

ISSUE 6 | 5 MAY



Charlie Baniias
Margaret Obolenski
School Captains



Learning To Think, Know and Understand



Deborah Harman Principal

PRINCIPAL'S PERSPECTIVE

Welcome Back for Term 2

I hope all of our students and staff have had a relaxing and enjoyable holiday after our very busy term one. I welcome all new students and their families to Balwyn High School as well as our new staff and those returning from their term one leave.

Term 2 with our Pillar of Learning – Learning to Think, Know and Understand - is always a very important time that sees many of our students involved in examinations, major assessment tasks, subject competitions and class excursions that will take place over coming weeks. Students' academic studies will be interlaced with so many opportunities presented by our renowned co-curricular programs. Thank you in advance to our wonderful staff who support these programs, and to our marvellous student leaders who invest so much to engage and connect their peers.

I wish everyone all the very best for a highly successful nine weeks.

Championing Leadership at Balwyn High School – The 2023 Principal's Breakfast

On Friday 31 March I was delighted to host my annual Principal's Breakfast to celebrate leadership and student voice at Balwyn High School. In attendance were our Year 12 student leaders, Years 7-11 level captains, many parents and carers, our Leading Teachers, Learning Specialists, and members of my Executive Team. It was a wonderful occasion that focussed on our 2023 theme – 'Empathy, Belonging, Connections'. These important events that characterise our school community could not occur without the support and expertise of a range of staff and I thank Bernadette Clayton, Lara Messom, Rein Kivivali, Tracey Launder, Mark Curnow, Rosie Hilder and the Facilities Team for their brilliant contributions, as well as members of the SRC for their support over the course of the morning. Over 400 students hold a formal leadership position at Balwyn High School and their combined commitment to their portfolios, teams and projects all contribute to a fantastic and vibrant leadership culture and a highly successful and inclusive learning environment. Leadership is cool at Balwyn High School.

At the Breakfast our School Captains, Margaret and Charlie, gave powerful addresses to the students, parents and staff.

Both were immensely motivating, and set the bar high for student leadership in 2023. I will look forward to working closely with them and the rest of the team this year, and to witnessing the actions and feedback of our student leaders as they make their mark across all year levels.



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ACKNOWLEDGEMENT OF COUNTRY

Balwyn High School acknowledges the Wurundjeri peoples of the Kulin Nation as the Traditional Owners and Custodians of the land we work, learn and play on and pays respect to their cultures and Elders, past, present and emerging.



PRINCIPAL'S PERSPECTIVE Cont.



Such was the impact of these speeches I now take the opportunity to share them with the wider community:

It is with an immense sense of pride that stand here today as part of the Leadership Team because truly no school does leadership like Balwyn High does. At Balwyn we know that leadership is not about control but about service and not about power but about empowerment.

Leadership can all be traced back to just one concept and that is the desire to initiate change. Sometimes when we think about a leader, a person who is quite vocal may come to mind, however this isn't always the case- a leader can be the quietest person in the room. This is because when we speak, we are simply repeating what we know, but if we listen, we may learn something new.

The reason that leadership at Balwyn high particularly is so impactful is because to put it quite simply- people listen to student leaders. People listen because we have a culture of innovation. We are constantly seeking to use the best practices to achieve the best outcomes- and this hard! In fact leadership itself is hard. It is hard to be proactive and not reactive, it is hard to speak the truth and its hard to be a leader every moment of every day. And yet it is these small consistent efforts that we take that results in exceptional change.

It is rather convenient that we are all gathered here today because I really do believe that the most comparable thing to leadership is actually parenting. Both require you to adapt to an everchanging challenge, to celebrate successes and move past failures and above all to continue learning and growing.

As we continue to move throughout this year, I hope that we all embrace both the joys and challenges of leadership with courage and determination, knowing that we are contributing to change. Because leadership has nothing to do with a position or rank and everything to do with choice. I wish you all the best.

Margaret Obolenski | School Captain

Good morning everyone - Margaret and I would like to give a warm welcome to all of you as we celebrate the honour of leadership and student voice at Balwyn High.

Leadership is a term used so commonly at Balwyn, but what does it actually mean?

If we ask Siri, she defines leadership as "the action of leading a group of people"; but at Balwyn, leadership is more than just holding a title, because we acknowledge that every leader has unique voiceprint. Exactly like how we all have a different fingerprint to one another.

When we combine our diverse voiceprints to work towards a common goal, the effect of leadership is transformative; it positively impacts everyone in this room and even beyond these school walls as well, whether we or others, realise it or not.

Embracing our unique voiceprints doesn't necessarily mean that we have to verbally use our voice a lot, like presenting a speech or leading a meeting. Rather, embracing your voiceprint can be just as simple as being present at a meeting to support your fellow peers or being a good listener to the people and responding effectively. It's key to recognise that sometimes the quietest person in the room, who is being very observant, is the smartest and the strongest person in the room.

Nevertheless, this hall is filled with over 50 leaders from Years 7 to 12 in a variety of roles; whom have the opportunity to use their voice in a range of ways.

Congratulations to all of us for making the best possible leadership team at Balwyn for 2023! Thank you.

Charlie Banias | School Captain
Deborah Harman | Principal



ASSISTANT PRINCIPAL'S REPORT

Learning To Think, Know and Understand



Andrew Corr
Assistant Principal



Tegan Knuckey
Assistant Principal



Julien Escurat
Assistant Principal



Hamish Anderson
Assistant Principal

Acting on Feedback and Developing a Growth Mindset

In Term 1, the channels for reporting to parents gave students in all year levels a range of opportunities to receive feedback. Reporting Points were published for students in Year 7 to 10 while VCE students received feedback on their Learning Tasks and Progress Reports commenting on their learning behaviours. In addition, all students and parents were invited to meet teachers at the Parent Student Teacher Conferences on 5 April. These opportunities complemented the regular feedback which students already receive on their everyday work from their teachers and their peers as well as their self-reflection.

Throughout learning sequences, teachers support students to identify learning goals. Learning becomes more meaningful to students when they link the feedback they receive to their learning goals in order to measure their success and readjust those learning goals accordingly. Besides, feedback is a fundamental part of the learning cycle as it helps a learner to identify what they are able to do, how they are able to do it and what they need to do next. Indeed, educational research supports the idea that feedback is only successful if students use it to improve their performance. Feedback is meant to prompt the learner to take action by identifying strategies to improve their areas of need.

It is important that parents and guardians are able to support their child/children with the process of reflecting on feedback. In order to do this successfully, a growth mindset approach, which allows young people to take risks in their learning, is required. Adopting a growth mindset means that learners understand that there is always room for improvement and that feedback is an opportunity to reflect and learn. In doing so, parents and guardians can engage in conversations with their child/children on the learning goals which they establish for themselves as well as the strategies which they will employ to improve their learning, based on the feedback they receive.

Term 2 will present a number of chances for students to reflect on their learning, including the conclusion of Semester 1 electives (for Years 9 and 10), Semester 1 examinations (for 9S and Years 10 and 11) and the reflection on Semester 1 tutorial learning goals (for Years 7 – 10). Associated with the Pillar of Learning 'Learning to Think, Know and Understand', Term 2 will be the perfect opportunity for students to continue to develop their ability to put feedback into practice.

Marrung Lead – Balwyn High School

The Victorian Government, through the Department of Education and Training, has worked with the Victorian Koorie community to develop Marrung. Marrung sets out a 10 year vision and identifies the significant actions for its achievement. The principles of self-determination underpin Marrung. Local communities are to have a recognised voice and 'place at the table' to provide advice to local service providers of what the community wants. This is community self-determination in action where it counts, in day to day life. Koorie culture, our rich and vibrant heritage, is recognised as an integral part of Victoria's identity. Accordingly, this plan is a turning point. Exclusion and absence from consideration are no longer accepted in service provision anywhere across the State. The Marrung; Aboriginal Education Plan 2016–2026 aims to ensure that Koorie families, and Aboriginal or Torres Strait Islander people from other parts of Australia who live in Victoria, have the doors held wide open to all learning and development services, from early childhood onwards. We aspire for success for every Koorie child in education, achieving their developmental potential and their ambitions for life.

Our Marrung Lead, Kim Cornell, has been working closely with networking schools in support of First Nations education within our Balwyn High School community. Already, this has resulted in a great partnership between local communities. Our school community is committed to nurturing a safe and inclusive learning community for all students, which represents culture respectfully and purposefully. At Balwyn High School, we acknowledge and pay respects to the Wurundjeri peoples of the Kulin nation, Elders and Country whose land we come together on to work, learn and grow.

We acknowledge that the people of this land maintain and share knowledge through an oral tradition that has been practised for generations. We also acknowledge that sovereignty was never ceded. We pay my respects to all First Nations People within our community.

ASSISTANT PRINCIPAL'S REPORT Cont.

Victorian Curriculum Capabilities

The Victorian Curriculum consists of 8 Learning Area and 4 Capabilities (in the Australian Curriculum there are called General Capabilities). The Capabilities are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Different schools ensure they teach and assess these capabilities in different ways. At Balwyn High School, the capabilities are covered and assessed in a variety of subjects and families receive this information in Reporting Points and Semester Reports. The 'Critical and Creative Thinking' and 'Personal and Social' Capabilities strongly underpin our learner profile judgements as well. The Leadership Team strongly believe that these capabilities serve to enhance the learning area curriculum and develop students to be self-regulated and independent learners. Such learners are more likely to find success as they move into VCE and the wider world beyond school.

Professional Learning Teams (PLTs)

One of the key factors to the success of Balwyn High School, and one of the first factors that many of the new teachers to the school have identified, is how collaborative our teaching teams are. PLTs (called PLCs or Professional Learning Communities in many schools) are one of the ways that our teachers work collaboratively to improve student outcomes. Each year our PLTs have a focus and this year the focus is the use of Learning Intentions, Success Criteria and Learning Behaviour Goals. Teachers are working in teams to enhance their instructional practice in this space to improve student agency and their ability to self-assess. A key feature of the PLTs at Balwyn High School is the sharing of learning lab footage recorded by each of our teachers in one of our five learning labs. That teachers are able to share their footage in this way speaks to the psychological safety that exists in our teaching teams and the desire of teachers to continue making improvements in their instructional practice.

Susan McLean - 'Cyber-cop': Monday 8 May, 7pm David McGrail Theatre

We are thrilled with the response from the community to attend the 'Cyber Safety Solutions' presentation by expert 'cyber-cop' Susan McLean. Tickets are currently sold out with parents/carers on the waiting list. Should families be unable to attend, please ensure 'cancel your ticket'. The cancel button is available at the bottom of the emailed ticket. Alternatively, families can email Business Manager Sebastian Goder or Assistant Principal Hamish Anderson.

[Join the waiting list by clicking on this hyperlink.](#)

Winter Uniform – Monday 8 May

All students will be expected to wear their full winter uniform from Monday 8 May. Specifically, please note the following when it comes to wearing the Winter Uniform:

- All students are required to wear the school tie (navy for Year 12 Students).
- All students are required to wear a white, long-sleeved regulation Fairmark Gold shirt. The top button on this shirt must be fastened with the tie affixed to the top, under the collar. The shirt is to be tucked in.
- Students are permitted to wear the BHS tartan pleated skirt, BHS grey pinhead trousers or tailored regulation grey BHS shorts with their Winter Uniform.
- Students in Year 7-11 must wear their blazers to and from school.
- Students in Year 12 are permitted to wear their Year 12 jumper as the outer garment.
- Only on days when students have a PE/Sport practical class, are they permitted to wear their PE Uniform.

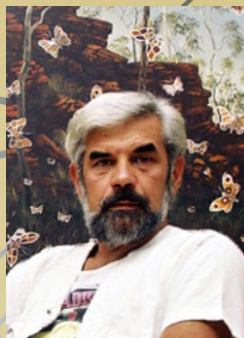
Where students cannot wear the full winter uniform, as outlined in the uniform policy, they are to provide a note from home and obtain a uniform pass from their SLWMs. Uniform breaches will be lodged, where students are not in the correct uniform and cannot produce a note from home.

Families are also reminded that the second-hand uniform shop is open on Thursdays after school and is located at the school canteen.

