transport. Always phone 000 in an emergency.

Andrew Corr, Tegan Knuckey, Hamish Anderson and Julien Escurat | Assistant Principals



ALUMNI SPOTLIGHT

Learning To Live Together



Dr Georgina Dimopoulos
BHS Class of 2004

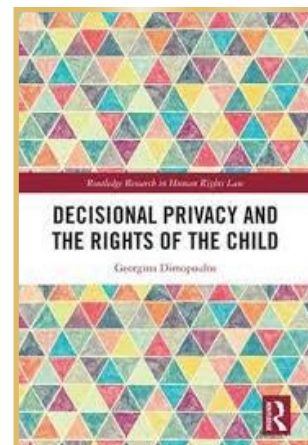
Dr Georgina Dimopoulos **Family Law and Children's Rights Activist**

Georgina has developed a profile as one of Australia's leading socio-legal researchers in the fields of children's participation in family law decision-making; embedding children's rights into family law, policy and practice; and court involvement in medical treatment for transgender and gender diverse children and young people. Georgina's research focuses on enhancing the participation and agency of children and young people in society.

Her first monograph was recently published - *Decisional Privacy and the Rights of the Child* (Routledge, 2022), which articulates a right that has not been theorised in any context or jurisdiction: a child's right to decisional privacy. Georgina's book presents a new conceptual model for enabling and listening to children's voices in decision-making processes. It addresses a significant gap in understanding the interconnections between privacy, family law and children's rights.

Last year, Georgina was awarded a grant of \$189,000 by Family Safety Victoria, through its Family Violence Research Grants Program (Phase 1), for the project 'Children's Voices for Change: A Rights-Based Approach to Understanding and Implementing Effective Supports for Children and Preadolescents as Victim Survivors of Family Violence'. This project seeks to identify and understand supportive factors and barriers in service design and delivery, and to build the evidence and knowledge base regarding how to meaningfully and safely engage children's voices and experiences to support their recovery needs.

In recognition of Georgina's expertise, Georgina has been invited to join the Policy Working Group of the Australian Child Rights Taskforce and have been appointed a Children's Rights Trainer with the Diplomacy Training Program, an NGO affiliated with the Faculty of Law, UNSW. Georgina's research has been published in leading Australian and international peer-reviewed journals and she presents regularly at national and international conferences. Through Georgina's collaboration with leading family law and children's rights scholars in the UK, she has been invited to undertake Visiting Fellowships at the University of Liverpool and the University of Exeter later this year.



Georgina and her family have recently relocated to the Gold Coast, as she has taken up the role of Senior Lecturer in Law at Southern Cross University.

"I reflect on my time at Balwyn High School (1999 to 2004) with much fondness and gratitude, for it has shaped my personal and professional values and qualities in such an enduring and meaningful way. The array of learning opportunities, both within and beyond the classroom, enhanced my creativity, critical thinking and problem-solving skills. They also inspired my enthusiasm to make a difference and have a positive impact in all my pursuits. My experiences at Balwyn High School instilled in me a commitment to lifelong learning, social justice and human rights; values which have guided, and continue to guide, my professional path in the law."

Georgina Dimopoulos

ALUMNI SPOTLIGHT

Learning To Live Together



Brian Stagoll
Hall of Achievement Inductee
(2014)
BHS Class of 1962

Brian Stagoll MS BS FRANZCP
Psychiatrist, Family Therapist, Community Health Activist

After matriculating in 1962, Brian became the first Balwyn High School student to be accepted into The University of Melbourne Medical School, being awarded a Free Place.

Brian graduated with a Bachelor of Medicine, Bachelor of Surgery (MB BS) in 1968. After residencies at the Footscray and Royal Melbourne Hospitals, he completed a psychiatric residency at the Albert Einstein College of Medicine in New York and then worked there as a Fellow in Social Psychiatry for two years.



Upon returning to Melbourne, Brian gained specialist qualifications in Psychiatry and worked in the Mental Health Authority and Health Department at Bouverie Clinic, Carlton, and later at the Melville Clinic, Brunswick. Melville was the first Community Mental Health Centre in Victoria and became a model for later services in mental health.

From 1982, Brian was co-director of the Williams Road Therapy Centre, the first Family Therapy Institute in Victoria. Having played a key role in establishing Family Therapy as an important branch of psychotherapy in Australia, Brian became a life member of the Australian Association of Family Therapy. In 2001, he was given the Special Award for distinguished contributions to Family Therapy in Australia and New Zealand, the highest honour in the field.

Concurrent to his career in psychiatry and family therapy, Brian remained actively involved in many community projects and organisations in Collingwood and Fitzroy. He held leadership positions in Community Health, and Community Mental Health and Policy at various levels of government, with long-term involvement in community activism and advocacy.

Brian fully retired from specialist practice in 2019, fifty years after first becoming a doctor.

On Australia Day 2022 Brian was honoured with an Order of Australia [OAM], for 'service to medicine as a psychiatrist'. Brian says he was very pleased as this was also a recognition of many people in the mostly unrecognised fields of Community Health and Family Therapy who he had the good fortune to work alongside for many years.

'Now I am nearly 80 I look back with gratitude and thanks for a life and career that rises out of the early Balwyn High of the 1950s. I am looking forward to the 70th. anniversary next year.'

Brian was one of the six original inductees to the newly formed Balwyn High School Hall of Achievement to mark our Diamond Jubilee in 2014. Congratulations on your stellar career Brian!



Brian Stagoll (Front row, second from the right) Year 12 Balwyn High School 1962

Learning To Live Together



Justin Hong
Director of Senior School



Amee Duncan
Assistant Director of Senior School

Parent Information Nights

The Year 12, Year 11 and Year 10 Parent Information Nights took place over the last three weeks and the Senior School would like to thank the many parents who attended and took the opportunity to meet our team. Assistant Director of Senior School Amee Duncan, and Student Learning and Wellbeing Managers Bianca Prendergast, Viet Bui, Chris Triantafilopoulos, Chloe Erskine, Brian La and Dylan den Hartog presented information about the successful completion of Year 10 and the VCE, explained the terminology and assessment procedures in Senior School and stressed the importance of good communication between students, parents and teachers. The evenings provided suggestions for the emotional and wellbeing support of students as they continue their senior school journey. The presentation slides for these three Information Nights are now available via Compass NewsFeed.

VCE Assessments

The first round of VCE assessments, usually referred to as SAC (School-Assessed Coursework) has now begun. A schedule of your son/daughter's assessments can be found via the Learning Tasks tab on Compass. We strongly encourage that parents remain informed of upcoming assessments for their child and regularly consult the feedback provided by teachers. Discussing this feedback with your child is a powerful way to help them reflect on their learning.

Attendance Requirements in Senior School

Ongoing attendance to every class is one of the essential factors for academic success as it allows students to engage into deep and meaningful discussions with their peers, allowing them to extend their learning. It also allows teachers to monitor progress and therefore to regularly adjust their instructions and provide immediate feedback to each student. Based on this and the attendance policy outlined by VCAA, Balwyn High School has established a 90% attendance requirement for students in each subject and VCE Unit. Students who know that they will have approved absences for reasons such as illness or school events should carefully monitor their overall attendance rate through Compass. Failure to achieve a 90% attendance rate for each subject could jeopardise satisfactory completion for that subject and unit. More information on the VCE attendance requirement can be found in the VCE Student Handbook available on Compass.

Year 10 students are also required to attend 90% of classes in order to successfully complete the requirements of Year 10. In order to support the work of the Senior School team in monitoring attendance, parents should ensure that they 'approve' legitimate student absences through the Compass portal.

Justin Hong | Director of Senior School

Year 11 Project U Study Skills Sessions

In Week 3, Year 11 students participated in a session that focused on navigating VCAA documents, such as; study designs, examiner's reports, and past exams, as well as focusing on pathways for university, TAFE and their lives beyond Balwyn High School.

During this session, students continued working on their 'Career Action Plans'. This allowed students to see how their chosen subjects, as well as their interests, could lead into a profession, or different job opportunities, once they leave school. The students were offered the time to explore the pathways that lead to their chosen profession, which had them beginning to research different university or TAFE courses.

During the Project U session I had last Thursday, I had discovered many new resources that I could access. There was much focus on understanding myself and developing my future which was helpful as it reminded me that it's important to learn with my strengths and interests. During the session I discovered that the "My Career Portfolio" was like a guided journal which I could refer back to, and change any inputs whenever I wanted, which could keep all my experiences in one place.

SENIOR SCHOOL REPORT Cont.

The resources provided allowed me to further understand my future academic and work ventures, and helped me get rid of any anxiety I had, as I now have an even greater understanding of what pathways I wish to experience.

Bao Yi Tseng | Year 11

Last Thursday all the Year 11 students participated in the Project U program, a project aimed at assisting students to better understand their strengths, weaknesses and potential, in order to prepare us for VCE and careers in the future. We spent one period setting academic goals, extracurricular goals and filling out the My Career Portfolio survey. These tools can help us to consolidate large thoughts and vast ideas and organise and structure them, so we can better make sense of them. Careers in this day and age are becoming increasingly skill-dependent and less qualification dependent, while also becoming more complex and specific. The looming possibility of automation replacing many occupations also prompts us to consider carefully what our futures may look like. While it is good to diversify and keep options open it is also important to have a good understanding of our personal goals and unique desires so that when it comes time to make big decisions we are prepared and can progress through each stage with maximal satisfaction and minimal regret. The Project U program was a great way to assist and kick-start the process and help us to think critically about our own skill sets, interests, goals and how they align with the evolving society.

Allan Liang | Year 11

I personally think that Project U held by the school last week is successful and effective. This session allowed students who may still be confused, to find their future path and career direction.

The project first conducts a general assessment by asking students about their interests and hobbies. My personal interest within the subjects were physics, mathematics and visual communication design, and soon the project came up with multiple optional quality careers. The good thing is the project is very personalised, which means everyone's result will be unique and specifically designed. This will help in advance to students who wonders, or may be frustrated, about not knowing their future direction. As I looked through the job list, I found that architecture perfectly suited my subject interests. Further, the Project U explains and summarises what the job does and gave out a detailed career prospect which could really help with my job selection.

Overall, Project U was a successful session and I strongly believe it will help my future.

