

ISSUE 10 | 20 JULY



Charlie Baniass  
Margaret Obolenski  
School Captains



Learning To Do



Tegan Knuckey Acting Principal

## PRINCIPAL'S PERSPECTIVE

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It has been an honour and a privilege to serve as the Acting Principal for this two-week period in Deborah's absence and I am very grateful for the support of the school community. One of my responsibilities in the two weeks was to address each of the three General Assemblies on 18 July, focusing on this term's pillar, Learning to Do. I have included some slightly revised excerpts from my speech below.

*When I look at the Balwyn High School Vision and Values, the word that stands out to me for Learning to Do is enthusiasm. Enthusiasm, I think, can be undervalued and its power underestimated.*

*The enthusiasm of Balwyn High School's students for such a range of activities is one of the things I love most about this school. At this School it is cool to enthusiastically show up to the library committee meeting, or chess club, or to aim to inspire an enthusiastic love of physics in your peers. It is admirable to be enthused about public speaking or competing in an Eisteddfod or representing your peers by way of a leadership position and such enthusiasm in a high school community is something that is easy to take for granted. But, you know, not all school communities are like ours. Not all communities enthusiastically celebrate such a wide range of student interests!*

*If enthusiasm is imperative for success and this is a school where enthusiasm for learning and leadership is welcomed, accepted and celebrated from Year 7 to Year 12 as well as in our staff body, how cool is that?*

*The dictionary definition of enthusiasm is a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it. According to Ralph Emerson, an American poet and essayist, nothing great was ever achieved without enthusiasm.*

*Enthusiasm is something that is both challenging and crucial in these times. Sometimes I actually think it can be hard to be enthusiastic as a young person these days, especially since Covid. Some students I have spoken to lack enthusiasm due to an absence of direction or purpose, or perhaps a sense of overwhelm.*

*Sometimes it's also not cool to be too enthusiastic; people might think you're silly. Social media sometimes portrays enthusiastic youth as awkward. Enthusiasm is embarrassing, they say, it's better to act nonchalant or more chill about something.*

*So when being enthusiastic can be a challenge for some people or maybe it just doesn't come as easily. What can enthusiastic people do in those cases, to support your peers?*

- You can share your own enthusiasm and positive experiences – that enthusiasm can be contagious and it might help your friends to see such activities in a positive light.



## PRINCIPAL'S PERSPECTIVE Cont.

- *You can celebrate small achievements, praise efforts and highlight strengths. This can boost self-confidence and get them enthused about future progress.*
- *You can create and maintain positive, inclusive environments. When places are filled with kindness, empathy and respect, your peers can feel more comfortable and enthusiastic about social interactions at school*
- *You can also be a supportive listener. By listening to your friends, you can find out more about what motivates them or what they are passionate about – these might be areas where they can develop enthusiasm.*

I look forward to welcoming Deborah back from her leave next week and jumping back into my regular Assistant Principal portfolio which has been held by Hamish Anderson for the last two weeks. I have had a number of conversations across this two week period with various staff about how great the leadership capacity at the school is, that it allows members of the Principal Team and Leadership Team to take the reins of another's portfolio and transition into it so seamlessly. We have reflected on the processes and systems in the school that Deborah has created that support such capacity to be built.

### Berry Street School Visit

On the morning of Wednesday 19 July, five staff from Berry Street School visited Balwyn High School. On paper, our two schools could not look more different but on deeper inspection, there are important similarities in how the schools strive to meet the needs of individual students while supporting staff to be their best each day. The visit was initiated by the Berry Street Principal, and former Balwyn High School teacher, Rebecca Robinson. Her staff were most interested in our mantra of 'no one plans alone', as well as how Balwyn runs their PLTs and uses data to make decisions.



### Alumni Spotlights continue

Following our highly successful alumni features over the past semester, we commence the new term with a wonderful reflection from another one of our past School Captains, Christien Corns. Christien was part of the Class of 1998. Christien is also the brother-in-law of Daniel Popovice who was inducted into the Sport Hall of Achievement in 2014. Please enjoy Christien's story.

Tegan Knuckey | Acting Principal



## ASSISTANT PRINCIPAL'S REPORT

### Learning To Do

#### What is the 2023 Semester 2 Reporting Schedule at Balwyn High School?

Please note these important reporting dates below.

Date	Event
Wednesday 16 August	Term 3 Parent/Student/Teacher Conferences (online)
Thursday 29 August	Year 9 Reporting Point released
Thursday 7 September	Year 7 & 10 Reporting Point released
Thursday 14 September	Year 11 and 12 Progress Reports released Year 8 Reporting Point released
Wednesday 5 April	Term 1 Parent/Student/Teacher Conferences
Friday 27 October	Year 7 – 10 Continuum up to date
Friday 8 December	Year 7 - 12 Semester 2 Reports released

*"Feedback is only successful if students' learning improves – and this depends on their capacity to understand it and inclination to accept and act on it. It's got an interpersonal, motivational element that can't be pushed aside."* Dylan Wiliam

Students in Years 7 - 10 receive ongoing written and verbal feedback in class, from both their teacher and their peers, as they engage in a variety of learning activities designed to support both them and their teachers to understand where they are at and what their next step in their learning is. In each Reporting Point parents/carers will receive information to support their understanding of what their child has been working on, as well as what their child can do to continue to make progress. Conversations at home each day, based on the success criteria in Compass Lesson Plans, can encourage students to reflect on their learning at home. Parents are able to monitor their child's learning progress through Compass Continuum during the semester. In each Reporting Point teachers will also make a judgment about how students demonstrate three of the six Shared Learning Norms in class. Parents can access these through Compass Parent Portal>Community>School Documentation>Whole School Policies>Learner Profile Statement Progressions.