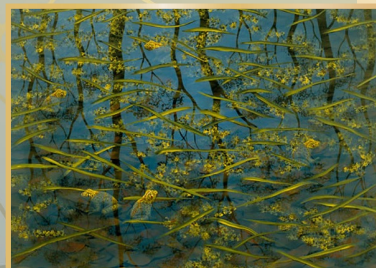
Andrew Corr, Tegan Knuckey, Hamish Anderson and Julien Escurat | Assistant Principals

ALUMNI SPOTLIGHT

Learning To Think, Know and Understand



Lin Onus
Hall of Fame inductee 2014



Alumni Spotlight – Lin Onus

Our first and currently sole inductee in the Art Hall of Achievement is Yorta Yorta man, William McLintock (Lin) Onus (4 December 1948 – 23 October 1996).

Shockingly Lin was expelled from Balwyn High School for fighting in 1968 but Peter Bond, Principal, issued an apology to Lin's family in his Presentation Night address in 2000 for the bullying and discrimination Lin had endured.

Lin went on to be a highly successful painter, sculptor and printmaker. To reintroduce Lin's talents to our school community we purchased three of his prints as part of the official opening of Wilam-nganjin (C Wing) in December 2022, and they are displayed prominently there alongside another additional print that we purchased earlier this year.



According to the Victorian Government's First Peoples – State Relations website, Lin Onus was a trailblazer who put urban Indigenous art on the map. First and foremost an activist, it was through his paintings and sculptures that he drew attention to the stark realities of life in Aboriginal Australia, while challenging audiences to take action.

Before moving to Deepdene, Lin's father owned a shop and factory in Belgrave, where he produced traditional Aboriginal artefacts for the tourist market. As a boy, Lin would collect bent wood for his father to make boomerangs and then help paint them. While visits to Cummeragunja and Barmah Forest gave him a strong sense of his Aboriginal culture, Lin was also exposed to fine art in the European tradition by his maternal Scottish grandparents.

After his father passed away in 1968, Lin sought to keep the business going, but was forced to take on other jobs. He applied for a role with the Country Fire Authority and impressed in examinations. However the chairman at the time — a White Australia Party member — rejected Lin's application after learning he was the son of an Aboriginal man. Nevertheless, Lin served as a CFA volunteer all his life and received a National Medal in 1985 for his community work. He trained as a car mechanic and panel beater, later utilising some of the skills in the creation of his art.

Lin inherited the revolutionary spirit of his father and both parents influenced the development of his strong social conscience and he later became an activist.

In 1971, in the wake of the Victorian Government's Aboriginal Lands Act 1970 – which returned land to Aboriginal communities at Framlingham and Lake Tyers – Lin staged a protest at Sherbrooke Forest in the Dandenong Ranges. He camped in the forest for three months, constructing a hut and vowing to live there until the Aboriginal claim to the land was recognised. Although the protest was cut short, it succeeded in highlighting the issue of land rights to a wider audience. Soon after, Lin began painting seriously. It signalled a move away from conventional methods of protest, as he realised he could communicate his messages more effectively through his art.

As a self-taught painter, Lin's first solo exhibition was held at the Aborigines Advancement League in 1975. Opened by Sir Doug Nicholls, it was a resounding success. Lin subsequently began to donate paintings to be raffled off in aid of the Aboriginal Funeral Fund, which covered burial costs for families who could not afford them.

Earning widespread acclaim for his hyper-realistic landscapes, Lin went on to have 17 solo shows in Australia over a 21-year period.

His work has been exhibited as far afield as New York, Madrid and Seoul, and he was artist-in-residence at the Fujin Kaikan Centre in Japan. While initially known for his paintings, sculpture later became the medium in which he created some of his more overtly political works. In 1986, Lin was appointed to the Aboriginal Arts Committee, a major committee of the Australian Council. He later served as Chairman.

ALUMNI SPOTLIGHT CONT.

Copyright protection for Indigenous artists was an issue to which Lin dedicated much of his later life. He co-founded the Aboriginal Arts Management Association – today known as the National Indigenous Arts Advocacy Association. He was also a founding member of the copyright collecting agency, Viscopy.

Lin worked as artistic designer on the film *Black River*, which won a Grand Prix Opera Screen Prize in Paris in 1993. He was made a Member of the Order of Australia the same year. In 1994, Lin was appointed to the Victorian Council of the Arts and received the National Indigenous Heritage Art Award and People's Choice Award. His work has been recognised with several other awards.

Tragically, Lin passed in 1996, at the age of 47. The loss was felt keenly around the country. As the new millennium dawned, a major retrospective, *Urban Dingo: The life and art of Lin Onus*, opened in Sydney, before showing in Melbourne and Brisbane. Other exhibitions have followed, including a touring show through regional Victoria in 2009. Today, his original works can found in galleries around the country and are highly sought after on the contemporary art market.

Lin was a groundbreaking artist, who used his talent to advance the cause of Indigenous Australians. His gift lay in his ability to create art that, while accessible to the mainstream, was uncompromising in its message.

Honours and awards

- 1993: Member of the Order of Australia "for service to the arts as a painter and sculptor and to the promotion of aboriginal artists and their work"[8]
- 1994: National Aboriginal and Torres Strait Islander Heritage Art Award, for Barmah Forest[9] (A\$17,000)[10]
- 2012: Inducted to the Victorian Aboriginal Honour Roll

"Lin Onus Print" Raffle - Tickets Selling fast!

As part of our ongoing commitment to our Balwyn High School Art Programs, Balwyn High School will be raffling a Lin Onus print.

The print has been kindly donated by Melbourne gallery Art Nomad and the raffle will be drawn at the end of Term 2. It has been valued at \$1,400 unframed.

For further details and to purchase tickets please see this link.

<https://www.raffletix.com.au/?ref=9hz2g>





Justin Hong
Director of Senior School

Learning To Think, Know and Understand

'Learning to Think, Know and Understand' – Consolidating Study Habits

I hope that our community enjoyed a restful and productive term break. It was certainly well-deserved after a successful start in Term 1.

The Term 2 Pillar of Learning is 'Learning to Think, Know and Understand'. This not only refers to subject-based concepts, but also the ability to understand that consistent and productive work habits are required to be successful at school and also ahead in life. As we begin Term 2, now is a good time for students to review how they have been tracking this year and for parents to support them in re-adjusting their goals and study strategies. Students and parents may also contact their Student Learning and Wellbeing Managers should they need any assistance in consolidating study routines. During our Term 2 General Assemblies on Thursday 27 April, our student leaders gave excellent reflections on how students could apply this pillar to their own learning. Below are just some examples of the wonderful speeches delivered.

"The first step is Learning to Think. All throughout high school, we have learnt to think critically, a skill developed through asking questions, presenting and analysing arguments, and considering the viewpoints of different people. A skill that would not only help us navigate the challenges and complexities of life, both in and out of the classroom, but also helps us deal with everyday issues as they come our way and teaches us to think independently and trust our gut feeling. But, thinking alone is just the first step. We must also seek out Knowledge and Understanding. This means being curious and challenging assumptions, being open-minded to new perspectives and engaging with the world around us. Not only will we be able to make choices that align with our personal goals and aspirations but will understand the different perspectives of life. Finally, I also want to emphasize the most crucial aspect of this pillar of learning. The importance of understanding, specifically, understanding yourself and understanding the choices we are making. This means being aware of your strengths and weaknesses, your values, and beliefs, and recognising emotions and feelings of those around you with empathy and compassion, that will allow us to develop a strong sense of identity and make a positive difference in the world."

Shannen Yeap | Year 12

"Thinking, Knowing, and Understanding are three general steps that allows learning to be more efficient and with more visible effects. Whether if it is for school studying, your sports or music hobbies, or even video games, these key skills will assist us to progress in the applied area and those experiences will be a great memory and asset we will take with us for the next years and after high school... Learning to think, know and understand is a skill set that requires dedication and time. It gives you a clear view of the path in front of you and opens up opportunities for you."

Eric Qiu | Year 12

"Learning to Think, Know and Understand is a fundamental skill, not only for school but for nearly every aspect of our life. In fact, many of you are probably incorporating it in your lives already. From questioning the theory of a math idea, to wondering how a machine works, or learning how to perform a skill in a game or sport... Just like many other skills in our life, learning to think, know and understand is a lifelong skill, is it something you will continue to polish throughout your life, even me, Lin, and many teachers present are still trying to improve ourselves. The road ahead is still full of surprises, some pleasant, others not, and it's all up to you to overcome and appreciate everything that you encounter."

Terry Yu | Year 12

An ANZAC Day commemoration was also conducted at each assembly with many of our senior school students involved. Members of the Senior School Choir performed the National Anthem and a moving rendition of 'Abide With Me'. The Ode was read by Cadets Reebea Iywan (12H) and Fergus Yim (10P), and the 'Last Post' and 'Reveille' played by Tate Katoa (11F) and Charlotte Herlihy (10E).

SENIOR SCHOOL REPORT Cont.

Students were highly respectful during the moving commemoration that highlighted why ANZAC Day is an important day of remembrance.

Looking ahead, there are a range of exciting events for our senior school students that include the Year 10 Health & Wellbeing Day, Year 11 Netball and Mario-kart house competition, and the Year 12 formal just to name a few. With these, there are also many planned excursions and inter-school sports days that continue providing students with opportunities to engage with outside the classroom.

The GAT

Victorian senior secondary students will this year again have their literacy and numeracy skills measured against standards in the GAT. The GAT will provide specific information on each student's key skills for life beyond school.

Key information to note:

- The GAT will be held on Thursday 15 June
- The GAT will be split into two sections:
- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

All students enrolled in one or more VCE Unit 3 –4 sequence will be required to sit both Sections A and B of the GAT.

Winter Uniform Changeover

Balwyn High School has a strong tradition of proudly wearing the school uniform. Next week is the changeover to the Winter Uniform and all details can be found in the Balwyn High School Uniform Policy or on [our website](#). Please continue supporting students to ensure our high standards of wearing the correct uniform are maintained every day. If there is any reason why a student is not able to wear the full uniform, parents are to provide a note so a uniform pass may be issued.

Parents are reminded that the Second-Hand Uniform Shop is open every Thursday from 3.00pm. See the school website for more details.

Year 12 Commemorative Garments

There has been excitement in the air this week as students begin trying on sample sizes ahead of placing their orders for the Year 12 Commemorative Garments. These garments are a wonderful way for Year 12 students to commemorate their time as a Balwyn High School student and is a single release only for the Balwyn High School Class of 2023. A hooded jumper option and a varsity jacket option is available for purchase:



SENIOR SCHOOL REPORT Cont.

Orders can be placed at the following link: <https://www.reformclothing.com/au/order/1996115821>

Students will need to select their size and enter their name to be printed on the back of the garment. Orders must be completed before 9 June 2023. It has been a tradition that the Year 12 students receive their Commemorative Garments in the last week of Term 3 as they celebrate the completion of Year 12 classes and enter their final preparations ahead of the November examination period.

Year 10 Work Experience – Due dates and a call out to our community

Year 10 Work Experience will take place in the final week of Term 2 (19 June – 23 June) where our Year 10 students will engage in the valuable opportunity to develop employability skills, explore career options, understand expectations in the work force, and increase their self-understanding, maturity, independence, and self-confidence.

Work Experience Forms are due by end of Week 5. Students should ensure that all forms have been completed by this time so that they do not miss out on this valuable experience.

Students undertaking work experience must complete the following:

1. OHS General Certificate
2. OHS Industry Certificate
3. Additional Work Experience Form
4. Work Experience Arrangement Form

All details and relevant links/attachments can be found on Compass Newsfeed.

With many students taking part in the program, some of our students have found it difficult to secure a placement. We are reaching out to our community members for any leads you may have for placement opportunities, whether at your own workplace or otherwise. If you are able to provide any assistance, or have any questions, please contact our Year 7-10 Careers Advisor, Melissa Co through mco@balwynhs.vic.edu.au.

Keeping up to date through Compass

Important school information for parents and students is published on Compass. News items and payments due (such as for excursions) are published on My News and results and feedback for your child's main assessments are available under Learning Tasks. Clicking on the Profile link provides access to student's timetable, attendance records (including daily attendance) and the Reporting Points (Years 7 - 10) and Progress Reports that were released at the end of Term 1. Parents are urged to check their Compass account at least once a week and to contact the Registrar (03 9862 4106) for any issues.

Lion of the Week

These recognitions are given to Senior School students, who have demonstrated the values of the school in various ways. The students can be nominated by their teachers, peers, or by the Senior School Team.