Martin Ding | Year 11

Senior School Lion of the Week

Senior school are launching an initiative this week to celebrate and highlight the excellent citizenship of our students. The Senior School Lion of the week is a recognition given to students for their positive contributions to the Balwyn High School community. We are looking for examples where students have demonstrated values aligned with our school through their actions in the classroom, outside the classroom, and during key events across the school. These values are drawn from our Balwyn High School Learning Pillars.

There could be any number of students that are recognised in a week, depending on the actions demonstrated. These students are decided on by the Senior School team, with the contribution of staff recommendations.

Students will be celebrated by an email to their families, outlining the specific contribution they have made as well as a recognition in the fortnightly Lion Newsletter.

Amee Duncan | Assistant Director of Senior School

Year 10 Work Experience

As a part of the Year 10 experience, students explore the world of work through work experience placements. Work experience is expected to take place in the final week of Term 2 (19 June – 23 June) and will provide students with the valuable opportunity to develop employability skills, explore career options, understand expectations in the work force, and increase their self-understanding,

SENIOR SCHOOL REPORT Cont.

maturity, independence, and self-confidence. It will also enable students to observe the type of tasks and activities that people who are employed in a career area complete on a day-to-day basis.

We recommend students choose employers in industries that relate to their potential future pathways, where possible, or in careers that they are curious about. Work Experience is a great opportunity to learn about careers that may require additional training or further education. It is a chance for students to “try out” a workplace/career before making further decisions.

If your child is finding it difficult to organise a placement, they should speak with their Tutorial Teacher to assist them with some ideas or advice on how to best approach businesses. Tutorial Teachers are now in the process of collecting Work Experience Arrangement Forms from their students and any student who has not returned it yet should do so at their earliest convenience.

As this is a popular program, with many students eager to take part, we are reaching out to our community members for any leads you may have of placement opportunities, whether at your own workplace or otherwise. If you are able to provide any assistance, or have any questions, please contact me at mco@balwynhs.vic.edu.au. Additional information regarding work experience can also be found via Compass NewsFeed.

Melissa Co | Year 7-10 Careers Advisor



Learning To Live Together



Chris Land
Director of Middle School



Sylvie Tang
Assistant Director of Middle School

Middle School Matters!

Term One Round-Up

It's astonishing to think that we have reached the half-way point in Term 1. It certainly does not feel like five weeks have passed since students were sitting in the AM Rogers Hall being welcomed back to school by the Middle School Team.

Term 1 has been busy. The Middle School program has been rich and varied, featuring a range of events underpinned by our Term 1 Pillar of Learning 'Learning to Live Together' and also the three year-level themes of 'Our New Learning Community' (Year 7), 'Making a Difference' (Year 8) and 'My Middle School Experience: Past, Present and Future' (Year 9).

Alongside the excitement of new learning experiences in the classroom, some of the highlights of Term 1 so far have included Year 7 Welcome Night, the Year 7-12 Clubs and Careers Expo, Year 7 Camp, Year 7-9 Parent Information Nights, year-level assemblies, general assemblies and – just this week – the Swimming Carnival.

Given that we are half-way through Term 1, there is a lot more to come. Next week (Week 7), Years 7, 8 and 9 will participate in Project Rockit workshops, which will focus on social and emotional learning. In the weeks that follow, students in Years 7 and 9 will participate in NAPLAN assessments (Week 8), and parents can anticipate the first Reporting Point comments being released from Week 8 onwards (commencing with Year 9 in Week 8, followed by Year 7 in Week 8 and Year 8 in Week 9). In Week 10, students will once again don their house colours for the Athletics Carnival, before parents and carers are welcomed in to school for Parent Student Teacher Conferences in Week 11.

Sylvie Tang, Assistant Director of Middle School, has authored a write-up of Year 7 Camp that can be found below. Sylvie was instrumental in organising the huge undertaking that is Year 7 Camp and I wish to express my gratitude for her outstanding work in providing such a fantastic opportunity for our students. I also wish to acknowledge the ongoing commitment of our Student Learning and Wellbeing Managers, Shannon Blewitt and Mercedes Marsh (Year 7), Binhui Tu and Jed Miller (Year 8) and Brandon Jones and Bethany Shearwood-Boyd (Year 9).

Chris Land | Director of Middle School

Year 7 Camp

On Monday 20 February 308 students from the Year 7 cohort, supported by 38 dedicated staff members, headed to Phillip Island Adventure Resort for Year 7 Camp. Year 7 Camp has long been an important milestone in Year 7 students' transition to our school community, and we know that some of the relationships formed on Year 7 Camp can be lasting for students in their six years of study at Balwyn High School.

We were so pleased to have the opportunity to go and spend valuable time with our Year 7 students and to see them connect meaningfully with one another. Students challenged themselves, took risks, established new and supportive friendships with their peers and took advantage of the beautiful landscape of Phillip Island. Visiting the Penguin Parade was certainly a highlight for many, and staff were so proud to receive positive feedback from the staff and members of the public about our students' respectful conduct at the venue and towards the penguins as we observed them in their natural habitat.



MIDDLE SCHOOL REPORT Cont.

Later in the week after we returned to school, some Year 7 Students were invited to complete a reflection on their experiences. See below some of their responses:

"The 2023 Year 7 Camp exceeded my expectations! Last week, the Year 7 cohort visited Phillip Island for a two-night camp. This camp presented me with an opportunity to meet my fellow peers. Having to stay in the same room with those we barely knew, mixed with heaps of team bonding exercises, the camp definitely achieved its goal of bringing this cohort closer. Personally, I believe that raft building was the most interesting activity. Having to build a raft with limited material that was able to float with five or more people on board was not an easy task. We were challenged to think outside the box and use skills that we don't use often. Ultimately, my team was declared the winner but not without protest from the others. A personal highlight of mine was the flying fox. The feeling of the cold breeze on my face, as adrenaline surged in me was undeniably a thrilling sensation. If only this experience lasted longer. The subsequent 250m run back up the flying fox hill felt like forever compared to the zip line ride. In all, this camp was an amazing experience. I have learned much about my peers and I look forward to seeing them around the school. Thanks to all the teachers and staff members who joined us on this camp. Your guidance was greatly appreciated by all the students. Most importantly thank you to my fellow students for making this camp a memorable experience."

Ella Yap | Year 7

"As I arrived at camp, I was filled with overwhelming excitement as I saw all the activities that I would be doing over the following three days, and how they would help me make new friends, learn new skills, and even overcome fears – changing my life forever!"



Out of the many thrilling activities ranging from archery, canoeing, and watching some adorable penguins, my personal highlight was going to the top of the giant swing and watching the ground fly away from me. The overwhelming speed I felt when I dropped made it clear that it was, by far, the scariest activity on camp. The giant swing is an amazing experience and has helped me get over my fear of heights.

Another amazing activity that deeply enhanced my friendships and collaborative skills was raft building. Creating a raft with my team, with the only goal of not sinking allowed us to become able to trust each other after getting to shore safely with an intact raft despite the time pressure.

This incredible camp allowed me to make so many new connections and to have so many new experiences with the rest of the cohort. Everything that happened over those three days has influenced me, allowing me to overcome fears, develop new skills, and make new friendships."

Stuart Joshi | Year 7



MIDDLE SCHOOL REPORT Cont.

"Last week from 20 to 22 February, the Year 7 cohort went on our year level camp to Phillip Island. I remember on the bus ride there, everyone was curious about what activities we would do and the food we would eat but most importantly, who was going to be in our cabins. On the second day, we had a full day of activities. My activity group went on the beach walk and had the opportunity to go on the giant swing and flying fox. I was exhilarated to go on the giant swing but felt a bit hesitant when I reached the top, and saw how far up I was from the ground. I felt my heart racing on the flying fox as I kept overthinking that something would snap, but I did it in the end and knew it was worth it. There was so much wildlife on the campsite and one of my highlights was seeing wild bunnies hopping about when walking back to my cabin. Observing the penguins was a really amusing experience because of how small they were and how they looked when they waddled around. I was able to meet new teachers and made friends with people I was in the activity group with. I had the chance to learn how to canoe and how to use a bow and arrow which are activities I've always wanted to do. I'm extremely grateful to have experienced this and it will be an adventure I will treasure."

Anjelina Chow | Year 7

We would like to thank the 38 staff who volunteered to support Year 7 Camp. In addition, thank you and congratulations to our Middle School Team and our Year 7 Student Learning and Wellbeing Managers Mercedes Marsh and Shannon Blewitt for their organization and facilitation of such a successful camp for our staff and students.

Sylvie Tang | Assistant Director of Middle School



Year 8

Week 5 was an extremely exciting one for our Year 8 students. It kicked off with our medieval incursion and finished with our first interschool sports round robin of 2023. Both events gave students an opportunity to work towards our Pillar of Learning for Term 1 'Learning to Live Together'.

On Tuesday and Wednesday, students participated in the medieval incursion. The incursion aimed to enhance student understanding of the European Medieval History topic that is being covered in their Humanities classes in Term 1. The interactive incursion gave students an insight into medieval weapons and armour, crime and punishment, the troubadours, medieval dance and even a chance to shoot a real-life bow and arrow. The incursion also helped to promote student engagement and wellbeing as students and their teachers interact in a different environment.

Thursday was our first interschool round robin of the year with over 100 students heading out to represent the school in cricket, baseball, softball, basketball and tennis. It was an extremely successful day with our cricket, baseball and softball teams advancing to region. The round robin gives students and opportunity to work with their peers in a team setting and to show sportsmanship and leadership.

As Student Learning and Wellbeing Managers we could not be more proud of the feedback we have received from everyone involved in both events! Next week we will be another exciting one with the announcement of our 2023 Tutorial Captains at the year level assembly, stay tuned!

Binhui Tu and Jed Miller | Year 8 Student Learning and Wellbeing Managers

Middle School Student of the Week - Term 1 Week 4 and 5

The Middle School Student of the week is an award given to students for their positive contributions to the Balwyn High School community.



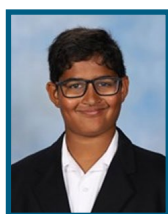
MIDDLE SCHOOL REPORT Cont.