In the Senior School, students will receive written comments on each of their SACs. As in the Middle School, Senior School students receive ongoing verbal and written feedback in class. It seems counterintuitive but this written and verbal feedback from their teachers, peers and themselves is the most valuable as it is what drives learning progress during the learning cycle in order that students maximise performance on their SACs.

#### Cultural Understanding and Safety Training

Aligned with the Marrung priorities of the Department of Education, and recent updates to the Child Safe Standards, all Balwyn High School staff participated in Cultural Understanding and Safety Training, facilitated by Koorie Engagement and Support Officer Seth Nolan. The session focused on Indigenous perspectives and establishing culturally safe classrooms. Drawing on the expertise of the Department of Education's Koorie Education Workforce and Local Aboriginal Education Consultative Groups, topics included Welcome to/Acknowledgement of Country, Pre-and Post-Colonial History, Local Community today, and Inclusion and Reflective Practice within learning communities.

#### Learning to Do – Setting Goals for Semester 2

The Pillar of Learning for this term is Learning to Do, which provides students with a fantastic opportunity to establish goals for Semester 2.

Students who set individual goals for their own learning make a commitment to take an active part in their learning and equip themselves to be able to evaluate their areas of success as well as areas for improvement. Additionally, research shows that setting goals increases motivation and leads to better performance through a more targeted approach.



Andrew Corr  
Assistant Principal



Hamish Anderson  
Assistant Principal



Julien Escurat  
Assistant Principal



Chris Land  
Acting Assistant Principal

## ASSISTANT PRINCIPAL'S REPORT Cont.

Setting goals involves planning for the future and requires students to follow a few steps. These resources can be useful to students who wish to set goals for this semester:

[MindTools](#)

[Lucidchart](#)

[PositivePsychology](#)

In order to help achieve goals, students are recommended to track the progress of these goals. This can be done with a simple table as shown below:

Goal	Reason for Goal	Short/Mid/Long Term	Milestones (e.g. have regular check-points)	Outcome

Students are encouraged to have a range of goals, some of which may be aspirational and not easily attainable, however, the doing is important when considering the expected goals that are to be achieved during a period of time.

Often it is hard to learn how to do as it can seem overwhelming and difficult to know where to begin or change past habits. Any great journey begins with one step and this is the same with learning how to do – commence with a small goal which can be easily achieved – e.g. seeking advice on how to create a homework timetable from the Student Learning Wellbeing Managers or from the Student Services. Learning to do is a life-long skill and now is the time to begin doing and learning how to do.

### 2023 Balwyn High School Vision and Values Evening:

#### It's Time We Talked: Pornography, Young People and Sexuality

This year, we welcome Maree Crabbe for the Balwyn High School Vision and Values Evening on the topic of 'Pornography, young people and sexuality'. The event takes place on Monday 21 August at the David McGrail Theatre and is exclusively open to parents and carers.



**Term 3 Pillar Learning To Do**

**EVENTS**

**Winter Concerts**  
Monday 31 July  
Wednesday 2 August

**Art Show**  
Monday 31 July

**Parent, Student, Teacher Conferences**  
Wednesday 16 August

**VISION AND VALUES EVENING**

**It's Time We Talked:**  
**Pornography, Young People and Sexuality**

**Keynote Speaker**  
**Maree Crabbe**

This parent only session explores what parents need to understand about pornography and its influence on young people's sexual understandings and expectations as well as how parents can support their children's healthy, social and sexual development in an age of pornography.

**MONDAY 21 AUGUST, 7:00 PM**

Online Tickets and Event Information at:  
[www.balwynhs.vic.edu.au](http://www.balwynhs.vic.edu.au)

EMPATHY - BELONGING - CONNECTIONS

As pornography is more readily accessible online, it has become the default sex educator, with serious implications for young people's capacity to navigate a sexuality that is respectful, safe, mutual and consenting. This presentation will explore what parents/carers need to understand about pornography and its influence on young people's sexual understandings and expectations as well as how parents can support their children's healthy social and sexual development in an age of pornography.



## ASSISTANT PRINCIPAL'S REPORT Cont.

Already guest speaker for the Balwyn High School Vision and Values Evening in 2017, Maree Crabbe is Director of the Australian violence prevention initiative, *It's time we talked*. She is an educator, author, researcher and filmmaker who is passionate about gender-based violence prevention, and about supporting parents, schools, communities and government to address pornography's influence on young people.