Ava | Year 10



Ava received the Lion of the Week after being nominated by the Year 10 SLWMs.

Ava has actively contributed to the house competition at the recent Athletics carnival. Her determination in engaging in all the events, including the off field activities was inspiring to many of her peers.

Calista | Year 11



Calista received the Lion of the Week after being nominated by the Year 11 SLWMs and one of her classroom teachers.

Calista always shows an optimistic outlook on her studies which is inspirational. She often goes out of her way to ensure that all members of the classroom feel connected to each other. She ensures that the members of her team always feel heard and supported to engage with the classroom activities.

SENIOR SCHOOL REPORT Cont.



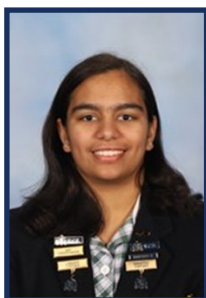
Derrick | Year 12

Derrick received the Lion of the Week after being nominated by the Year 12 SLWMs. Derrick showed tremendous leadership in engaging with the school community at the recent Athletics carnival. His work with the SRC at the Silent Disco ensured that everyone who participated had an amazing time, and a Carnival they would never forget.



Maya | Year 12

Maya received the Lion of the Week after being nominated by the Year 12 SLWMs and one of her classroom teachers. Maya always shows excellent learning behaviours in class. She has at times kindly offered her work to be used as an exemplar in class as a way of supporting others.



Himanshi | Year 12

Himanshi received the Lion of the Week after being nominated by the Director of Senior School. Himanshi has shown initiative, generosity and care in tidying up and cleaning the VCE Study Centre on her own accord. It is great to see her take ownership of a shared space like the study centre. Himanshi has shown herself to be an excellent role model for her peers.



Maddie | Year 11

Maddie received the Lion of the Week after being nominated by the Year 11 SLWMs. Maddie has actively engaged in House Captain meetings to foster community engagement across the entire Year 11 cohort. She is a great role model for student leadership at Balwyn High School.



Fergus | Year 10

Fergus received the Lion of the Week after being nominated by the Year 10 SLWMs. Fergus showed great initiative in being involved in the school's ANZAC day remembrance during the General Assemblies. Fergus showed great respect in his role and was a great role model to other students for the importance of ANZAC day to Balwyn High School.

SENIOR SCHOOL REPORT Cont.

Senior Study Skills Section

This edition's Study Skills was written by Year 12 student, Nina Angelkovik. Nina uses visual and written strategies for revision to support her learning. Below, Nina discusses the benefits of using the whiteboard tables in the VCE study centre.

If you have a study tip that you would like to share, or if there is something you would like to see, please contact a member of the Senior School Team.

The VCE Study Centre provides us, the Year 12 cohort, with a place to revise and study in an engaging setting. The Study Centre creates a safe space to make mistakes, and encourages collaboration to overcome challenges. With resources available, such as the whiteboard tables, we are motivated to combine ideas, thoughts and questions in order to get the most out of our learning.

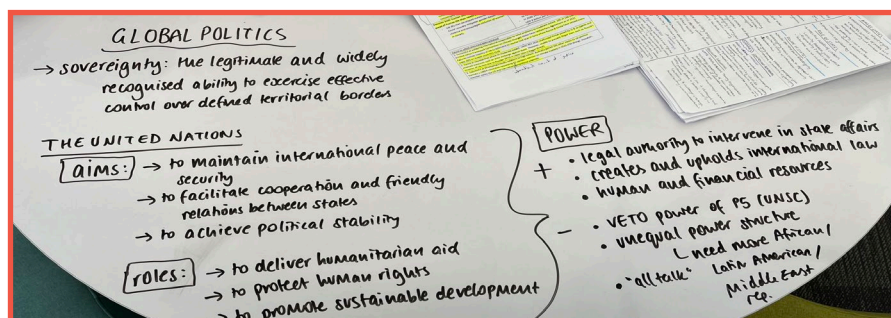
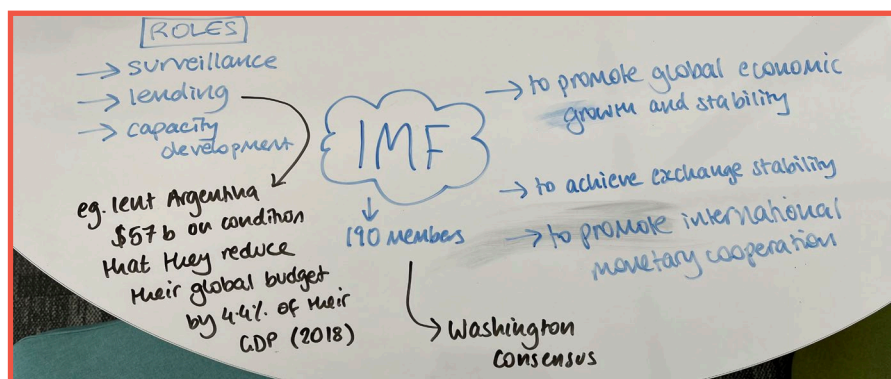
The tables are a convenient way to blurt content, work out questions, and brainstorm with peers. You can do this through writing what you remember of a certain topic in one colour, and then adding to it (using notes) in a different colour. This will test yourself and help you to improve as you revise!

A group could also try this, by challenging each other to add as much as possible to the tables before you access notes. The tables can also be used to scribble calculations, or to brainstorm ideas for a group task. Mind maps can assist you to organise ideas and think outside the box, particularly through teamwork. The tables are a great way to achieve this, as they provide a large brainstorm surface with different colour markers for a team to utilise.

As someone who utilises a whiteboard at home to assist my studies, I personally find the whiteboard tables a great material to use during my spare periods or out of class time.

Additionally, they promote an environmentally friendly study option, by allowing us to save paper when unnecessary to use such.

Whiteboard markers and erasers can be borrowed from the SLWM office. Overall, our study environment is a privilege to have, and taking advantage of it will support our learning as we



Justin Hong | Director of Senior School



Chris Land
Director of Middle School



Sylvie Tang
Assistant Director of Middle School

Learning To Think, Know and Understand

'Learning to Think, Know and Understand' – Welcome to Term 2

Welcome Back to Term 2! We sincerely hope that all students and families had a wonderful Term 1/2 break and have been able to take the opportunity to reconnect with their loved ones and enjoy some rest.

We are looking forward to a great term celebrating our Pillar of Learning 'Learning to Think, Know and Understand', and continuing the work of promoting our 'Middle School Matters' vision through the three year-level themes:

Year 7 – 'Our New Learning Community'

Year 8 – 'Making a Difference'

Year 9 – 'My Middle School Experience: Past, Present and Future'

We are thrilled with the positive start made by the students and the respectful way in which the students conducted themselves in Week 1's General Assemblies, which commemorated ANZAC Day.

As a reminder, last term we notified families that there would be a two-week transition period where students can wear either the summer or the winter uniform. It is an expectation that students are wearing their winter uniform correctly by the beginning of Week 3 (8 May). In Terms 2 and 3, students must wear their blazer to and from school. Please refer to the Compass News Feed item about the wearing of uniform, including images and links to the uniform policy. Some images of correct winter uniform are also included below.

Date	Event
17/05	Year 9 Wellbeing Period
22/05	Professional Practice Day (staff only – more information to follow)
24/05	Middle School Parent Information Night (wellbeing focus)
25/05	Year 8 Wellbeing Period
29/05	Year 9 Morrisby
15/06	Year 7 Wellbeing Incursion
19/06–21/06	Year 8 'Make a Difference' Tour (more details to follow shortly)

This term promises to be every bit as busy and rewarding as Term 1. Families are reminded to check NewsFeed regularly for important messages, information and updates.

If you need to contact a member of the Middle School Team, please liaise with the relevant Student Learning & Wellbeing Managers via email or phone, or our Middle School Administrative Assistant Kate Llewellyn Millard (KLL@balwynhs.vic.edu.au)

We wish you all the best for a fantastic term.



Spotlight on Success – Audrey

The Middle School Team would like to congratulate Year 8 student and elite gymnast Audrey on her recent success in the WAG Senior Victorian Championships in Geelong. Audrey achieved some outstanding individual results in Future International; 3rd Vault, 1st Bar, 1st Beam, 2nd Floor, 1st All Around. As such, Audrey is the 2023 Future International Victorian All-Around Champion, as well as the Future International Victorian Bars and Beam Champion.

Together with her teammates, Audrey is now the Victorian Champion for Future International Team. Congratulations Audrey!



Chris Land | Director of Middle School

MIDDLE SCHOOL REPORT Cont.

Update from the Year 7 SLWMs - Mercedes Marsh and Shannon Blewitt

At the end of Term 1, we asked our Year 7 cohort how their thinking had changed over the course of their first term at high school. Across the board, students showed us that their confidence and connection to each other has blossomed, and the school is more and more their own space. We hope you enjoy a sample of some of these student reflections below. We're excited to see our Year 7 students continue to take advantage of opportunities and continue further out of their comfort zones in Term 2.

At the beginning of Term 1, I felt...

At the beginning of the term I was terrified. Not terrified as in scared: terrified of embarrassing myself. I thought that if I made one mistake, the rest of my high school years would be over. I did not know my way around the school and got lost very easily. - Jade

I was nervous going into a new school, even when I knew almost everyone, it took a lot of time getting used to the uniform, timetables and new school life in general. - Joshua

I felt nervous, not knowing if I would make friends. I also felt that high school was very big and I would have to run to classes to be on time. - Ching

Nervous. That was the word that described me the most. I was entirely by myself with no one from my old school in my class. As well as that I hadn't really made any friends during orientation and added onto this was a totally new world of unknown that I was entering and I had no idea what high school would hold. I thought it was going to be an uphill battle to start to make a home for myself at Balwyn High School. - Jae

I felt excited to start a new chapter of my life as a organised, proud and positive student at a new school. - Vivian

I felt nervous, excited and small. It was scary starting high school and working in a new environment. All the classes were challenging and I was always worried I would get lost, but even on the first day of school, I managed to make some new friends. After the first week, it had already felt like I've been at high school my whole life. I was very excited for camp, events and joining clubs. In a school of at least 2000 children, I felt small and scared. I was like an ant suffering in the big atmosphere. But an ant never gives up. Even with its tiny legs and tiny body, it manages to carry 20 times its own body weight and I've managed to talk to at least half the grade and even students in other grades thanks to clubs and committees. - Eileen

Now at the end of term, I feel...

Now I feel more comfortable and know my way around the school. I have made lots of new friends and got year 7 SRC. - Anonymous

I feel proud of myself for putting my hand up for clubs and leadership positions. I managed to make friends with my classmates as well as still keeping in touch with my primary school friends. I found out that you don't have to be afraid of trying new things; all you have to do is believe in yourself. I now feel much more confident in me and my decisions this term. - Mia

It's now the end of the term and I feel like Balwyn High School has become my home. Every day I go to school I can't wait to learn, discover and innovate at school I had adapted to the new environment and made so many new caring friends. - Jae

I feel more confident at Balwyn: like I do belong in this school. Before, I felt like an outsider! I noticed my attitude towards people changing: and I made eleven new friends on camp - the camp that I thought I was going to hate! And even more friends during sport and drama club! I find myself talking and socialising with people I thought I would never talk to. Later in the term, I got used to using my computer, knowing my teacher's names, and being able to find my classes. But the thing I valued the most this term was asking for help. Throughout the term, I have experienced consistent support from my SLIMS, my teachers, peers, and I will never forget the time my friend and I got lost in the C-building, and Ms. Knuckey kindly asked if we needed help getting outside. I love how Balwyn High continues to value their students - even in the hardest of times. I thank my SLIMS for always trying their best to help us fix our lockers too. Their hard work should be appreciated in my view. - Silvy

MIDDLE SCHOOL REPORT Cont.

Update from the Year 8 SLWMs - Binhui Tu and Jed Miller

We are thrilled to see that our students are becoming more independent in their learning and behaviour. As year 8 SLWMs, we are particularly proud of the students who have chosen to be upstanders and promote positive behaviour in our school community. We have noticed that students are taking ownership of their actions and making a conscious effort to demonstrate our Year 8 theme of "Making a Difference".

In fact, one of our Year 8 Tutorial Captains has agreed to share their reflections about the changes they have seen in their peers.