This award is determined by the relevant Student Learning and Wellbeing Managers (SLWMs). The students are celebrated by an email to their families, outlining the specific contribution they have made. Well done to all of the students who have received this award. The winners for week 4 and 5 of Term 1 are below:

Year 7 (school photos are not yet available for this cohort)

Neil Rai Chopra, Oscar Lu, Richard Tang, Ava Plant, Alex Perry-Thompson, Nico Palstra

Year 8



Arya



Sasha



Elise



Vishruth

Year 9



Alexander



Dominic



Erika



Liam

Careers Education in Middle School

Whilst it may seem early to start talking about careers, it's never too early to think about one's interests, skills and strengths. Starting careers education early allows our students to start the process of developing their sense of self and to understand their strengths and interests in order to navigate the world of work when they become ready. Studies have shown that young people today will experience what's known as a career portfolio – consisting of 17 jobs over 5 different careers (<https://www.fya.org.au/resource/new-work-order-research/>). Young people today need to have the skills and capabilities to navigate multiple careers and meet the challenges of the rapidly changing world of work. No longer is the idea around work about having a single career, but rather considering transferable skills across multiple careers.

In Year 7 and Year 8, we want students to start to be curious about careers and pathways. Helping our young people connect their interests, strengths, and skills to a variety of possible career options can help students branch their thinking. Some of the jobs tomorrow don't exist today, so who knows where their skills and interests will lead them.

Year 9 students will have the opportunity to participate in the My Careers Insights program (more information on Compass Newsfeed) where their skills and strengths will be matched to occupations to start to delve deeper into connecting ideas to tangible pathways, before starting their pathways into the world of work...

Here are some resources that may support you to start talking about careers:

- <https://www.vic.gov.au/talk-your-child-about-their-career>
- <https://myfuture.edu.au/>
- <https://www.jobsandskills.gov.au/news>
- <https://labourmarketinsights.gov.au/> (soon to be replaced by jobsandskills, but a really good resource to see patterns in the labour market)

As Careers Advisor for Years 7-10, if you have any questions relating to careers or pathways, please feel free to contact me at mco@balwynhs.vic.edu.au.

Melissa Co | Years 7-10 Careers Advisor



Dani Cantor
Director of Senior
School Wellbeing

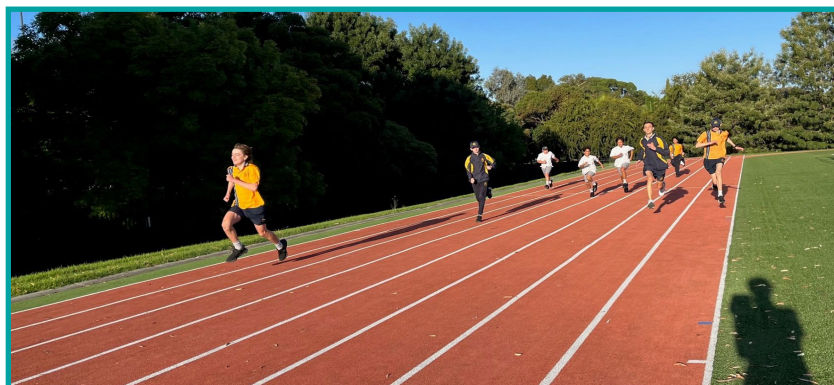
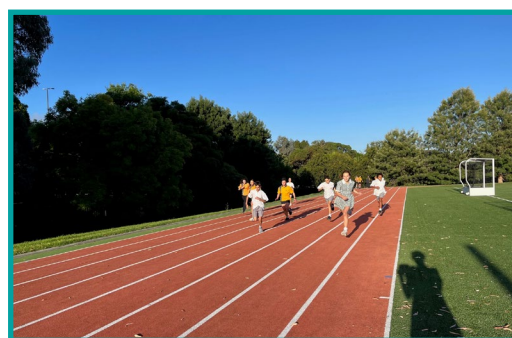


Sharon Gardner-Drummond
Director of Middle
School Wellbeing

Learning To Live Together

Running Club is up and running!

Running Club in week 4, ably led by our School Captain, Charlie Baniyas. We had an incredible turnout of students of all ages and abilities from Year 7 through to Year 12. We are always keen to have more people join us and take advantage of that early morning endorphin hit to fuel the day's learning. If you have been considering a new activity or thinking about joining, come down and give it a try! We meet at 7:30 in the stadium on Tuesday and Thursday mornings.



Sleep Health seminar

Thursday 9 March 2023, 7:00 pm – 8:00 pm, Hawthorn Library, 584 Glenferrie Road Hawthorn VIC 3122

Free

Join like-minded community members at our Sleep Health seminar with expert guest speaker Associate Professor Dr Darren Mansfield from the Sleep Health Foundation.

- Learn about the benefits of good sleep hygiene and the best practices to achieve it.
- Understand the impact of sleep disorders on work productivity, safety and overall quality of life.
- Have the opportunity to ask questions and participate in a community discussion about this important health topic.

This seminar is part of the Boroondara Wellbeing Conversations series.

Register at <https://www.eventbrite.com.au/e/boroondara-wellbeing-conversations-sleep-health-with-dr-darren-mansfield-tickets-545616011177>

Respectful Relationships

International Women's Day Events

A question of age - Jacinta Parsons: author talk

Monday 6 March 2023, 7:30 pm – 8:30 pm, Kew Library, Corner Cotham Road and Civic Drive Kew VIC 3101

STUDENT SERVICES Cont.

Jacinta Parsons is an ABC broadcaster, writer, speaker and author of memoir *Unseen: The secret life of chronic illness*. She currently hosts *Afternoons* on ABC Melbourne, delivering a popular mix of art, culture and ideas.

Join us to talk with Jacinta about her new book *A question of age: women, aging and the forever self*. It is incendiary, raging and raw, but also compassionate, insightful and powerfully energising. It is a book for every woman looking in the mirror thinking she no longer recognises herself. It is a book for our times.

Register at:

<https://www.eventbrite.com.au/e/a-question-of-age-jacinta-parsons-author-talk-tickets-51183281957>

International Women's Day breakfast

Wednesday 8 March 2023, 7:30 am – 9:00 am, The Chandelier Room, Hawthorn Arts Centre 360 Burwood Road Hawthorn VIC 3122

Free

International Women's Day is a global celebration of women's achievements. It encourages action for gender equality and standing up against gender bias.

Join guest speaker Helen Kapalos, award-winning journalist and former Chair of the Victorian Multicultural Commission, for a special breakfast event celebrating the International Women's Day 2023 theme 'Embrace Equity'.

We will provide a light breakfast, along with entertainment and opportunities to connect with other community members.

Places are limited so please register your place. There is a maximum of 2 tickets available per booking and we will not accept multiple bookings.

Register at:

<https://www.eventbrite.com.au/e/international-womens-day-breakfast-2023-tickets-478797976637>

Free Boxing Class for Young Women (Aged 15 – 25)

Wednesday 8 March 2023, 4:30 pm – 5:30 pm, Boroondara Youth Hub, Level 1, 360 Burwood Road Hawthorn VIC 3122

Embrace your strength this International Women's Day and join our free boxing class!

Join Boroondara Youth and YMCA as we knock out gender inequality and embrace healthy habits.

Open to young people aged 15 to 25.

Boroondara Youth Hub is a safe, inclusive space for young people from all communities.

Register at <https://www.eventbrite.com.au/e/womens-boxing-class-tickets-545661286597>

Cultural Diversity Week Events

Multicultural movie festival

Boroondara Youth Hub, Level 1, 360 Burwood Road Hawthorn VIC 3122

Free

Cultural Diversity Week celebrates identity, influence and stories from diverse communities.

Join us as we host a 4-day movie marathon showcasing talent and stories from around the world!

Light snacks and movie title available on screening day.

For young people aged 10 to 25.

Boroondara Youth Hub is a safe, inclusive space for young people from all communities.

Time: 4:00 pm – 6:00 pm

Dates: Tuesday 14 March 2023, Wed 15 March 2023, Thu 16 March 2023, Fri 17 March 2023

Dani Cantor | Director of Senior School Wellbeing

Sharon Gardner-Drummond | Director of Middle School Wellbeing



Teaghan Gibson
Director of Music



Melanie White
Assistant Director of Music



Emily Caracella
Assistant Director of Music

Learning To Live Together

In the previous edition, I reflected that music is about the relationships and connections that form as a result of making music together. Since last edition, we have continued our theme of connections in the Music Department, including the first rehearsals of our Training Concert Band and A Strings Orchestra rehearsals for our beginning students, superbly supported by some of the senior students within the Music program.

I find myself reflecting on the sense of community that pervades the Music Learning area where senior students often opt to come along (unprompted, and often for very early rehearsals before school!) to support the learning of our less experienced musicians; sometimes leading, sometimes playing along, and other times just to lend a helping hand, and to build familiarity and sense of community. These visits inspire our beginning musicians and ensure that students feel safe and supported in their learning. The initiative of these students is often reflective of the support and visibility of senior students when they, themselves were just beginning their musical journey, and so these significant 'firsts' continue to have an impact on the overall journey of students as they move in, through and amongst the Music community of Balwyn High School. What a wonderful cycle of music we find ourselves in!

2023 Music Captains: An introduction

In this edition, we get to know a little bit about two of our Music Captains – Kushe Fezollari and Eric Qiu.

Hello, I'm Kushe Fezollari and I am thrilled to be one of your Music Captains for 2023! I have been playing the violin for 11 years and am part of Senior String Orchestra and String Quartet. I love music, because for me it's a form of self-expression. Heart-wrenching melodies and dramatic harmonies are some of my favourite things to perform and listen to (yes, I'm a classical music lover).



This year, in my final year at Balwyn High School, I am so excited for every concert and presentation we have lined up, especially our phenomenal Presentation Night at the end of the year. However, the thing I am most looking forward to is making new connections with people in and outside of the music program and deepening the connections I already have. Although these are often the aspects of music that are overlooked, these connections and the sense of belonging is what makes the Music program really special.

If I could give everyone one piece of advice, it would be to take every opportunity you have, especially with music even if you have never picked up an instrument before because although those countless hours of practice may seem gruelling, they pale in comparison to the reward of performing and being part of this music-making community.

Kushe Fezollari | Music Captain

Hello everyone! My name is Eric, and I am one of the Music Captains for 2023. My main instrument is electric guitar, and this year I'm a member of Black Orpheus and Senior Concert Choir.

Music has made huge positive impacts on me, although I didn't initially choose to do music myself. Because I didn't have much passion for music in the beginning, having to spend a large amount of time into practicing boring fundamentals allowed me to become a more persistent and resilient person. Later along my music path, I decided to start learning guitar. For a long period of time, I didn't have a teacher for guitar, which meant that I had to make my own practice routine and materials.



MUSIC Cont.

It is because of this that I was able to develop my organisation and planning abilities from this experience. Having to self-teach an instrument means some of the pieces I choose to learn are difficult and sometimes way above my current skill level. However, my ambition and desire to learn and potentially perform those pieces always motivated me to squeeze out time to practice.

Entering into Year 12 means that I find it a little harder to find time to spend on practicing music, but also means it's the last opportunity for performance and collaboration with other amazing musicians in this school, therefore I still want to spend most of my free time on playing and making music. On top of that, I am excited to study music beyond high school and am looking forward to beginning preparations for auditions for university music programs.

Eric Qiu | Music Captain

As leaders within our Ensemble program are named over the next few weeks, the Music Captains are planning for the inaugural Ensemble Leaders forum which will take place in Week 10. This forum will take place each term, with students sharing their experiences and ideas from within the ensemble program, and will support students to strengthen connections within and between the range of ensembles in our program. It is sure to be an exciting and powerful opportunity to continue to build our music-making community.

Event Reminder: Gala Soiree, Tuesday 7 March, 2023, 6:30pm

Each year Gala Soiree is the premiere event which opens the performance calendar for the Balwyn High School Music Program. This concert will feature Alumni performers Hillary Cheng (Viola, Class of 2022) and Jazz Combo 'Contemplation' (Class of 2022), alongside a range of solo and small ensemble performances. The evening is a true celebration of excellence within the Music Program. It is with pleasure that we invite the Balwyn High School community, family, friends, and guests to enjoy an evening of fine music in the David McGrail Theatre, followed by a champagne supper in the A.M. Rogers Hall.



Teaghan Gibson | Director of Music

Spotlight: Year 8 Music – Elective

Across the semester, Year 8 students engage in a learning program designed to increase their music literacy and playing skills. In Term 1, these skills are developed through experiencing musical genres such as the blues and the development of popular music, learning to play the guitar, and developing performances with their peers. Through these musical activities, students are actively engaging in developing their collaborative skills, building empathy and resilience, as well as developing their critical thinking skills to make connections between concepts. We asked students to share a little bit about the learning activities and their experience in the elective so far this term:

I enjoy collaborating with others to create music. Things that help me learn are working with others and experimenting with Musecore. Things I've learned that are new are syncopation and passing notes. Something different from year seven is the more in-depth approach to learning. I am excited to learn more about the blues and bass lines.

Ben Boyd | Year 8 Student

Year 8 music has given me a priceless opportunity to be able to expand my musical knowledge by learning new instruments. This year so far, we have learnt how to play chords on the guitar, write musical compositions and convert them to guitar tabs, and develop our skills of sight-reading guitar tabs and music notation. Music also has very important ideas of capability to express emotions and stories, through the mood of the melody and the lyrics. This was highlighted to each of us in our study of the African Slave trade and the suffering of those expressed in the type of music called the Blues. Choosing music for an elective in Year 8, has given me an extension from Year 7 music, and has surely deepened my musical experience and capabilities. Furthermore, other themes and techniques from Year 7 have carried out in Year 8, teaching us more about the techniques and styles of music from Year 7.

Evangeline Seow | Year 8 Student

MUSIC Cont.

I personally believe that music this year has taught me so much so far. Things I've learned range from things like; How to play guitar tabs, the music style "the blues" and its cultural backstory (along with music techniques like call and response), how to compose baselines with ease, the bass clef, and other techniques used in bass lines like syncopation, octave leaps, and passing notes.

In the music classroom, I am looking forward to developing my skills in composition, learning about more guitar riffs we can play, developing my skills in guitar playing, and learning overall music theory.

Ethan McCatty | Year 8 Student

Throughout last year and this year, music has helped me grow as someone who is passionate about music and playing instruments. So far, I have had the opportunity to learn about the African Slave Trade and its connection to music, such as the blues, and how to recognize different features and parts of certain music genres.

I have also been introduced to a new instrument, the guitar. I have never even touched a guitar before, but as I learned more about the instrument, I have developed many new skills that I never knew I had, and I'm so happy that choosing music as an elective has given me the chance to further progress with my abilities. I am looking forward to learning about music in the media and other future units; I cannot wait for these to help continue to broaden my understanding of music.

Nadia Bell | Year 8 Student



Melanie White | Assistant Director of Music – Classroom Music



Shaun Bowes
Director of Health,
Outdoor, Physical
Education and Sport



Paul Mirabella
Assistant Director of
Sport



Dusanka Devic
Assistant Director of
Health and Physical
Education



Tim Richardson
Assistant Director
Outdoor Programs

Learning To Live Together

The past two weeks were extremely successful for our sporting teams! We saw many students trial for sporting teams and there were high participation numbers across the board. I'd like to thank all students for signing up for Sport, even if they missed out on making the final teams. I'd also like to thank all student coaches and staff for their wonderful coaching and support of our teams. Well done to all students for participating in the round robins, including students who represented the school in 'B' and 'C' teams who may have won all their games, but will not advance to the next round.

Year 8 Round Robin

Congratulations to the Boys and Girls Tennis, Girls Softball, Boys Baseball and Boys Cricket teams for advancing to the Eastern Metropolitan Region (EMR) round. The Year 8 students were extremely respectful throughout the day and should be commended on how well they conducted themselves.



Intermediate Round Robin (Year 9 & 10)

The intermediate round robin was our most successful day of the year so far. All but one team will advance to EMR after terrific performances by our students! Congratulations to the following teams: Boys Volleyball, Boys and Girls Tennis, Girls Softball, Boys Baseball, and Boys and Girls Cricket.



Student Reflection for Boys Volleyball:

The moment we stepped into the stadium we knew it was going to be a competitive and challenging day. However, Balwyn High School did not let this overcome our hard work and dedication. Our first opponents were Kew where we ended up losing in a hard-fought match, nevertheless, we maintained our persistence and determination as we still had a chance to win overall. If Kew lost more sets, we could advance to regionals due to the set/win ratio. Gradually the day went on and we fought for each point like it was for the crown. The fatigue and constant aching in our bodies tempted us to give up. However, our strive and hunger to win was stronger! We wanted to change this year's results because we were tired of the same results year after year. With two great wins against other teams and a higher percentage compared to other schools, finally, it paid off. Balwyn High took the win against the powerhouse of volleyball, Kew.



Jordyn Teo | Year 11 Student Coach

ISSUE 3 | 2 MARCH

CALENDAR OF EVENTS

Wednesday 1 March
House Swimming

Tuesday 7 March
Chess Tournament

Thursday 9 March
Senior Girls Cricket - Region
Finals

Friday 10 March
Year 7 Boys Cricket Round
Robin

Tuesday 14 March
Division Swimming

Wednesday 29 March
Year 7 Round Robin

Thursday 30 March
House Athletics

Tuesday 4 April
Senior Round Robin

Tuesday 4 April
Chess Tournament

HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

Senior Round Robin (Year 11 & 12)

The first Senior round robin of Term 1 saw several teams win the Division Round. The Boys and Girls Tennis, Girls Softball and Boys Baseball teams will now compete at EMR. Good luck to all students involved, including those who may be representing the school for the last time in these sports.



Student-Athlete Spotlight

A big congratulations to Sam Harberts (Year 10) who recently competed at the National XC Mountain Biking (MTB) in the Under 17 Mens XC Olympic Competition and finished 10th with a time of 1:11:52.68. Well done, Sam!

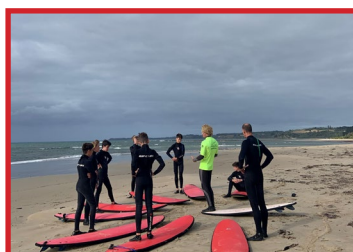
Outdoor Programs

Balwyn High School's incredible Outdoor Programs have continued to provide students with extremely valuable experiences.

Year 9 Outdoor Education students were fortunate to attend a surf and snorkelling excursion. Despite the hot weather, the students and staff had a terrific time on the excursion.

"During snorkelling we saw how the eco system thrives and the natural animals in that area."

Mohammad Hosseinkhan Gandehari | Year 9



HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

Unit 3 Outdoor and Environmental Studies students visited the NGV and Koorie Heritage Trust where they analysed the changing historical relationship with outdoor environments, as expressed by indigenous and non-indigenous Australians.



Shaun Bowes | Director of Health, Outdoor, Physical Education, and Sport Health and Human Development

This year we are very excited to have five Year 12 Health and Human Development classes! Year 12 students have been exploring health and wellbeing and illness as complex, dynamic and subjective concepts. Students have evaluated the health and wellbeing of individuals and population groups. They have also had the opportunity to explore the important role that organisations such as the World Health Organization (WHO) have on health and wellbeing.

Global Health and Alternative Sports

Global Health focuses on a range of real-world health issues. Students have been exploring the health status of high, middle, and low-income countries, as well as the impact of social economic and environmental characteristics on health status. Students have also started their first practical unit which focuses on 'Non-Traditional Sports' such as Frisbee and Tchoukball and other recreational activities. The subject is designed to not only support students to transition to VCE Health and Human Development but also to emphasise the importance of life long healthy behaviours.

Whilst the name Health and Human Development might make you recall the health lessons you experienced in Year 7-9, HHD touches on many different concepts from various subjects including Health, Humanities and Science. As my first Unit 3/4 Subject, I felt quite nervous going into the subject, however, my previous learning in both Health and Humanities in the SEAL Program have really supported me to gain key skills such as analysing data and information and making connections between concepts. So far, we have been exploring the topic of Health and Wellbeing as a dynamic and subjective concept and have delved into the concepts that WHO (World Health Organisation) consider vital for optimal health and wellbeing, such as peace and shelter. Looking into the future, I am excited to learn further about Australia's Healthcare System, as well as the ways in which we can promote health and wellbeing globally. HHD has been a valuable experience so far, allowing me to gain insight into the perspective of worldwide organizations such as the UN and WHO, ultimately enabling me to look at health and wellbeing on a broader scale.