Making a Difference is our topic for this year, also an object that I feel is important as a Tutorial Captain. No matter what people do, they are all making a difference. This can be doing what people are already good at or trying something new to challenge themselves.

I have noticed such a spirit of making a difference among my fellow classmates, where they show diligent attitude and passion for learning in everything they do. And their willingness to reflect on themselves and improve is truly inspiring. However, it is not enough to simply work hard and pursue our own goals. I believe that we must also strive to positively influence others around us.

By spreading positive influences within our community, we can create an effect of positive change that can benefit everyone. Such influence can be spread among the community, and eventually we will all be making a difference!

Leon Zhang | 8A Tutorial Captain

Update from the Year 9 SLWMs – Brandon Jones and Bethany Shearwood-Boyd

Welcome to Term 2!

We hope all Year 9 students, parents and carers had a very restful break.

There are lots of events to look forward to in Term 2 including; the Romeo & Juliet Incursion, Carnival Day, Intermediate Round Robin tournaments, IDAHOBIT Day, Morrisby 'My Career Insights' Testing and many more. The Year 9 cohort did a wonderful job in Term 1 when it came to their participation in co-curricular events and role-modelling appropriate behaviour for the younger year levels in Middle School. As Term 2 progresses, we hope to see the students of Year 9 continue to develop their leadership capabilities by working effectively both independently and as a member of a team.

The Pillar of Learning for Term 2 is Learning to Think, Know & Understand. Therefore, students and staff will be provided with opportunities to develop high self-esteem, optimism and a commitment to excellence as well as solve problems and think creatively and critically. Every student at Balwyn High has a right to feel comfortable and confident coming to school and our expectation as the Year 9 Student Learning and Wellbeing Managers is that all Year 9 students are playing their role in creating a supportive culture.

We know every student in Year 9 has the capacity to be a leader in their own way and we admire the courage of all students who applied for a Tutorial Captain position. We would like to take this opportunity to congratulate the following students for being elected by their peers to be the captains of their tutorial class for 2023. We know all of these students with the support of their teachers will create an inclusive learning environment within every Year 9 classroom.



9A – Aditya & Madeline



9B – Evangeline & Barbara



9C – Quang & Daniel



9D – Alex & Faris



9E – Mannan & Tiffany



9F – Akshaya & Swastik



9G – Sunny & Ivy



9H – Justin & Kaitlyn



9I – Erika & Arya



9K – Terence & Jasmine



9L – Senuka & Bryce



9M – Felix & Catalina



9N – Damian & Violet



9P – Sukitha & Charlie



9Q – Dev & Denise



9S – Nethush & Elisa

MIDDLE SCHOOL REPORT Cont.

My Career Insights - Year 9 Students

Initiated and funded by the Department of Education, in response to education reviews and recommendations, My Careers Insights has been designed to complement and add value to the careers program at Balwyn High School. Through their participation in this program, Year 9 students will have the opportunity to engage in activities that will assist them in making better choices about subject selection, and future education and career pathways.

As part of the My Career Insights program, Year 9 students will be invited to:

- Complete a Morrisby Online career diagnostic assessment - a series of online questions and quizzes. This will run during school hours on Monday 29 May.
- Review a Morrisby Profile Report showing the results from the questions and quizzes, and possible jobs that match their abilities, interests and personality.
- Engage in a 30 minute meeting with an accredited career practitioner, to review the Profile Report and discuss short-term specific subject choices, as well as training, higher education and employment pathways and options. Parents/carers are also welcome to attend the meeting that will occur in Term 3.

Prior to the commencement of this program parents/carers must provide consent through the Compass Event, Year 9 – My Careers Insights, by Monday 15 May.

More information will be provided to Year 9 Students through Compass Newsfeed, during Tutorial lessons and at year level assemblies. I look forward to supporting all Year 9 students through the stages of this exciting program.

Melissa Co | Years 7-10 Careers Advisor

Belonging and Connections - Info and Expo Evening for Year 7 students in our SEAL Program

Two of the words from our school theme for 2023 are 'Belonging' and 'Connections' and in the final week of Term 1, our school welcomed 7S students and their families to strengthen their sense of belonging to our school community as well as strengthening their connections between these families and the staff supporting their children as they start their unique journey in the SEAL program.

On the night, 7S students shared their work from Term 1 with their families and SEAL students, such as current 8S student Ojas Dogra and former SEAL student, School Captain and Dux, Kartik Iyer, provided advice for the Year 7 students.

Information evenings for our students and their families are one of the many ways that Balwyn High supports the wellbeing and learning outcomes of our students and we have information evenings for our 8S and 9S students coming up later this year.



Jen Jones | Director of Pedagogy

Year 8 'Making a Difference Tour'

We are pleased to announce the upcoming Year 8 'Making a Difference Tour', an exciting opportunity for students to engage with our community and experience first-hand how each individual can make a positive impact. This one-day tour is a symbolic highlight of our Year 8 'Making a Difference' year-level theme, designed to showcase the importance of community involvement and the power of individual contributions.

MIDDLE SCHOOL REPORT Cont.

During this tour, students will have the opportunity to explore four essential aspects of community life: Historical, Cultural, Environmental, and Social. They will discover our community's rich history, learn about different cultures, appreciate our environment, and engage with community members who are making a positive impact in our society.

Students will be transported by private coaches throughout the day to each location. Payment and consent will be available via Compass.

The one-day excursion will run on the following dates:

19th June Monday: 8A - 8E

20th June Tuesday: 8L - 8S

21st June Wednesday: 8F - 8K

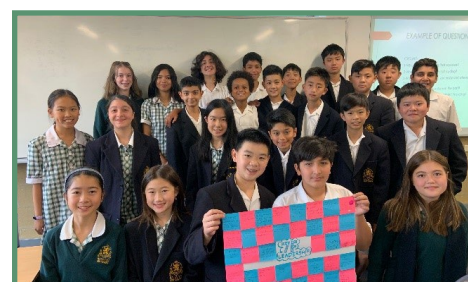
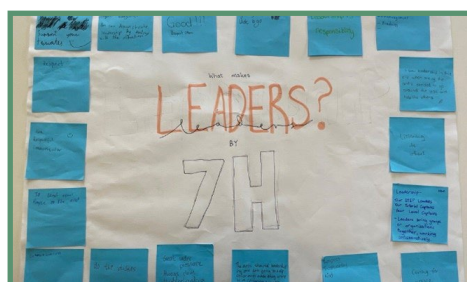
The one-day excursion will include the following:

1. Melbourne Cricket Ground: A historical and cultural discovery of the iconic venue
 - Private MCG Tour by guides - historical discoveries of the Melbourne sporting scene
 - Australian Sports Museum - Interactive exhibits with sporting challenges
 - Meet an Olympian - Discussion with an Olympian about their Australian Olympic journey
2. CERES School of Nature and Climate: A social and environmental exploration of farming for our future
 - Regenerating Soils - exploring farming practices that lead to resilient communities and food systems
 - Urban Farming and Food Systems - to foster care and connection to the plants and animals that provide humans with food sources

Please contact Assistant Director of Middle School – Sylvie Tang (STA@balwynhs.vic.edu.au) should you have any questions. Stay tuned for more information to come via Compass Newsfeed and the next editions of the Lion.

Student Transition and Enhancement Program - STEP

Last term, STEP leaders facilitated a session on 'Leadership' during Year 7 tutorial classes. Students engaged in activities that evaluate how they could demonstrate leadership in their everyday interactions with peers, teachers, and the wider community. See below some posters they created as part of this session.



MIDDLE SCHOOL REPORT Cont.

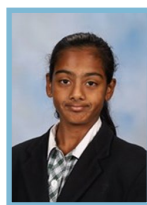
Middle School Student of the Week

The Middle School Student of the week is an award given to students for their positive contributions to the Balwyn High School community. This award is decided 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 10 and 11 of Term 1 as well as week 1 of Term 2 are below:

Year 7



Ella



Eva



Anastasia



Oliver



Dominic



Tyler



Chloe



Ava

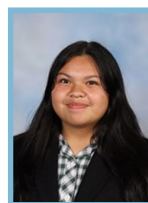


Frank

Year 8



Hayden



Zara



Audrey



Finlay



Sky



Sherwin



Amia



Tan



Mark

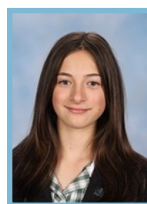
Year 9



James



Chloe



Eva



Barbara

Photo's unavailable:
Hank Hung
Ada Liu
Leo Shao
Jai Mithen

Sylvie Tang | Assistant Director of Middle School



Dani Cantor
Director of Senior
School Wellbeing



Amee Duncan
Acting Director of Middle
School Wellbeing



Gough
House Wellbeing Dog

Learning To Think, Know and Understand

Director of Middle School Wellbeing

Sharon Gardner-Drummond is on leave for term 2. During her time away, her role is being covered by Amee Duncan. Amee's nominal role is Assistant Director of Senior School. She also has a wealth of experience as a Student Learning and Wellbeing Manager in both Middle School and Senior School. The Student Services are thrilled to benefit from her expertise in Sharon's absence. Should you need to contact her with any wellbeing concerns or queries for Middle School, she can be contacted at adu@balwynhs.vic.edu.au

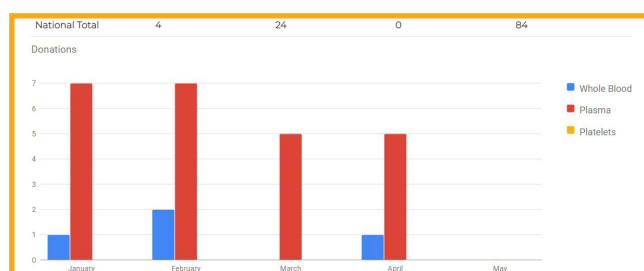


Overview of Student Services Term 2 Events

Date	Year Level	Event
May 5 th	10	Health and Wellbeing Day, Periods 1 - 4
May 8 th	Parents	Susan McLean – parent Cyber Safety information night session, Evening
May 9 th	11	Project U Study Skills, Period 1
May 16 th	12	Project U Respectful Relationships, Period 2
May 17 th	9	Kids HelpLine Presentation, Period 3
May 17 th	All	IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia) Day, Before school and lunchtime.
May 24 th	8	Kids HelpLine Presentation, Period 3
June 9 th	All	Empathy Day
June 15 th	7	Blurred Minds Vape Detective Workshop, information to come
June 20 th	All	World Refugee Day

Team LifeBlood

As at May 1, the Balwyn High School LifeBlood Team has saved 84 lives. Thank you to all of our team members for your commitment to this critical cause. If anyone who is an existing donor or considering becoming a new donor, you can join the Balwyn High School LifeBlood Team. Simply go to the [Donate as a Group page](#), selecting join a team, registering or logging in and searching for Balwyn High School. Membership is open to all members of our broader school community, friends and families.



Keeping our Young People Safe Online

There has been an overwhelming response to the Susan McLean Cyber Safety Presentation on Monday May 8th and unfortunately there are not enough tickets for everyone who has expressed interest to attend.

ISSUE 6 | 5 MAY

STUDENT SERVICES Cont.



Jeff Lampard
School Chaplain



Lincoln Kealy
School Psychologist



Parnoon Moradi
School Psychologist



Bridget Watt
School Psychologist

If you have concerns about your child's online activities such as social media use, please feel free to contact Student Services for support and advice via our email address studentservices@balwynhs.vic.edu.au.

Another excellent support for parents and carers is the eSafety Commissioner's website, <https://www.esafety.gov.au/> where you can seek information and advice or report online harm.

One challenge for parents and carers is the frequently changing nature of young peoples' slang. This includes social media and texting acronyms. Often these are harmless, but sometimes they can indicate red flags. Please see the below link for the most commonly used terms

<https://famisafe.wondershare.com/tips/teen-text-slang-decode.html>


Respectful Relationships

Podcast Recommendation

Your Life in Process podcast. Listen to the episode to hear our responses to questions such as:

- What value did you live out most this year?
- What is something you let go of this year?
- What rules do you want to break in 2023?

LGBTQIA+ Eastern Diversity Group



Eastern Diversity Group (EDG)

EDG is a weekly social support group for LGBTQIA+ folks aged 15-25 who live, work or learn in the City of Whitehorse

WHEN: Thursdays 3pm-5pm during the school term

WHERE: Youth Connexions (Box Hill Centro)

Have questions or would like to join?