Nethmi Sumanasekara | Year 11

So far in Year 10 Global Health, we've finished our first Health Unit and have started PE lessons which are about Non-Traditional/Alternative Games. We have covered a lot on Health Status Indicators and how Low-, Middle-, and High-Income Countries differ in terms of health. We learned how certain factors affect Health Status, as well as how diseases such as COVID are handled in different parts of the globe. For our first PE lesson we played Speedball, a combination between Soccer and European Handball. I liked how relaxed the rules were as it made the game feel very accessible to someone like me who has not played a lot of team sports. I'm looking forward to playing more of these alternative sports for the rest of the semester!

Matthias Yuen | Year 10

Dusanka Devic | Assistant Director of Health and PE



Simon Maher
Director of Mathematics



Rikara Ahmat
Director of Science



Amanda Clarke
Assistant Director
of Mathematics and
Science

Learning To Live Together

A wonderful start to Science

The Science learning area has been extremely busy lately with lots of fabulous activities happening both in and outside the classroom. Year 7 students have received their Bunsen burner licences, Year 10 students have been designing water filters, the STEAM club has started, and we have celebrated international day for women and girls in STEM! Please see below a list of articles about these events and activities.

STEAM Club

Our wonderful STEAM Captains Shwen Chong and Nicole Chen run the STEAM club every second Tuesday.

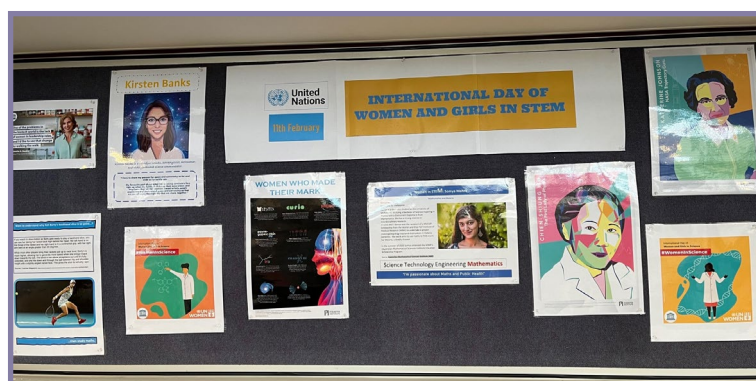
In our first meeting, we celebrated International Day for Women and Girls in STEAM! In the session, students were introduced to a wonderful opportunity for young women who are interested in motorsport called Girls on Track. In the session students watched videos showing what it was really like to work in the motorsport industry. Students also completed drawings for the Toyota dream car competition.

Feedback from STEAM club members was recorded by our captains and students voted for their favourite activities coming up in the next few STEAM club meetings. Microscopes and examining pond water was the most popular choice and, in a later meeting, building and testing electric circuits! Well done to our STEAM captains for running the meeting so effectively. Thank-you to all students for the enthusiasm and passion for all things STEAM.



International Day for Girls and Women in STEAM

In addition to watching the videos in the STEAM club, the school celebrated this event with a wonderful display in the library showcasing international and Australian women who had experienced success in the STEAM field. A school wide kahoot was organised by our STEAM captains and students investigated different STEAM careers. Thank-you to the library and our STEAM captains who made this event a marvellous success.



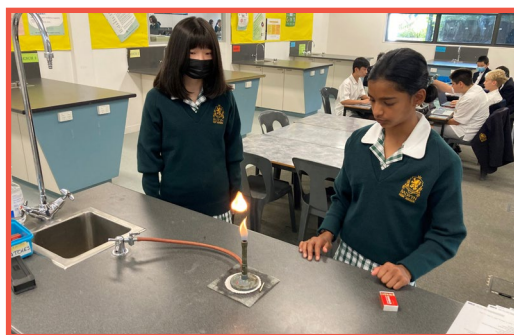
MATHEMATICS & SCIENCE Cont.

Bunsen Burners

Starting high school is always a wonderful time for students. This week in science, it has been particularly exciting time for our Year 7 students. In class, Year 7's have been learning about the discipline of science, the scientific method and of course, safety in the laboratory. Working in a laboratory is quite different from a regular classroom and a whole range of special procedures need to be learnt and perfected.

One of the most anticipated pieces of laboratory equipment used by students is the Bunsen burner. Named after Robert Bunsen, an organic chemist, who ironically had a poor record in safety himself, this important device allows students to heat both small and large volumes of liquids. In order to operate the Bunsen burner correctly, students need to be aware of their surroundings and to follow the operating steps in the correct order.

For many of our students, operating the Bunsen burner was the first time they had ever lit a match. Being brave and trying new things, they all accomplished the use of the equipment and were duly celebrate with the presentation of their Bunsen burner licences. Well done Year 7's.



Designing a Water Filter

In Year 10 Life Science, students have been undertaking a STEAM investigation as part of a unit on Environmental Science. STEAM stands for Science, Technology, Engineering, Arts and Mathematics. In this task, students designed and tested their own design for a water filter. Below are some reflections from our students.

In Life science, we have been studying environmental sciences as our first topic. In particular, Ms. Kim wanted us to explore which materials and the order of the materials would filter dirty water. She gave us grass, pebbles, charcoal, sand and cloth to design our filters. We went into groups and discussed which materials would be most appropriate and suitable to effectively filter the muddy water sample in the actual experiment. After the experiment Ms. Kim gave us test strips and we tested the hardness of water and the pH levels of our final filtered sample. With those results we were able to determine which order of materials worked the most effectively to obtain clean water.

Sarah Salem | Year 10

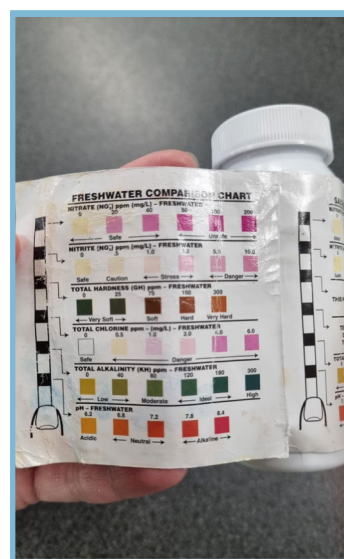
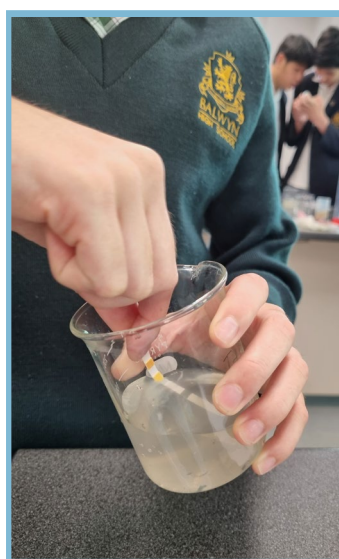
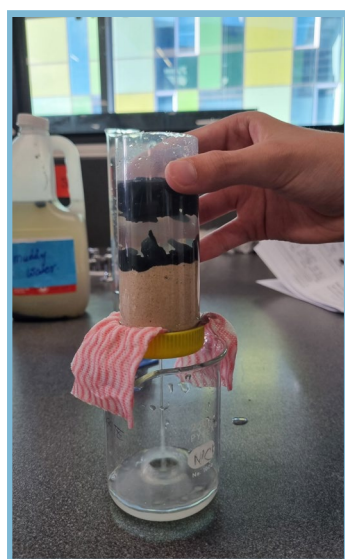
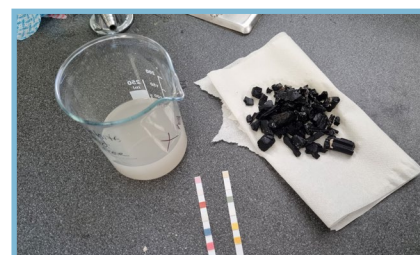
MATHEMATICS & SCIENCE Cont.

In Life science we have been designing and analysing the effectiveness of water filters to decontaminate water and sustain life in a chosen water region. The practical task we had to compliment the environmental investigation was to create a water filter, we combined sand, pebbles, charcoal, cloth, and grass to make pond water cleaner. We needed to determine the odour and appearance, water test strip results. We conducted two separate tests with 2 separate designs and recorded the results for odour, appearance, and a water test strip result. We were required to further analyse the results and explore ideas for improvement.

Alexander Xanthos | Year 10

Currently in Life Science, we are learning about the topic Environmental investigation. In accordance with this topic, we have designed and tested a water filter. The purpose of this was to determine the most effective water filtration system with the materials we had, as well as to see how the different materials worked together to filter the water.

George Rowling | Year 10
Carol Kim | Science Teacher



Everyday Numeracy

Numeracy is an important skill in everyday life. Being able to confidently use numbers is a key skill your teenager will use in making informed decisions and assessing risk - benefits their wellbeing. In your child's mathematics class, numeracy skills are explicitly taught, however, numeracy is a general capability in the Victorian Curriculum and is taught across the different learning areas. Students become numerate as they develop the knowledge and skills to use mathematics confidently across learning areas at school and in their lives more broadly.

At Balwyn High School, teachers across the different learning areas are working together to support students in further developing their numeracy skills. Across the year, teachers are undertaking professional development and working together to help your child in numeracy across the curriculum. This includes the use of strategies in the classroom to support children to take different approaches to number based tasks, as well as, building proficiencies across the different learning areas.

As in all things, numeracy is a partnership. You can support your child in their numeracy at home as well. Below are some helpful hints for parents:

MATHEMATICS & SCIENCE Cont.

- Your attitude to numeracy will influence how your teenager approaches the subject, so even if you disliked maths at school, don't say so.
- Talk to your child about what they're studying - listening to them and allowing them to teach you will support their understanding. If they're struggling with particular areas or, work out where they are getting stuck and use online resources to help
- Take every opportunity to point out ways that working with numbers helps us every day – such as coding for computers, taking the right dose of medicine and tracking the number of kilometres travelled when driving a car.
- Learn about maths from movies and TV. Films like 'Apollo 13' and 'Hidden Figures', which show how mathematics helped astronauts get to the moon and back.
- Involve your teenager in financial activities. Ensure they have a bank account that accrues interest and encourage them to check the calculations against their bank statements. Give them receipts and ask them to track the family shopping budget.
- Investigate costs for family trips together. For example, a visit to a theme park may include the cost of transport, entry tickets, food and transport.
- Discuss saving money for presents or something your child may want to buy. Work out how long it will take to save this much if they get a small amount of money each week.
- Negotiate increases in pocket money as percentages. For example, a 5% increase would be how much money per week? Is this better than a monthly increase?

Lastly, it's worth reminding your child how their numeracy learning helps to develop overall skills. Whether it's communication and critical thinking skills or problem-solving abilities, these are all important ingredients for their future success in our rapidly changing world.

Simon Maher | Director of Mathematics

Rikara Ahmat | Director of Science

Amanda Clarke | Assistant Director of Mathematics and Science





Ramona Tilley
Director of Visual Arts

Learning To Live Together

Announcing the Visual Arts Committee members for 2023 who will assist the Visual Arts Captains and Ambassadors in running events, workshops, exhibitions, and competitions throughout the year.

Year 7: Jessica Yip and Kei Jayaputera

Year 8: Senuli Wijayabandara and Shanisha Rajmohan

Year 9: Lily Tran and Jess McQueen-Thomson

Year 10: Rosamund Hong and Katharine Xue

Year 11: Ashley Zhu and Tina Yang

Congratulations to these students. The selection process was a great success with many enthusiastic and well-prepared applications coming in from each year level. It was a difficult decision, and I would like to acknowledge everyone who took the time to apply.

Keep an eye out on Compass News Feed for Arts Society happenings which will usually run during lunchtimes on Tuesdays.

Classroom focus: Year 7 Art –

Year 7 students were busy exploring the material qualities of charcoal as part of their “Drawing and Identity” unit this term. Working on a collaborative project allowed students to really push the boundaries of the medium while building connections with each other and taking inspiration from our Indigenous mosaic: Reconciliation Walk in recognition of Apology Day on the 13th of February. It was great to see everyone immersed in the art process and getting just a little bit dirty!



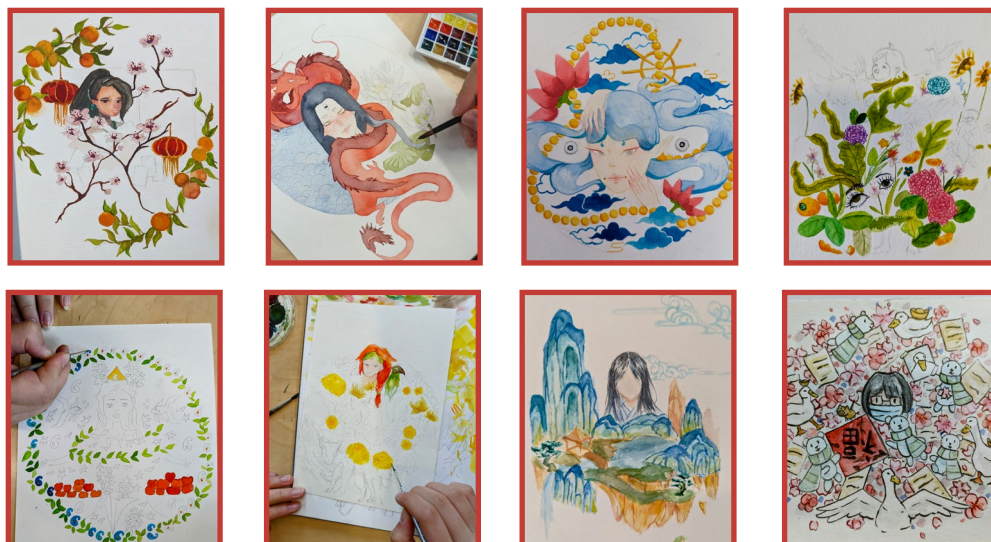
Zea Caligiuri | Art Teacher

Classroom focus: Year 10 Art

The Year 10 Art students have been exploring, researching, and creating a watercolour artwork in response to Kate Beynon’s style and ideas of identity, culture, and protection through symbolism. The students have created a portrait of a spirit that is surrounded by a protective “cloak”, and these symbols represent their identity and culture. It has been so interesting to see the unique and creative ideas in response to this artist of focus!

This is the first of three exciting workshops, the next two will be acrylic painting with Vincent Namatjira and oil painting with Belynda Henry.

Olivia Cooke | Art Teacher



VISUAL ARTS Cont.

Classroom focus: Year 8 Media

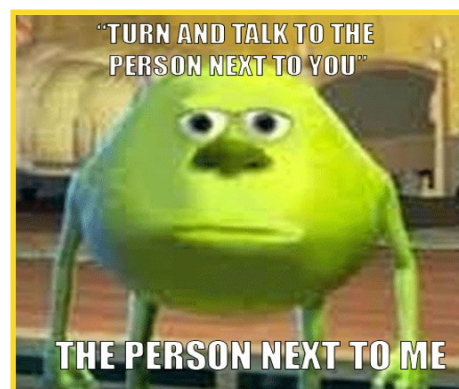
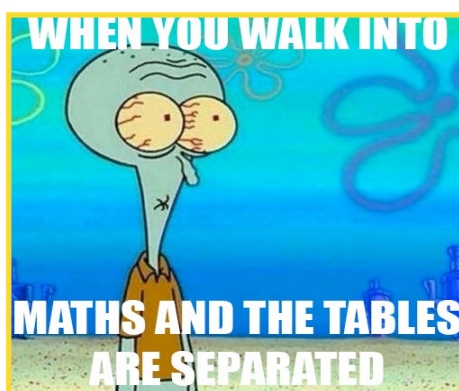
This is the first time year 8 students have been offered the opportunity to undertake Media as an elective subject, and learn about Media Literacy. Media plays a very important role and affects almost every aspect of our lives and has changed the way we communicate. As part of our first topic, students have developed media representations to show familiar and shared cultural values and beliefs by creating and animating their own memes. The students began by researching and analysing memes to determine what makes a meme and what makes them spreadable. We discussed Henry Jenkin's 'Spreadability' Media theory, audience engagement, and cultural difference across generations.

Students researched, analysed, and experimented with the use of images and text to convey meaning to an audience.

Often, this challenged existing stereotypes and at times the work empowered students to teach their teachers and explain the culture of their own generation. Students then created their own meme that referenced other memes or spreadable media. The resulting memes were funny, ironic, clever, witty, wholesome or relatable.

Nicole Houlihan | Media Teacher

POV: THE SCHOOL CHANGES THE PICK UP TIME



Ramona Tilley | Director of Visual Arts



Jane Gibson
Director of Humanities

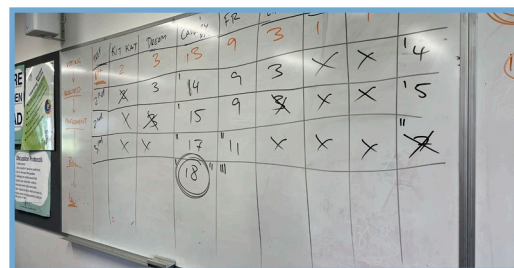


Phoebe Hutson
Assistant Director of
Humanities and English

Learning To Live Together

Democracy in Action

This week, in Year 9 Dollars and Sense, students undertook a mock election to demonstrate the concept of preferential voting. This was a part of the Dollars and Sense Legal Studies unit and aimed to promote awareness of how young people can effect change in society through changing legislation. Through running a session on preferential voting, students gained a perspective on how close some real elections can be. Students were then prompted to connect the election process to the changing of laws, and reminded that in order for laws to change you need politicians in power who support your opinion / position. Supporting and campaigning for a politician is just one of the many ways that students can push for change in their community. Other methods of influencing change will be covered as we move towards students creating an action plan around an issue they are passionate about changing. Great work Year 9 DAS students!



Peter Harvey and Amalia Fumera | Dollars and Sense Teachers

Year 8 Medieval Day

This Term our Year 8 Humanities students have been studying Medieval History. To enhance their understanding of the time, Year 8 Humanities teachers organised a multisensory Medieval Day. The day consisted of a range of activities where students were quizzed on their knowledge by the presenters of Medieval Education and all students got to participate through immersive experiences such as dancing, archery, fight like a knight and a range of medieval games. Congratulations to the Year 8 cohort for making Medieval day a great success. Their willingness to engage in the activities and explore different ideas made their experience exciting. Each of the student's ability to be attentive and engaged maximised the time they had to be involved in the activities enabling the day to be fun and easy for all.

Student Reflections:

The most memorable moment for me in this incursion was Archery, we got to shoot mannequins with bows and arrows and we also got to play games they played in the past.

Taranjot | Year 8

When we got to put on all of the heavy armour and hold the heavy shields. It was really cool to actually experience what people thousands of years ago did.

Hannah | Year 8

My personal favourite part of Medieval Day was being able to dress up like the original knights, paid by the peasants to protect them.

Alex | Year 8



HUMANITIES Cont.



Upcoming dates in Humanities:

Australian Geography Competition

- Open to students in Years 7 to 12
- The competition challenges geographical knowledge and cognitive skills!
- Lunchtime between 10th – 24th May 2023
- 35 minute test delivered online
- \$4 to enter
- Students will receive results and a certificate if they participate



Australian History Competition

- Open to Years 7-10 History Students
- Lunchtime 29th May-2nd June 2023
- Entries close Monday 20th March
- \$7 to enter

What is it?

- It's a competition to test your knowledge of history and critical thinking skills! Details below.
- In each paper students will be given 45 minutes to complete 50 multiple choice questions
- Many of the questions will be source-based
- Each student will receive a question paper, a source booklet and an answer sheet.
- The questions will be graded from easy to challenging, catering for a range of abilities
- There will be a variety of questions, addressing knowledge, skills and understandings.

Email Ms. Hutson at phu@balwynhs.vic.edu.au to enter either competition by the 6th of March.