Contact Mich K by phone on 98902673, email fan@fan.org.au or register online at www.fan.org.au

EDG is proudly brought to you by Family Access Network and is funded by the City of Whitehorse

Logos: FAN, Whitehorse City Council, Australian flag, Rainbow flag, ACCREDITED, QR code

Dani Cantor | Director of Senior School Wellbeing
Amea Duncan | Director of Middle School Wellbeing



Teaghan Gibson
Director of Music



Melanie White
Assistant Director of Music



Emily Caracella
Assistant Director of Music

Learning To Think, Know and Understand

As we enter performance season, I am reminded that performing to an audience can be the most wonderful experience for a musician, and it can also be one of the most vulnerable experiences. The word 'and' has been used very purposefully here; both experiences can be true. It takes courage and bravery to share with the world something as special as music. But the connections that we make with those we perform alongside; our peers in an ensemble or other musicians, serve to give us energy, confidence and connection as we share the magic of music with an audience.

Following a term of rehearsals, all our ensembles are excited to be entering into the first phase of what is shaping up to be a wonderful year of performances for 2023. In this edition, we shine a spotlight on some of the opportunities students have recently engaged in to support the development of performance skills across the program.



Spotlight: Developing Performances

VCE Season of Excellence: Top Class

Wednesday 29 April saw students enrolled in VCE Music attend Top Class; a showcase of performances from students who achieved outstanding results in their performance exam as part of their VCE Music studies in 2022. For students enrolled in a Performance study for VCE Music the end of year externally assessed performance exam is significant, with students spending the year developing their performance program while exploring their repertoire through the lens of the performance criteria.

Students were able to use this opportunity to make observations about the way that each performer highlighted the performance criteria, while also setting some goals for their own development as a performer.

Following the excursion, students were asked to reflect on three key points:

1. What did you enjoy?
2. What was the most powerful learning for you today?
3. What will you focus on as a result of experiencing these performances?

A snapshot of the reflections are below:

I really took an interest to how each of the musicians experimented with the dynamics and how they varied the dynamics in the piece. I want to try and mimic what they did and ensure I am using dynamics to achieve the desired mood of my pieces. I also thoroughly enjoyed listening to the trombone; its tone quality throughout the piece blew me away.

Christos Bishard | Year 10

ISSUE 6 | 5 MAY

CALENDAR OF EVENTS

Friday 5 - Sunday 7 May
Generations in Jazz Festival
Mt Gambier

Tuesday 16 May
Autumn Concerts 1 & 2

Thursday 18 May
Autumn Concerts 3 & 4

MUSIC Cont.

What I learnt from this experience is that it is undoubtedly very important to take your time and take a breath before commencing your performance. Not rushing and not starting too late between each piece ensures that we maintain a balance of momentum and reflection, tying the whole performance together perfectly.

Jiayi (Amy) Lin | Year 12



The most powerful learning for me today was realising the importance of making informed performance decisions, such as taking your time before playing or during breaks, as well as picking a suitable piece. I understood how crucial it is to pick a piece of music that can fully showcase the musician's technique as well as keep the audience captivated.

Yuka Tog | Year 10

The most interesting idea I took from today is the opportunity to play with silence in solo pieces because it makes the phrases in the piece clearer and more expressive. From this, I look forward to working to find appropriate sections that allow the silence to be emphasised and using silence points in my piece to shape my phrasing.

Martin Tran | Year 11

It was interesting to consider how performance conventions impact the performance, particularly poise and physical engagement with the music; for instance, many performers took sizeable breaks in between pieces where some people accidentally clapped because they thought it was over, so creating that atmosphere where the music is given space and room is important, and something I'd also like to explore.

Selina Chong | Year 11

Stage Band Program: 'Big Day In'

On Friday 5 May, Black Orpheus and Intersection will be travelling to Mt. Gambier for the weekend to participate in the Generations in Jazz Festival. As part of their preparation, students engaged in a 'Big Day In' rehearsal day, brilliantly led by Mal Sedergreen and Emily Caracella:



On Sunday 23rd of April, the Stage Band Community gathered together to rehearse for our exciting trip to Mount Gambier where we will have an exciting opportunity to play for a huge crowd! We all reached school on the Sunday morning with big smiles ready for our Big Day In. Throughout the day, we were all engaged in the music we played together, focusing on the last few details of each of our pieces. The day was much enjoyed with lots of chatter and laughter buzzing around the rooms. It was a great time to reflect upon our achievements as a group as well as our next steps while preparing ourselves for Mt Gambier. I can speak for Intersection and Black Orpheus when I say that the day was well spent on hard work, collaborative and individual reflections and having fun!

Meenu Pillai | Year 10

The Stage Band Program's Big Day In was a wonderful opportunity to come together as one cohort and reflect on our collective progress so far. It also enabled each musician, each section and each band to work on our individual and collective performances. As we look forward to Generations in Jazz, this Sunday gathering would have unquestionably gone a long way to helping us ensure that we are able walk out of our performances in Mt Gambier jovial about how we 'smashed it out of the park!'

Chith Weliamuna | Year 12

The Big day In, held on Sunday was a crucial, yet fruitful experience regarding our next performance "Generations In Jazz". The day allowed us to further construct our bonds with one another through music and supported our level of confidence with the repertoire. The Stage Band Community has put in hard work towards our future performance, and it was reflected through our expression of music on The Big Day In.

Isaiah Chin | Year 12

MUSIC Cont.

We wish Black Orpheus and Intersection all the best for Generations in Jazz this weekend!



David McGrail Theatre, Balwyn High School
Tickets: \$10 Adults, \$2 Children
Tickets available through Trybooking

TUESDAY 16 MAY

Concert 1, 6:00 pm

Junior Concert Band
A-Train Stage Band
Intersection Stage Band
Senior Concert Choir

Concert 2, 7:30 pm

Intermediate Concert Band
Harmonics & Resonance Choirs
Encore Choir
Black Orpheus Stage Band

THURSDAY 18 MAY

Concert 3, 6:00 pm

Novice Concert Band
Symphonic Band
Intermezzo String Orchestra
Newitt String Orchestra

Concert 4, 7:30 pm

Jazz Vocal Ensemble
Guitar Ensemble
Junior String Orchestra
Senior String Orchestra

Autumn Concerts: Tuesday 16 May and Thursday 18 May:

We are excited to invite the school community to join us in two wonderful evenings of music. The first of our large ensemble concert series, Autumn Concerts, will take place on Tuesday 16 May and Thursday 18 May (Week 4 of Term 2). All large ensembles will perform in one of four concerts across two nights, with the exception of our beginner ensembles. Please follow this link to book tickets: <https://www.trybooking.com/VAKA>

Concert 1: Tuesday 16 May, 6.00pm - 7.00pm

Junior Concert Band, Intersection Stage Band, A-Train Stage Band, Senior Concert Choir

Concert 2: Tuesday 16 May, 7:30pm - 8.30pm

Intermediate Concert Band, Resonance & Harmonics Choirs, Encore Choir, Black Orpheus Stage Band

Concert 3: Thursday 18 May, 6.00pm - 7.00pm

Novice Concert Band, Symphonic Band, Intermezzo String Orchestra, Newitt String Orchestra

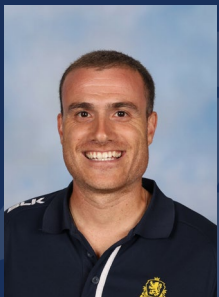
Concert 4: Thursday 18 May, 7:30pm - 8.30pm

Jazz Vocal Ensemble, Guitar Ensemble, Junior String Orchestra, Senior String Orchestra

Teaghan Gibson | Director of 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 Think, Know and Understand

State Swimming Championships

Congratulations to all students on a tremendous effort at the State Swimming Championships with Balwyn High School finishing as State Runners Up by only 17 team points. Unfortunately, Maribyrnong College, a Sports Academy school reclaimed the State title, however, all students should be proud of themselves. Well done to all students for making it to State and a big congratulations to those that won medals. Below you can find the list of medal winners:

Individual Events:

Allan Liang

- 1st in 18-20yrs 50m Breaststroke
- 1st in 18-20yrs 50m Freestyle
- 2nd in 18-20yrs 50m Backstroke

Karma Fahmy

- 1st in 12-13yrs 50m Butterfly
- 3rd in 12-13 yrs 50m Freestyle

Sharna McLure

- 1st in 18-20 yrs 50m Freestyle
- 3rd in 16-20yrs 100m Freestyle

Alfred Han

- 2nd in 12-13yrs 50m Backstroke

Stella Seo

- 3rd in 14yrs 50m Freestyle

Ella Yap

- 3rd in 12-13yrs 50m Backstroke

Patrick Li

- 3rd in 16yrs 50m Backstroke

Relays

Damien Lee, Michael Fan, Adam Hsu, Alfred Han

- 1st in Men 12-13 yrs Freestyle Relay

Angelita Lesmana, Karma Fahmy, Ella Yap, Stella Seo

- 1st in Women 12-14 yrs Medley Relay

Angelita Lesmana, Davina Jang, Heidi Chuah, Stella Seo

- 1st in Women 14 yrs Freestyle Relay

Karma Fahmy, Nadira Marikar, Ella Yap, Vivienne Wong

- 2nd in Women 12-13 yrs Freestyle Relay

Patrick Li, Rei Hashmi, Blake Ashdown-Moore, Mohammad Fahmy

- 2nd in Men 16 yrs Freestyle Relay

Patrick Li, Samuel Li, Blake Ashdown-Moore, Mohammad Fahmy

- 3rd in Men 15-16 yrs Medley Relay

Eidren Chew, Bryan Li, Joshua Dou, Daniel Nguyen

- 3rd in Men 14 yrs Freestyle Relay



ISSUE 6 | 5 MAY

CALENDAR OF EVENTS

Tuesday 9 May

Senior Round Robin
Chess Tournament (Scotch
College)

Wednesday 10 May

House Cross Country (Madeay
Park)

Thursday 11 May

Intermediate Girls AFL Round
Robin

Friday 12 May

Year 7 Boys & Girls Tennis Round
Robin

Tuesday 16 May

Intermediate Round Robin

Wednesday 17 May

Year 7 Boys Baseball Round Robin
Year 7 Girls Softball Round Robin

Friday 19 May

Division Cross Country
State Final – Intermediate Boys &
Girls Tennis

Thursday 25 May

Year 8 Round Robin
State Final – Senior Girls Softball
State Final – Intermediate Girls
Softball

Wednesday 31 May

Year 7 Round Robin
Chess Tournament (Melbourne
High School)

Thursday 8 June

Junior Girls AFL Round Robin

Tuesday 13 June

Region Cross Country (Yarra Glen)

Thursday 22 June

Chess Tournament (Balwyn High
School)

HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

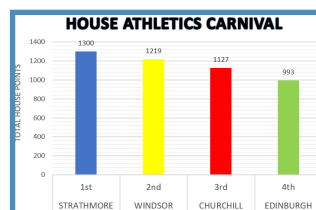
Region Swimming Championships

Balwyn High School finished in 1st place with 567 points, 267 points ahead of 2nd place at the Region Swimming Meet. Well done to all students for competing, including those that did not advance to the State Championships. Congratulations to the following students for breaking a record at the Region Swimming Meet.



House Athletics Carnival

The House Athletics Carnival featured a positive atmosphere where students and staff were engaged in activities on and off the track. This included students getting involved in the SRC BBQ, face painting, smoothie bike, silent disco, public speaking competition and more. The track and field events were very competitive and there was lots of athletic talent to admire. The highlight of the day featured the students vs staff race which came down to a photo finish! Well done to all students and staff for getting involved in the race.



Congratulations to Strathmore House for winning the 2023 House Athletics Carnival with their last win occurring 20 years ago!



Final Scores:

Strathmore – 1300

Windsor – 1219

Churchill – 1127

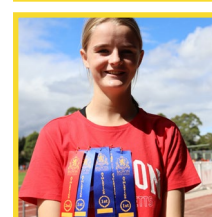
Edinburgh – 993

The following students have been crowned age group champions after accumulating the most house points for their age group.

	Men	Women
12 to 13 years	Ashok Sinnadurai	Ava Plant
14 years	Lucas Wong	Salina Ly
15 years	Bryce Leech	Janelle Chan
16 years	Purney Bansal	Marianna Freesz
17 years	Adham Hamada	Eva Thompson-Smith
18 to 20 years	Riley Clarke	Tania Batova

Congratulations to the following students for breaking a House Carnival record!

- Ella Philpin with a jump of 1.45 metres in Girls 12-13 years High Jump.
- Harry Maddocks with a time of 4:49.80 in Boys 14 years 1500 Metre Run.



HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

- Tania Batova with a time of 9:18.87 in Girls 16-20 years 1500m Metre Race Walk.

We look forward to finalising the Division Team who represent the school at the next round of competition.

Interschool Sport (Region)

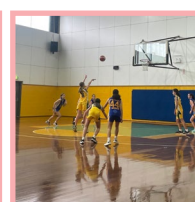
The Intermediate Boys and Girls Tennis teams both won the Region Finals and now advance to the State Finals. Both teams only won by a game or two and had some close matches. We're extremely proud of our teams, coaches, and student coaches! Good luck for State! Well done to the Intermediate Girls Softball, Boys Baseball and Boys Volleyball teams for representing the school at the Region finals. Unfortunately, all three teams did not win, however, they should be proud of their efforts. The Girls Softball has been invited to the State Finals and we look forward to this opportunity!



Interschool Sport (Division)

Despite the weather postponing several Year 7 Sport, we were able to send out the Year 7 Boys and Girls Basketball teams. The Boys 'A Team' were undefeated for a large part of the day, however, lost their last game of the Round Robin after the scores were level with one minute to go. The Boys 'B' and 'C' teams did a great job and won their pools. The Girls teams worked extremely well throughout the day and despite the 'A Team' winning two games, they do not progress to the next round.

The Senior Round Robin was successful with the Boys Hockey team winning convincingly, as well as the Boys Table Tennis team. Similar to the Year 7 Boys Basketball Team, the Senior Boys also won their first two games before losing the decider. The Senior Girls Basketball teams also played some great basketball on the day and were able to win some games.



House Cross Country

The House Cross Country event will be held on Wednesday 10 May and more information has been sent via Compass Newsfeed. The run is compulsory for Year 7 and 8 students and is open to all other Year Levels. The run will occur in age groups (the age students are on 31/12/23) and will occur during school time. Students should be aware of their race time to ensure they compete on time.

Outdoor Programs

The Year 9 Outdoor Education students were fortunate enough to participate in a Mountain Biking excursion to develop their knowledge and skills around cycle safety, and to challenge themselves physically while being responsible for the control of a non-motorised vehicle.

The students had a fantastic day on the tracks and were able to ride along a bike track used for the 2006 Commonwealth Games.



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

24 Hour Movement Guidelines

The Australian Government has developed a set of guidelines to help parents and educators to support young people to build healthier daily habits to enhance their health and wellbeing. The guidelines provide an outline of what a day for a child or young person should look like including, physical activity, limiting sedentary activities and getting enough sleep. A summary of the guidelines is included below. More information and tips can be found in the [24 Hour Movement Guidelines Brochure](#).

Physical Activity

Children and young people (5-17 years) should aim for at least 60 minutes of moderate to vigorous physical activity per day, involving mainly aerobic activity that makes their heart beat faster. The 60 minutes can be made up across the day.

Sedentary Behaviour

Long periods of sitting can counteract being physically active therefore they should be broken up as much as possible. Sedentary recreational screen time should be limited to 2 hours per day.

Sleep

Young people (14-17 years) should have 8-10 hours of uninterrupted sleep per night. To establish and maintain healthy sleep patterns young people should have a consistent bedtime routine, avoid screen time before sleep, and keep screens out of the bedroom.

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 Think, Know and Understand

Understanding Nanomedicine

In Year 9 Nanotechnology at the moment, students are undertaking a topic on nanomedicine. In this unit students have been learning about the huge scope for this technology and the kinds of diseases that can be treated using nanomedicines.

Nanomedicine involves treatments or diagnostic tests made using nanotechnology and/or nanoparticles. Nanotechnology is a multidisciplinary scientific field that uses functionalised particles and techniques in the size range of 1-100nm. The nanoparticles used in nanomedicine are approximately the size of a virus.

Nanomedicines have many benefits including: a lower dose is required when compared to other medicines (which leads to fewer side effects), they can be used to target specific cells and tissues within the body and the packaging of medicines in nanosized membranes and polymers allows doctors to treat patients with medicines that otherwise couldn't be used in combination.

Nanomedicine can be used to treat chronic conditions such as autoimmunity and heart disease, as well as cancer and genetic diseases. In addition, the other side of nanomedicine includes better diagnostic tests with improved sensitivity. An example is the rapid antigen tests which utilise gold nanoparticles.

Year 9 Nanotechnology students created their own nanomedicine using sodium alginate, a natural product extracted from seaweed. They examined the variables that affect the diffusion of the encapsulated medicines in a model of a drug delivery vesicle. They discussed the considerations that nano-scientists need to take into account when developing nanomedicine including safety, efficacy, surface area to volume ratio, shape and charge. Students investigated how scientists can attach chemicals to nanomedicines to help them find their target cells.

Cemil Ozcitti | Year 9 Science Convenor and Nanotechnology teacher

Getting organised early. Beginning to prepare for Year 10 and 11 Mathematics examinations.

The beginning of term 2 provides a wonderful opportunity for students to reflect upon their achievements in term 1 and to set some goals for term 2.

One thing that may already be on students' minds is beginning to prepare for the Unit 1 and Year 10 examinations in Week 6 and Week 7 of this term.

Perhaps I am not alone in remembering cramming for some of my own examinations. But there is a better way to get ready and it relies on the science of the brain and memory.

It's called retrieval practice or spaced retrieval practice. Instead of trying to remember larger stacks of information just prior to assessment, students should begin to plan ahead of time to revise small chunks of material and often.

The human brain initially organises information into short term memory. If this information is not used again, it can easily be forgotten. When students are asked to bring information that they have previously learnt to the front of their mind to answer a question, the brain has to work to sort and reorganise the information. This is hard work, but the benefit is that the information is then stored in long term memory. Through this effort, the information is now more easily retrieved in the future. If the student cannot recall the information, it helps both teacher and student understand where there are learning gaps that can be addressed.



MATHEMATICS & SCIENCE Cont.

The more practice, the more easily the information can be brought to mind and applied to tasks. Now is the time to set up a study timetable with goals to achieve for each week. Students should review the learning intentions and success criteria for their lessons, (and if applicable the study design dot points for Unit 1) and rate their level of confidence with each. Additionally, students may review their error logs from their learning checks and/or SACs.

The next step is to organise quizzes or questions to complete from each area. A key feature of retrieval practice is for the student to mark their own answers. If the work is incorrect, it is important that the student understands where the error was. This can serve as a prompt for further revision, and/or seeking assistance from their mathematics teacher.

Retrieval practice can also foster other revision practices such as prompting students to update their summary books with more detailed examples and refining study plans.

Remember, that it is important to revisit the information from across the semester. Students should be regularly reviewing materials from the different topics to improve memory and recall. This doesn't have to be onerous, instead, the student can select a series of mixed questions from their textbook to regularly practice these skills.

In addition to assisting students to prepare for examinations, retrieval practice has the added benefits of improving students' organisation of knowledge and boosting their complex thinking and application skills. Retrieval practice also makes it easier for students apply their knowledge and to transfer their mathematics skills to new concepts being learned.

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 Think, Know and Understand

We are looking forward to many exciting Visual Arts events in Term 2!

On Tuesday 9 May the Year 8 Media students will be heading into the city to visit the Australian Centre for the Moving Image where they will be immersed in a program which will support their current project, a narrative stop-motion animation. The excursion will involve watching a selection of animation short films in ACMI's cinema, participating in a stop-motion making workshop, and exploring the amazing artifacts and interactive exhibition of the history of the moving image. It's going to be a fantastic day!

The Visual Arts Society is hosting two life drawing classes after school this term. These sessions offer students an amazing opportunity to work on their observational drawing skills, inspire startpoints for artworks, and supplement their folios with figure-drawing examples. The first session is full, however session number two is open for students from Year 9-12 to sign up using [this form](#).

On 30 May we will be hosting an opening for our Autumn Salon exhibition which will feature works by students in Years 7 – 10 from Term 1 this year. We hope you can join us for this evening in celebration of student creativity and achievement. More details to come soon!

Year 12, Media – Top Screen Excursion

The Top Screen program in Victoria is an annual event that showcases the best media productions created by year 12 students across the state. Attending this event was an inspiring experience for our students, as they had the opportunity to see the creativity and technical skills of their peers on display.



This event is often a catalyst for students with their own media work. Many were inspired by the quality of the productions they saw and were motivated to elevate their own work to a higher standard. They also took away new ideas and techniques they could incorporate into their own media projects.

The event was not just a showcase, but also included a panel discussion with current entrants, which provided valuable insights into the world of media production. This session included past media students sharing their experiences with both creative and technical perspectives on how they produced their own media works. For instance, students learnt about cinematography techniques, storytelling, animation, and sound design.

The panel discussion was particularly valuable, as it provided a glimpse into the world of media production beyond year 12. Additionally, the talks also covered topics such as career paths, industry trends, and the challenges of working in the field. Students now have a better understanding of the skills and knowledge they will need to succeed in this subject. Overall, attending Top Screen was a transformative experience for year 12 media students, inspiring them to reach new heights in their own creative work.

VISUAL ARTS Cont.

Nicole Houlihan | Media Teacher

Year 11 and 12, Visual Communication Design – Top Screen Excursion

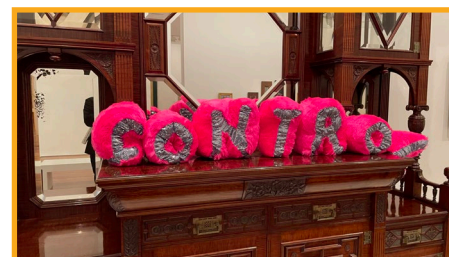
Visual Communication Design classes in Year 11 and 12 recently embarked on an excursion to numerous design and art facilities in Melbourne.

The first destination was the Melbourne Museum, where students explored the Top Design exhibition, a display of top performing works in multimedia subjects from 2022, and heard from Katherine Horseman, an experienced exhibition designer and architect. Her visit gave an insight into the life of a designer, examples of her past and current work, advice for those interested in careers in design and words of wisdom to aspiring students. Alongside other schools, students photographed and took note of high achieving individuals in the Top Design exhibition, using the excellence of other students as inspiration for current and upcoming projects. For the year 12 students especially, seeing top performing students was a useful tool to assist with the upcoming SAT.

After the Top Design exhibition, students made their way to the exterior of the building, where students studied architecture and drew observational drawings. Finally, students were able to visit the National Gallery of Victoria and discover great artistry and designers as further inspiration for their upcoming designs.

Overall, students had a marvellous time admiring artwork and talking to professionals about their careers. Most left the city with a newfound vision for their classes.

Aria McCallum | Year 12



Ramona Tilley | Director of Visual Arts



Jane Gibson
Director of Humanities



Phoebe Hutson
Assistant Director of
Humanities and English

Learning To Think, Know and Understand

Connecting Anzac Day to the Humanities classroom

Students in Year 8 and Year 9 history classes have taken the opportunity to reflect on the meaning of Anzac Day, making connections to what is happening in the real world, and what they are learning in their history classrooms. This has reinforced the importance of the Humanities for understanding the world around them.

Year 8 history students investigated the ways in which commemoration of the Anzacs have changed over time and heard a range of opinions about the meaning of the Anzac spirit. Year 9 history students connected their current study on World War One and the Gallipoli landings, to their understanding of the significance of Anzac Day.

Phoebe Hutson | Assistant Director of Humanities

On Friday 31 March, Balwyn High School's Year 11 Economics students visited the Queen Victoria Market and Melbourne Aquarium in the city's centre to develop their skills and knowledge of Economics. The aim of the excursion was for students to experience first-hand how various types of market structures exist within the economy. In addition, students were able to survey stallholders and employees to enhance their understanding of the motivation for businesses to invest in infrastructure and utilise strategies aimed at increasing profitability. Below are some of the reflections from our students on their bustling adventure in the city to understand Economics in action.