Jane Gibson | Director of Humanities

Phoebe Hutson | Assistant Director of English and Humanities



Amy Wood
Director of English and
Literacy

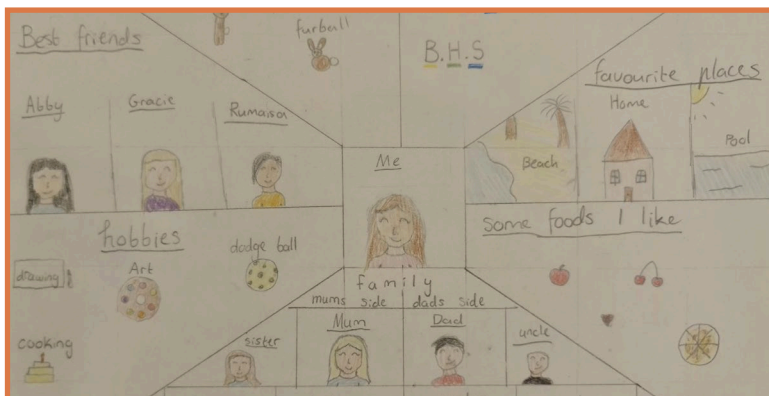
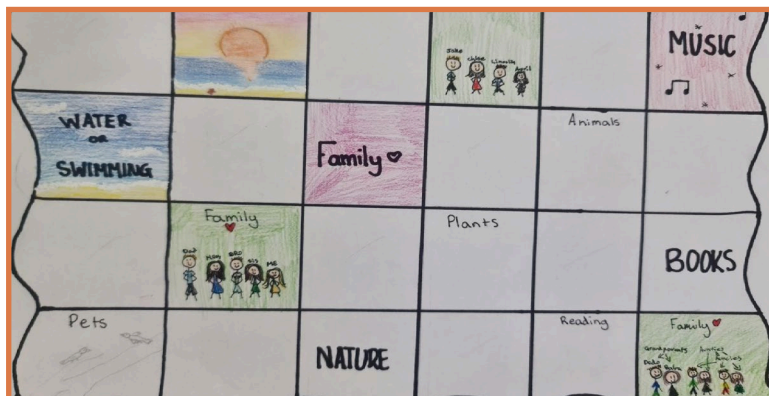


Phoebe Hutson
Assistant Director of
Humanities and English

Learning To Live Together

Year 7 English students have been working on 'think-writes' where they read a range of stories and respond to them. One of the stories, 'My Two Blankets' by Irena Kobald, explores culture and identity; students responded to this by creating a visual representation of the respectful relationships in their lives in the form of a 'blanket'. Additionally, students wrote a paragraph exploring how the relationships with people, places or things impact their lives. It's great to see our Year 7s think critically about meaningful relationships as they consider their own identities. Enjoy looking at three of our student 'blankets' from 7H and 7D

Diana Kelly | English Teacher



Amy Wood | Director of English and Literacy



Rosie Hilder
Director of Student
Leadership/Voice

Learning To Live Together

Year 12 Leadership Training Day was held on Monday 13 February, and our wonderful Student Executive Leadership Team consisting of School Captains, Margaret and Charlie, Vice-Captains, Tania and Zachary, and Student Representative Council Presidents, Fearghas and Emma, had an action packed day of leadership and team building activities for our 46 Year 12 Student Leadership Team. We were very privileged to welcome back past students Stella Reid (current Richmond AFLW player) and Reuben lywan (both previous Student Representative Council Presidents) to speak with the students about their learnings in leadership and how they were able to balance leadership responsibilities, co-curricular commitments, and their Year 12 studies. Both Stella and Reuben spoke wonderfully, and we look forward to continuing this connection with them as past alumni of Balwyn High School, and our goal to connect past and present students in the lead up to the Platinum Celebrations in 2024. Reuben lywan, Yvette Thompson (SRC Executive) Himanshi Singh (Debating Captain) have shared their reflections below.



I was privileged to have the opportunity yesterday to speak with Stella Reid as student leadership alumni, to the next generation of Year 12 student leaders at Balwyn High School. Student leadership allowed me to develop my self-confidence, team building, project management and conflict-resolution skills and enabled me to make positive and long-lasting changes within my school community. I was fortunate enough to share these experiences of year 12 leadership and life after high school with this group of young leaders, and I hope to have inspired them to achieve great things this year.

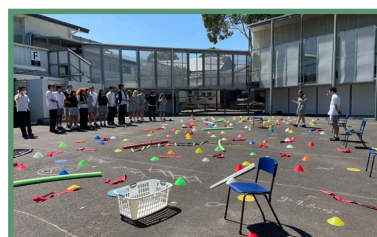
Reuben lywan

Leadership Training Day was one filled with lots of laughter and newly formed friendships. Comprising of trivia, team bonding activities, puzzles, and more, the Year 12 leadership team were challenged to collaborate in unique ways, reinforcing the value at the core of leadership, communication. This was further established by 2 alumni SRC Presidents, Reuben lywan and Stella Reid, as they shared their inspiring insights on their experience as student leaders. Sharing about their time in leadership under the unforeseen circumstances of covid, we learned the importance of being creative and thinking outside the box, as it presents opportunities for change and growth. Additionally, they explored the paths leadership lead to beyond high school, not only in tertiary studies, but also in developing as an individual. Ultimately, we all left the session with fresh ideas, memories, and bonds that will support us in making the most of 2023.

Yvette Thompson | SRC Executive

The Year 12 Leadership Training Day was an excellent opportunity for all Year 12 leaders to reconnect and grow their interpersonal skills. We all interacted as a team and created wonderful memories that we'll cherish for our whole life.

To begin our day, we first played a game where two people from a group are chosen to view an image and then needed to return so that they could instruct others to recreate the image. The final artwork would be created by grouping all the images created by different groups.





Rosie Hilder
Director of Student
Leadership/Voice

Learning To Live Together

To obtain success, we had to trust each other and work hard for each other, which reminded us that teamwork makes the dream work. The result certainly gave us all a moment to laugh. Nevertheless, this activity allowed the leadership team to collaborate and every one of us had a unique input that we brought to the bigger picture.

Among the multiple activities, in which we took part, another key highlight for me was listening to Stella and Reuben. Stella and Reuben were incredibly inspiring individuals who allowed our team to learn from their experiences. They also gave insights into their university experience, which helped us feel a little less nervous about our future.

Ultimately, the Year 12 Leadership Training Day was an incredible opportunity for me to improve myself and grow my confidence so that I can help my peers in the future and hopefully be a role model to our school's younger students.

Himanshi Singh | Debating Captain

We also congratulate our Year 7 House Captains for 2023 on their successful appointment! Congratulations to all students who applied for various roles, for their commitment to their leadership and the Balwyn High School Community.

- Windsor: Barbie Lee and Sophia Ghaffari
- Strathmore: Cassidy Browne and Rumaisha Brohi
- Churchill: Jade Stumpo and Daniel Oragani
- Edinburgh: Emma Davis and Karen Hoon

Rosie Hilder | Director of Student Leadership and Voice

School for Student Leadership - An Amazing Opportunity for Students



Five Year Nine students from Balwyn High School will be attending the School for Student Leadership (SSL) during Term Two 2023. The selected students are

Ryan Li, Barbara Tinoco, Violet Gan, Brigitte Tan, Lucas Campbell.

The SSL sees:

- Students live in accommodation on the campus for eight weeks
- The campus location is Dinner Plain in The Victorian Alps
- Balwyn High students will join students from five other schools from across Victoria.
- The SSL is run by the Department of Education

Balwyn High School sends best wishes to SSL participants and looks forward to these students sharing their unique learning experiences with the wider school community during term two.

Brett Hobbs | School for Student Leadership Liason



Tammy Li
Head of Languages -
Chinese



Melinda Facey
Head of Languages -
French

Chinese Chess, also known as Xiangqi, is a fascinating and challenging game that has been enjoyed by millions of people in China and beyond for centuries. The Chinese Chess Club in Balwyn High School is dedicated to promoting the study and practise of Chinese Chess, and we welcome students of all levels, from beginners to advanced players. Our experienced coaches and members are passionate about the game and are eager to share their knowledge and skills with others. Beyond the benefits of playing the game itself, it can also be a great way to make new friends and connect with other students who are interested in Chinese culture and history.

Below is a short reflection written by a student who joined the Balwyn High School Chinese Chess Club since Year 7:

Created during the Tang dynasty over 1000 years ago, Chinese Chess is an important aspect of Chinese culture. At Balwyn high, the Chinese chess club has been running for 10 years and remains a popular lunchtime activity. Not only does the game help students to develop important skills such as strategy, visualisation, and critical thinking, it is a great way to socialise and make new friends! The club is also a valuable resource for students learning Chinese. When I was in Year 7, I decided to join to improve my Chinese speaking; since then, not only has my speaking improved but also my appreciation of Chinese culture. Regardless of the reasons for joining, students are guaranteed to make friends and have fun! Speaking Chinese is not required – everyone can play, and the game of Chinese chess is universal. Strategy, Culture, and Friendship are all available at the Chinese chess club.

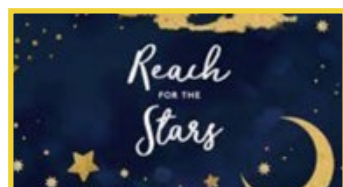
Levi Liauw | Year 11



Tammy Li- Head of Languages - Chinese

Learning To Live Together

Destination of our 2022 Year 12 graduates – Courses and PATHWAYS



I am pleased to be able to provide details on the final destinations of our graduating Year 12 students from 2022. These have changed over the past weeks as many have received second, third and even fourth round offers through VTAC. This is an exciting time for students, their families and our school. The great news is that all students are now placed and on their way to a wide variety of pathways.

We wish students success and happiness and look forward to seeing them make a positive impact on our world. It is important that we remember that no student is locked into any course or pathway. Many will change into new courses they discover or find pathways to unexpected careers they come across in their journeys beyond school.

Every graduating student can achieve remarkable success through hard work, determination and a positive mindset. I say to each student – you are the architect of your future. Be creative and you will come up with a design you love. You will find it.