Lina Lim | Economics Teacher

My experience of the excursion was an exciting and entertaining time as I learned about the daily Economics of common businesses and how the theory of demand and supply methods operate. This was especially evident in the Aquarium which incorporated a discrimination pricing system showing how a younger and older demographic pay less compared to adults, further being evidence of the fact that the aquarium employs a monopoly business structure in Melbourne. Furthermore, the activity at The Queen Victoria Market allowed me to witness the opposite, which was a purely competitive market. This showed me the way in which competition is exhibited in daily life and the way in which businesses attempt to coerce consumers through various tactics to buy their products even though they are identical to other products or services. This improved my knowledge of economics as I was able to see the theory of pricing and business structures in real life, hence allowing me to apply my knowledge in real-world situations which gave me a broader understanding of how the companies work and why they do what they do.

Advait Shidid | Year 11

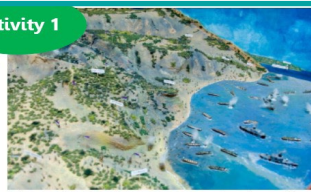
During the final Friday of Term 1, the Unit 1 Economic students had the opportunity to go and experience Queen Victorian Market and the Sea Life Aquarium. The cohort was split up into groups to fill out a booklet observing the markets and concepts on pricing. At the market my friends and I ate lots of good food, but of course the donuts were the most delicious. My favourite part of the day was exploring sea life at the aquarium. Not only were we able to see marine life, but we had the chance to touch the starfish too.

The Anzac Spirit


Think, pair, share

- **Think:** Write down words/phrases that are associated with the Anzacs
- **Pair:** What do you think of when you think of 'The ANZACS'?
- **Share (with your group):** What is commemorated on ANZAC Day (25th April) each year? Where do these ideas of the ANZACs come from? Where do we learn them?

Activity 1



Diorama of Anzac Cove – Army Museum of South Australia



HUMANITIES Cont.

There we learnt how monopoly businesses use pricing strategies to maximise their profits. Being able to hang out with our friends and engage in set activities made the day was extremely enjoyable and lots of fun. Overall, we had an amazing time and made lots of memories.

Isabel Look | Year 11

I was fortunate to attend this exciting and interesting economic excursion, which was a blast. After almost four long years, we were finally able to attend an excursion and waking up knowing I was going to the city was joyous. The journey of travelling there independently gave me the opportunity to gain a new personal experience. Both the Queen Victoria Market, and The Melbourne Aquarium was a new experience to me and also corresponded with my economic knowledge, that my cohort and I have developed over the past few weeks. The excursion explored both ends of the competitive market spectrum, which was interesting to observe in person. The Queen Victoria Market displayed a pure market, consisting of strong competition, and homogenous products, whereas The Melbourne Aquarium depicted a monopoly market, consisting of no competition due to no rival sellers, and the firm being a price maker. Furthermore, the aspect of the city of Melbourne itself was also an enjoyable component of the excursion since it was a fresh occurrence of viewing a busy city environment. Ultimately, the excursion was beneficial for all students who attended as we were given the opportunity to profoundly understand the recent content covered of decision making in markets by applying it into society. In addition, I am well beyond grateful for the Economics teachers that constructed this event. If you are interested in Economics for VCE then you should be looking forward to this magnificent excursion.



Peter Markotis | Year 11

An exciting and entertaining excursion that enhanced various Economic skills and knowledge, simultaneously developing myself as an individual. The visit to Queen Victoria market demonstrated how various pricing strategies work, in cooperation with consumer demands and whether market competition would affect the overall pricing of products. By visiting various stalls and sections of the market, I was able to analyse the differences in pricing of products and compare them to other corporate companies such as Woolworths and Coles. Surprisingly, the pricing of products within Queen Victorian were often more affordable in comparison to mainstream supermarkets, suggesting higher market entry and maintenance costs for corporate supermarket chains. Furthermore, the visit to the aquarium was not only entertaining but also exemplified upon its monopolistic structure, evidenced by it being the sole provider. This is promoted by the large variety of exhibits and activities which incorporated a discriminative price making strategy, based on age such as children and adults. The aquarium also encompassed an entertainment function, alongside its informative purpose to help enhance its profitability.

Anson Li | Year 11 Student





Amy Wood

Director of English and
Literacy



Phoebe Hutson

Assistant Director of
Humanities and English

Learning To Think, Know and Understand

Year 9 English - Student Reflection

Within this unit, we have learned how to effectively present arguments and persuasion. We studied various concepts and techniques, such as Aristotle's "Pathos, Ethos and Logos", anecdotes, sensationalism, and word connotation to name a few, as well as analyzing different persuasive speeches like Stan Grant's "Australian dream". To conclude the unit, we implemented all the different techniques we learned into our own persuasive speeches, presenting said speech for our peers to listen and to acknowledge all our idiosyncratic ideas. So far, this unit has led us on an adventurous expedition into Year 9 English, and we hope to further expand our knowledge in our upcoming unit with "Romeo and Juliet"! This week we were lucky to see a sneak preview when a theatre group came in and performed the famous play for us!

Kaitlyn Young and Justin Quah | Year 9



Oliver Morris | English Teacher

Amy Wood | Director of English and Literacy



Rosie Hilder
Director of Student
Leadership/Voice



**Charlie Baniyas &
Margaret Obolenski**
School Captains

**Zachary Miritis &
Tania Batova**
School Vice Captains

**Fearghas Bennett &
Emma Ho**
SRC Presidents

Learning To Think, Know and Understand

We had a huge end to the term in Student Leadership and Voice, with so many celebrations of our wonderful student leaders and student leadership program. Firstly, we kicked off with the Athletics Carnival which was a fantastic opportunity for our clubs and committees to showcase a rich array of engaging activities that complimented the sporting activities on offer at the Carnival. From the smoothie bike, to the public speaking heats, BBQ, silent disco and much more – there really was something on offer for everyone!

Social Justice Committee

At the Athletics Carnival, the Social Justice Committee held a Krispy Kreme fundraiser to support the non-profit organisation, Sisterworks. Sisterworks supports asylum seeking, refugee and migrant women in Melbourne by upskilling them to join the workforce in areas of education, employment, entrepreneurship and leadership. This allows them to improve their confidence, mental health, sense of belonging in Australia and financial stability. We also had a system where students and staff expressed their views on causes they are passionate about. They were able to vote for the next charity Social Justice Committee will support and argue their thoughts around the cause. With the help of the Debating Club we saw many people come and express their views! Thanks to the help of our amazing SJC committee members and the lovely Debating Club who helped with our stall, we managed to sell out within two hours, raising over a thousand dollars for Sisterworks!

Debating Club

Through our collaboration with SJC, the debating club was able to give students the opportunity to have a say in what charity they would like SJC's future funds to go to. We were also able to hear many insightful arguments about why students wanted to donate to the causes as well as spark some interesting debates between our club members and students who came to vote. In the end, CARE International, which is leading international aid organisation that works around the globe to save lives and defeat poverty, was the charity that got the most votes and thus all funds from SJC's next fundraiser will be donated to them. It was great fun working with SJC and combining 2 very different clubs who, despite our differences, at our core are working towards similar brighter futures!



We followed this up with the fantastic Leadership Induction/Principal's Breakfast, and there are some photos included from this morning below. It was a very proud moment to official induct our Year 12 Leaders and Year Level Captains at each individual year level.

Finally, we had the absolute privilege of attending the GRIP leadership conference for aspiring and current student leaders, which was held at the Melbourne Convention Centre. GRIP (Generosity, Responsibility, Integrity, People), focus on presenting a wide range of meaningful leadership concepts, which support the development of student leaders in educational settings.

STUDENT LEADERSHIP AND VOICE Cont.

We participated in a range of workshops, notably 'The people a leader can impact the most,' 'How to make every student feel valued' and 'How to replace conflict with unity.'

The GRIP Leadership Conference certainly proved to be a transformative experience, offering thought-provoking sessions that prompted critical thinking through engaging activities and discussions. Of all the concepts presented, the notion of being a leader of empathy resonated with me - a commitment to understanding and supporting those within your sphere. The conference also served as an invaluable chance to reflect on my own leadership style, strengths and areas for growth while reiterating the importance of the core GRIP values of generosity, responsibility, integrity, and people.

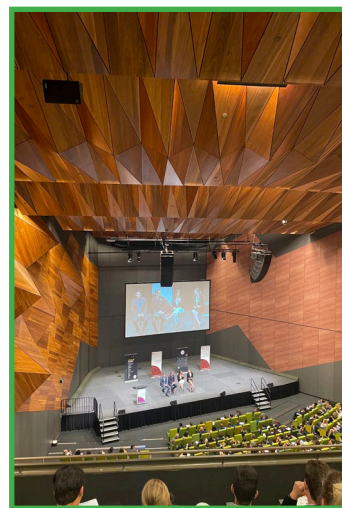
Margaret Obolenski | School Captain



I found the GRIP Leadership Conference to be a valuable exercise in developing key skills in teamwork and augmenting my understanding of what constitutes strong leadership. A session about replacing conflict with unity was particularly insightful. It was discussed that the ability to manage conflict is not only an attribute that brings utility to leadership, but also assists in navigating disagreement in a more productive fashion in all aspects of one's day to day life.

Zachary Miritis | School Vice Captain

The GRIP Leadership Conference was a very beneficial experience for us, as it allowed us to hear from a variety of interesting speakers who gave important advice, with the broader message being how we can make our leadership as impactful as possible. The idea of making sure our ideas and initiatives as leaders are engaging, relevant and interesting to everyone in the school was something that particularly resonated with me. The conference allowed me to think about how I work as a leader and how I could incorporate what I learned at the conference into my own work.



Fearghas Bennett | SRC President

The GRIP Leadership Conference was the perfect opportunity for likeminded students to collaborate in practical and interactive activities to better our understanding of how we can make the greatest impact in the school. From this conference, we are thrilled to share new ideas and feedback with our peers. The elective session that resonated with me the most was 'how to make every student feel valued.' I believe that this idea is one of the most important things to consider as student leaders, ensuring all of our peers feel empowered and that they belong when they go to school. I am incredibly grateful that our school sees the importance of supporting leadership and student voice, and we are excited to use these skill to support our peers.

Asha White | Student Council Representative

I had learnt a lot from attending the GRIP Leadership Conference. During the conference, I built upon my knowledge of leadership and combined my ideas with the thoughts and presentations of the speakers on that day.

STUDENT LEADERSHIP AND VOICE Cont.

We attended multiple sessions, with each one teaching us different strategies to not only being a kind and understanding leader, but also to be an empathetic person too. The lessons I listened to could be beneficial to everyone.

Rafael Hutagalung | Middle School Captain

Rosie Hilder | Director of Student Leadership and Voice

A thank you from the Interact team for everyone's contributions

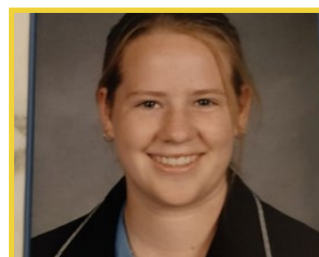
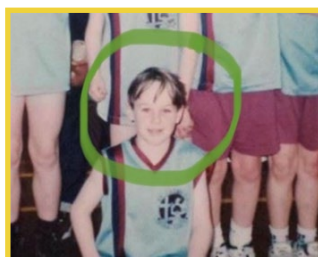
The Interact Team was very excited to be a part of a very successful athletics day this year! They were happy to contribute the fun activity "Guess the Teenage Teacher Photo". The Interact president Joanne and the team, would like to thank all staff and students who took the time to come down and participate. Watching the teachers guess with confidence (although not always right), while the students debated an number of options until they guessed the right name, was fun to watch. We are also glad all participants enjoyed their treats for their hard work!



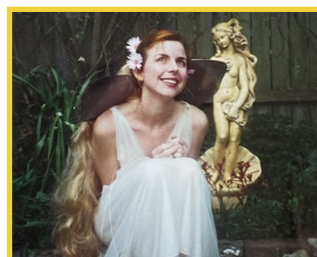
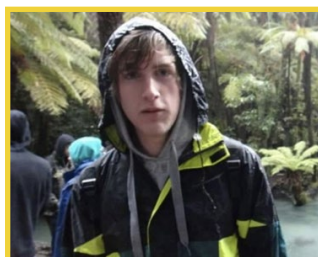
We would also like to give our warmest thanks to the teachers that made it all happen. A big thank you to Jed Miller, Amy Wood, Dylan Den Hartog, Binhui Tu, Chloe Erskine, Luke Wilcockson, Amee Duncan, Travis Graham, Michael Adams, Amy Lawson, Jen Jones, Justin Hong, Bri Darlow, Jane Gibson, Oliver Morris, Mercedes Marsh, Viet Bui, Brian La, Bethany Shearwood-Boyd, Cemil Oz and Bianca Prendergast, who made this activity happen by their willingness to send in their photos. If you did not get a chance to play, we would like to give everyone the opportunity to have a go below. Try to match the names above to the right photo!

A big thank you to the Interact for coming together and planning such a fun activity.

Guess The Teacher 2023



STUDENT LEADERSHIP AND VOICE Cont.



Answers (from L to R) : Photo 1- Binhui Tu, Photo 2 - Luke Wilcockson, Photo 3 - Amee Duncan, Photo 4 - Jed Miller, Photo 5 - Travis Graham, Photo 6 - Amy Lawson, Photo 7 - Chloe Erskine, Photo 8 - Dylan Den Hartog, Photo 9 - Jen Jones, Photo 10 - Amy Wood, Photo 11 - Oliver Morris, Photo 12 - Bethany Shearwood-Boyd, Photo 13 - Mercedes Marsh, Photo 14 - Jane Gibson, Photo 15 - Bri Darlow, Photo 16 - Brian La, Photo 17 - Cemil Ozcitt, Photo 18 - Viet Bui, Photo 19 - Bianca Prendergast, Photo 20 - Michael Adams, Photo 21 - Justin Hong

STUDENT LEADERSHIP AND VOICE Cont.

FORaMEAL

The Interact Club has been working hard behind the scenes to proudly represent Balwyn High School within the community. One of the ways members of the team are contributing is through voluntarily participating in the FORaMEAL initiative. FORaMEAL, is a project of the Rotary Club of Canterbury and M.A.T.E.S. for Change. It is an initiative to help provide emergency relief meals for those impacted by natural disasters. Several interact members volunteered their time over the holidays to contribute to this initiative. One of our students Jessica Lee is excited to share her experience with us.

A grandfather and his son walked along a beach – a storm had caused hundreds of starfish to be littered along the stretch of sand. The son bent down and gently threw a starfish back into the ocean. The grandfather asked, “why did you do that? There are miles of beach and starfish on it. It won’t make a difference.” However, the son replied, “It made a difference to that one starfish.” Everyone can make a difference – even if that difference affects one person.

In the April school holidays, I and several other Balwyn High students took part in the “FORaMEAL” Initiative which helps provide emergency relief meals for those impacted by natural disasters. To date, over 500,000 meals have been distributed for free. Run by the Rotary Club of Canterbury, this amazing FORaMEAL event was held at the Hawthorn Arts Centre and members of the Canterbury District volunteered their time for this worthy cause. Donning disposable hairnet and gloves, several production lines were formed as we packed much needed nutritious meal parcels that will be distributed to Ukraine.

It was an invaluable opportunity to connect with members of the wider community, cultivate new friendships and embrace the philanthropic spirit of the Rotary Club. We may not be able to save poverty, but we can all make an impact, no matter how small or insignificant your effort may seem.

Jessica Lee | Year 11

Thank you to the students of Balwyn High School and in particular Jessica for your great work. Below is a photo of some of the students that attended.



Jessica, Bao, Shaya & Azka

Anastasia Tsambras | Interact Coordinator



Tammy Li
Head of Chinese



Melinda Facey
Head of French

À table! Year 8 French

Year 8 French students are congratulated for their participation in a restaurant role play as part of their Food unit. Students researched, wrote and acted in their own play about a visit to a restaurant.

Students designed their own menus, researching recipes from the French-speaking world. Some of these recipes included Boeuf Bourguignon, Cassoulet, Bouillabaisse, Coq au Vin and Soupe à l'oignon. Many students were already familiar with some of the most well-known French desserts such as crème brûlée and mousse au chocolat!

In the role plays, students took the roles of wait staff and restaurant clientele. The waiter described the food on the menu and took orders while the restaurant clientele requested a table, ordered food and made small talk between visits from the waiter.

The task was differentiated, with some students able to memorise their parts, while others read their lines from their pre-written script as they performed. Some students made props in addition to the menus, such as plates and food from coloured paper. Everyone had fun performing and viewing other role plays, immersed in the French language and cultural experience.

Melinda Facey | Head of French





Rachelle Heath
Head of Theatre Arts

THEATRE ARTS

Learning To Think, Know and Understand

The Audition

A new Theatre teacher is bringing a production of Rent to the high school. Though the hopefuls range from shy to outrageous, and from diva-like to determined, everyone has a chance to step into the spotlight. A hilarious and heartbreaking look at the madness of auditioning and the actors who brave the process for that perfect part.

The Year 12 Theatre Arts class are presenting their interpretation of Don Zolidis' production The Audition on Wednesday 10th and Thursday 11th May at 7pm in the David McGrail Theatre. Tickets are free, but you will need to book on the attached link to ensure you get a spot. We hope you can join us for a fantastic night of theatre.

<https://www.trybooking.com/CHZWP>

Rachelle Heath | Head of Theatre Arts



BY: DON ZOLIDIS
ADAPTED BY: YR 12 THEATRE STUDIES CLASS

BALWYN HIGH SCHOOL PRESENTS:

THE AUDITION!

ABOUT | A NEW TEACHER IS BRINGING A PRODUCTION OF RENT TO OAKTON HIGH. WHAT COULD GO WRONG?!

WHERE | THE DAVID MCGRAIL THEATRE

WHEN | 7PM, WEDNESDAY 10TH AND THURSDAY 11TH MAY

Learning To Think, Know and Understand

Which career will help me earn the most money?



Erin Shale
VCE Careers Advisor



Melissa Co
Years 7-10 Careers
Advisor



Margaret Uren
Headstart Co-ordinator



This is a question I hear more frequently than I am happy with. A variation is; 'I would love to be a (insert career) but everyone tells me that there is no money and few jobs too.' The good news is that in virtually every career area, if students are passionate about the career, they will have a great future – and can earn a lot of money. There are chefs, interior designers, IT professionals and accountants who earn more than world famous Prime Ministers.

However, money should never be the top priority or deterrent for students when choosing a future career. Loving what you do is far more important. Even students who go into careers where there is an oversupply of qualified professionals will have extremely bright futures if they are passionate about what they are studying.

But where can I find information about the average salary for careers?

Students can go into seek.com.au, then go into 'Career Advice' and search a particular career. This is where students can find a lot of information about each career area as well as the typical salary in Australia.

Which careers are in demand for the future?

Information on this varies depending on which research paper you read. However, most do agree that we will need many more people in Health Science (Nurses, Doctors, Aged Care, Health administration), Teaching (Early Childhood, Primary and Secondary) as well as IT.

Finally

Well-informed students are not blindly following others into courses at any university. They are completing careful research, seeking credible advice and visiting universities in person to see for themselves and speak to current students and tertiary staff. Thankfully, the days where any university is accepted as being 'the best' no longer exist for well-informed students and parents. In essence, students should choose the course they believe they will love rather than limit themselves to any university. In addition to this, students should not be swayed by potential salary. Job satisfaction always wins out over salary earned. And the majority of ex-students and people I have met over the years would agree hands down.

Erin Shale | VCE Careers Counsellor



Katrina Dawson
Head of Library



Kelly Nolan
Teacher Librarian

Boroondara Literary Awards

The Boroondara Literary Awards opened on Monday 3 April. All students are welcome to submit an entry to the following categories:

Young Writers' Competition: Middle Category Years 7,8 and 9

Young Writers' Competition: Senior Category Years 10, 11 and 12

Open Short Story competition.

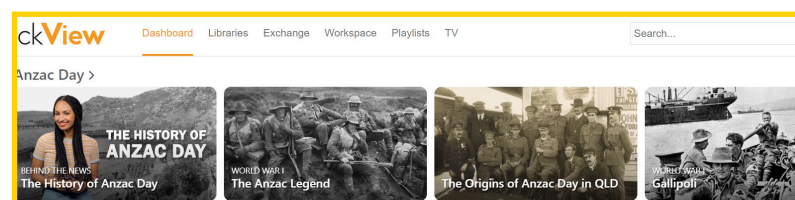
Entries close Friday 30 June. Balwyn High students have had great success in this writing competition in previous years. For more information, read this link:

<https://www.boroondara.vic.gov.au/about-council/awards/boroondara-literary-awards>

Students should contact Diana Kelly if they are keen to enter.

Commemorating Anzac Day and the King's Coronation

The library collection has many useful and reliable resources on Anzac Day, some of which were prominently on display from the start of term 2. Students were readily able to access more information on the significance of Anzac Day to link to their learning in classes and the term 2 General Assembly. Reading material is available as true stories, fiction and non-fiction and ClickView have a collection of videos on a range of issues related to its significance that students can watch.



The library is currently displaying a range of resources in the display cabinet related to the King's Coronation, including links to the Uluru Statement of the Heart, democracy and the constitution. We encourage students to form their own views on current events and to be able to justify their opinions with evidence. Our current Head of State is King Charles III but is this the best model for Australia?

Leisure Reading in the Library

As well as the fiction and non-fiction collections in the library, students have many other choices for their leisure reading. The library recently added The Big Issue and Frankie to the magazine collection. This collection consists of magazines on a range of topics including sport, science and psychology.

The Street Library, located beside the Wellbeing House, is another way to find a great read. The Street Library has books that the school community have donated that are great for young adults to read. Readers are encouraged to take a book or leave a book. The Street Library does not house library books, but it is run by the student Library Committee.

There are also many books available through the library's ebook collection. This collection is available to the students through the library's SharePoint site. New titles are regularly added to the collection and students are also encouraged to make requests for books to be added.



LIBRARY Cont.

The Student Book Club is a Library Committee initiative. It runs twice a term, and all students are invited to attend. The students talk about books they have been reading and they can be the first to browse and borrow new books in the BHS collection. The theme for the next Book Club is Judge a Book By its Cover. Readers are invited to share a book they have chosen because they liked the cover.

Every Friday an episode of First Chapter Friday is published on the students' newsfeed on Compass. This is short review of a book available in the library. It is an opportunity for students to see the range of books that are available, and they might find their next great read.



Katrina Dawson | Head of Library

Kelly Nolan | Teacher Librarian

Host a Student: Become a Homestay Family Today!



Looking for a unique cultural experience? Consider opening your home to an international student as a Homestay Family! This opportunity is perfect for those who love learning about new cultures.

As a Homestay Family, you will:

- Share your home and daily life with an international student
- Help them learn about Australia culture and customs
- Provide a safe and comfortable place for them to stay
- Charge Homestay fee between \$370-\$380 per student per week

Our students are carefully screened and come from all over the world. They are eager to learn and experience Australia culture, and your family will be their home away from home.

To learn more about becoming a Homestay Family and to apply, please contact Homestay Coordinator Sharon MU at tmu@balwynhs.vic.edu.au or call 9862 4101. We can't wait to hear from you!

GENERAL NEWS Cont.



Jeff Lampard
School Chaplain

Chaplaincy Second-Hand Uniform Shop News

Do you still need winter uniform items?

We have hundreds of quality items for sale.

If you've never visited our uniform shop before then now is the time!

Our shop is open Thursdays 3.00 – 5.00pm in the school canteen.

We accept cash/cheques and use Square for credit cards, EFTPOS and ApplePay (2.0% surcharge on Square transactions).

We do not refund or exchange so it is essential that students come in to check sizing.

Changerooms are available for your convenience.

Comments from happy customers

"Many of the clothes for sale are like new. I even found some items still with labels."

"I wish I had come here first."

"I didn't realise you had so much stock."

"It's great to try on clothes from different manufacturers to find the perfect fit."

"You had so many different trouser lengths I didn't have to pay to have them altered."

"I hadn't understood that I could sell my old uniforms through you and receive a cheque when they are sold."

"I'm going to tell my friends. I'll be back again."

Don't forget we can sell uniforms you no longer require

You receive up to 70% of the sale price when your items are sold. If you wish to sell your unwanted uniform items 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

A 'Seller Sheet', available on the website, is to accompany any uniform items you wish to sell and items must be left at our shop during our regular trading hours. We sell everything from small items like sports caps, scarves and lab coats right up to blazers.

For more information or to volunteer contact Andrea on 0408 178 341 or at secondhanduniforms@balwynhs.vic.edu.au

Help us recycle and support Chaplaincy at Balwyn High School!