General observations:

- An impressive 82% of our graduating class of 2022 have successfully gained places in university courses, 14% at TAFE institutes. This is a wonderful achievement for our students and the school.
- 3% of last year's class have chosen to take a GAP Year and work for the year. This is a higher number than other years and is perhaps due to the more difficult hurdles students faced over the Covid years. We wish these students well. Most of them will return to further studies after a year of employment.
- Four graduates elected to begin Pre-Apprenticeships in Building, Electrical and Plumbing and are looking at very rewarding and financially attractive future careers with a national and international shortage of graduates in these career areas.
- Monash is the most popular university with our students (108 students) followed by The University of Melbourne (63 students). RMIT University (37 students) and Swinburne University (24 students) are also very popular choices. Other universities all attracted our students for specialised courses.
- The attractive range of double degrees at Monash remain very popular with our students.
- Swinburne University degrees which include an inbuilt year of paid full-time employment are also attracting our high achievers. One of our graduates with an ATAR of 98.15 chose Swinburne's Computer Science (Professional).
- It is clear that our students thoroughly investigate courses and do not limit their choices to so called 'top' universities. They know that high quality courses are available at all universities. Students with extremely high ATARs have chosen to study at a wide range of institutions. Here are just a few more examples to show that students choose a great course rather than limit themselves to any 'top' universities.

*RMIT - Space Science – One of our students with 96

*LA TROBE - Biomedical – One student with 98.95

*AUSTRALIAN CATHOLIC UNIVERSITY – Paramedicine – One student with 92.2

*SWINBURNE - Law/Engineering – One student with 97.9

*DEAKIN - Commerce/Law - One student with 98.80



Erin Shale
VCE Careers Advisor



Melissa Co
Years 7-10 Careers
Advisor

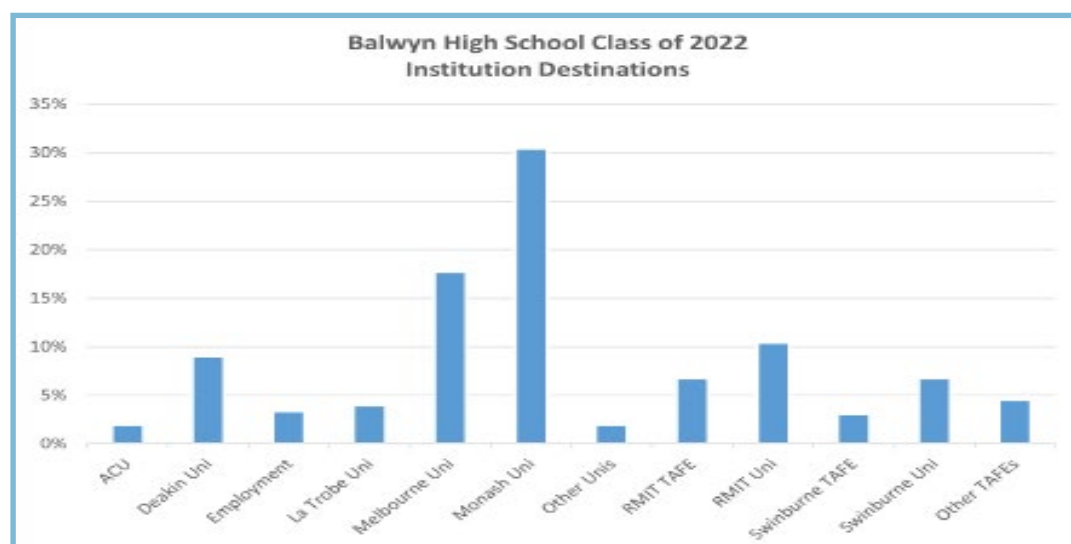
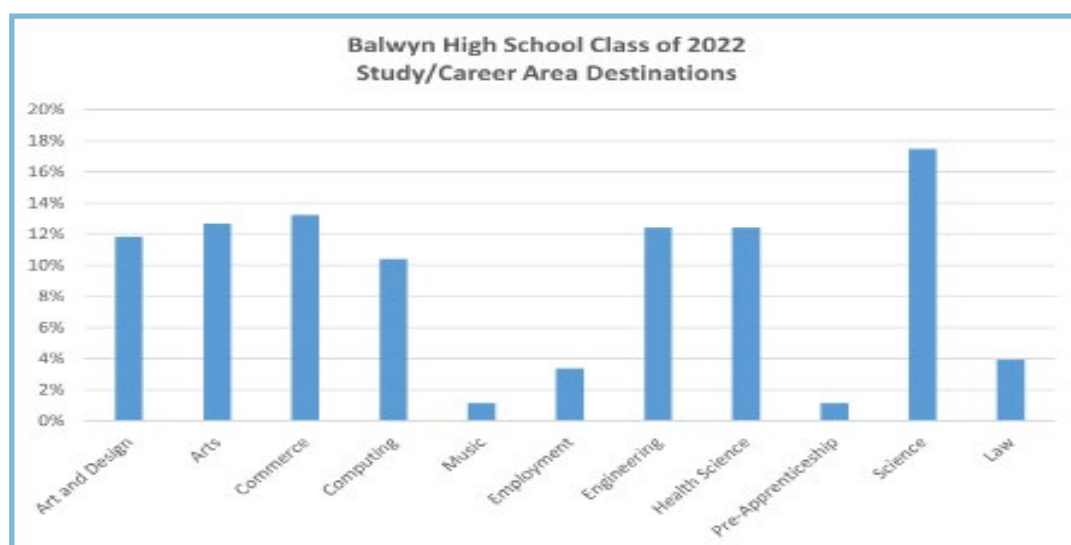


Margaret Uren
Headstart Co-ordinator

CAREERS Cont.

Learning To Live Together

- Fantastic new PATHWAY courses are now being offered at all tertiary institutes, allowing students to then transfer into a wide range of diplomas, degrees, double degrees and graduate courses. Many of our students have accepted places in these pathways. Once again, the most popular pathways are those at RMIT and Swinburne.
- This is a once again a stellar year for the Visual Arts Faculty at Balwyn High. An incredibly high number of students (42 in total) have successfully landed places in highly sought-after art and design/media degrees.



Finally...

I wish every graduating student all the very best for the future. We know that you will make us proud of you and we look forward to following your career journeys. Work hard, be positive and success will follow.

Erin Shale | VCE Careers Counsellor



Katrina Dawson
Head of Library



Kelly Nolan
Teacher Librarian

Keeping Collections Current

There has been media coverage recently about removing books from school libraries. At BHS Library, it is common practice to remove resources from our collection that contain inaccurate and outdated information. Examples would be travel guides, books about technology, genetics resources and books about Australian history with outdated language and omissions. The collection is consistently evaluated to ensure it is balanced and covers all perspectives, and censorship is not practiced. The many views about removing books from school libraries can be read in The Age between Saturday 19 February and Saturday 25 February and students can access an online subscription of The Age through the Library SharePoint site (a favourite in Compass). There are outdated books on display outside the library as examples of why they were removed from the BHS collection, as well as some of the articles, so students can form their own views. For students to have access to the best possible information to support their critical thinking, teacher librarians regularly evaluate the collection to ensure it reflects current knowledge and school community values. The Library Policy can be accessed from the Balwyn High School website.



The 2023 Library Committee

The Library Committee had their first meeting last week. Led by the captains, Seraphina Tass and Gabrielle Lim, the committee members met each other in the first of the committee's weekly meetings. The captains organised a getting to know you game and we discovered the many different types of readers we have in the group. The committee then planned some upcoming events. We are all looking forward to Australia Reads Day. Australian Reads Day is celebrated on Thursday 9 March, it is a national day to encourage all Australians to take some time out and enjoy a good book. During lunchtime on this day, the Library Committee has invited students and staff to come to the library and enjoy reading together. The Library Committee will also be in the courtyard with some picture books to share with interested readers. We hope everyone can take some time for reading on Australia Reads Day.



Katrina Dawson | Head of Library
Kelly Nolan | Teacher Librarian

GENERAL NEWS Cont.

Chaplaincy Second-Hand Uniform Shop News

PURCHASE YOUR WINTER UNIFORMS NOW

Winter uniform is to be worn Term 2

Don't leave it until the last minute

We are open Thursdays, during school terms, 3.00 – 5.00pm

PLEASE NOTE WE WILL BE CLOSED THE LAST TWO THURSDAYS OF THIS TERM, ie. THURSDAY 30/3 AND 6/4

We are situated in the canteen in the science block. Look for the signs.

- Step 1: Check if your long sleeve shirt, blouse, jumper, trousers and/or skirt still fit.
- Step 2: If they don't fit bring them in and we will sell them for you. Make sure they are clean and tidy with no damage. You receive up to 70% of the sale price.
- Step 3: Buy uniforms the next size up from us and save \$

BUYING - Hundreds of items for sale and stock changes weekly. We accept cash, cheques or through Square we accept credit cards, EFTPOS and ApplePay (2.0% surcharge on Square transactions). No refund or exchange. Changerooms are available for your convenience.

SELLING - We can sell your outgrown uniform items for you. Wash or dry clean your items. A bit of TLC will mean they sell faster and for a higher price. No stained, torn or damaged items please. A 'Seller Sheet', available on the school website, is to accompany any uniform items you wish to sell (details below). We sell everything from small items like ties, sports caps and scarves right up to blazers. You receive up to 70% of the sale price when your items are sold.

Hot topics

- We hear that many students need Lab coats. We still have plenty in stock.
- Purchase your Year 12 jumpers and ties now before they're gone.
- Our full details are on the BHS website. Click on the 'Our Community' tab and follow the links to 'Second-hand uniforms' https://www.balwynhs.vic.edu.au/?page_id=2334#2xu
- For more information or to volunteer contact Andrea on 0408 178 341 or at secondhanduniforms@balwynhs.vic.edu.au



Jeff Lampard
School Chaplain



*Avoid
the queues
& Book your
Uniform
Appointment
Online*

BOB STEWART
Our family serving you since 1985

Bob Stewart Kew Store

**are offering appointments
for NEW STUDENTS 2023**



1. To book, go to www.bobstewart.com.au and click on your school's page
2. Select the link: **BOOK AN APPOINTMENT**
3. Select your preferred date, pick a time and complete the steps as outlined on the booking page. You will receive an email confirmation once the appointment is booked



If you do not require a fitting & know your size, you can order your uniform via the the Bob Stewart website. Use our Click 'N' Collect service or have your order posted to home at a \$10.00 flat rate.

We will happily exchange any uniform item that is unwashed, in original condition and returned with receipt.

Appointments will be in November & December 2022

www.bobstewart.com.au