Bookings for the 2023 Balwyn High School Vision and Values Evening open on Monday 17 July and close on Sunday 30 July (unless the event is fully booked earlier) via [Trybooking](#). At the time of booking, a small contribution of \$5 is required for all attendees and an opportunity is provided to submit a question which you wish to be addressed during the night.

### Subject Selection Process – Middle School Update

In Week 1 of Term 3, Year 7, 8 and 9 students were informed in assemblies about the Subject Selection process and the range of subject choices that are available to students in 2024. In Weeks 1 and 2, the parents and carers of our Year 7, 8 and 9 students attended Parent Information Nights with a focus on Subject Selection. This week (Week 2), all Middle School students will receive web codes for the MyChoices website to enable them to enter their subject choices.

This week (Week 2), eligible Year 9 students will also receive invitations to participate in the Early Entry VCE (EEVCE) program for 2024. As previously communicated, there is very specific eligibility criteria determining eligibility for the Early Entry VCE program, much of which is drawn from the Semester 1 Reports from 2023. This criteria includes:

- An average Victorian Curriculum level of 9.5 across all subjects;
- Learner Profile judgements that provide evidence of readiness for an accelerated learning program (all judgements in all subjects should be 'embedding' or 'excelling');
- Attendance data that provides evidence of continuity in a student's learning;
- Behaviour inside and outside the classroom which suggests maturity.

Students and families are encouraged to contact Hamish Anderson, Chris Land or the relevant year-level SLWMs with any Subject Selection queries.

### Middle School Team – Staffing Updates

In Week 3, the Middle School Team welcomes back Year 8 Student Learning and Wellbeing Manager Jed Miller. Alongside Phoebe Hutson – new to the role for Term 3 – Jed resumes his responsibilities in the Year 8 SLWM Office. The Middle School Team is extremely grateful to Dale Lawrence for his outstanding support of Phoebe and the Year 8 students in Weeks 1 and 2.

At the beginning of Week 3, Hamish Anderson will resume his responsibilities as Assistant Principal for Middle School Learning and Wellbeing, having acted in the role of Assistant Principal for Teaching and Learning, Assessment and Reporting, and PD. With Hamish's return to his Middle School portfolio, Chris Land will resume his responsibilities as Director of Middle School having performed the role of Assistant Principal for Weeks 1 and 2.

Finally, Jack Stewart will resume his responsibilities as Learning Specialist for Student Development and Engagement. Jack has done a fantastic job of leading the Middle School Team during his two weeks as Acting Director of Middle School and the Principal Team wishes to extend their gratitude to Jack for his commitment and impact.

Andrew Corr, Hamish Anderson, Julien Escurat & Chris Land | Assistant Principals



**Christien Corns**  
BHS Alumni 1998

**Christien Corns**  
**Class of 1998**

After completing his VCE at BHS as School Captain, Christien studied Arts and Law at Melbourne University and La Trobe University, and also spent time at Stockholm University in Sweden as part of a university exchange program. Christien obtained a Bachelor of Arts and a Bachelor of Laws with Honours.

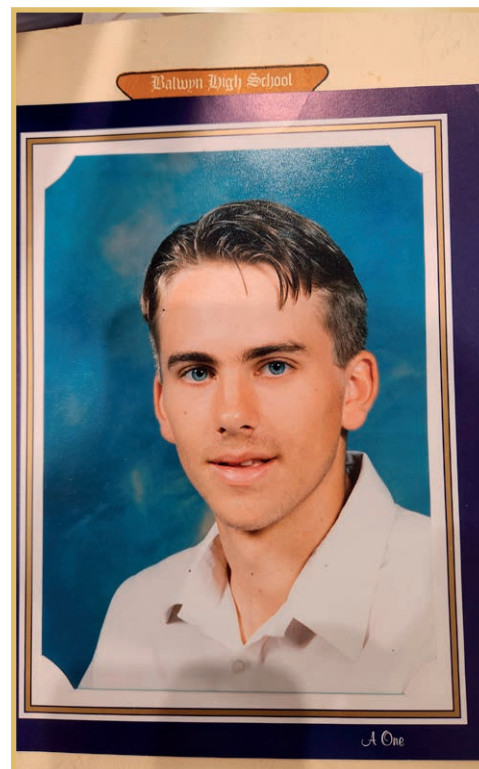
Christien commenced as a Graduate at the law firm Middletons in 2004, which is now part of one of the world's largest global law firms, K&L Gates, headquartered in the US. The "Gates" is a reference to Bill Gates' father, who was a lawyer! Following various promotions, Christien became a Partner of K&L Gates in 2018.

Christien specialises in commercial litigation, with a particular focus on insurance, professional indemnity, torts, sports, defamation and related media issues. One of Christien's more high profile cases was when he represented Cricket Australia in a dispute with a television network. That case involved thousands of documents and many lawyers formed part of Christien's team. Christien also acts for Crown Casino and many other businesses across Australia. Christien regularly writes and presents about the law of defamation, which is a topic constantly in the news, including the recent Ben-Roberts Smith case.

Christien is also the Coordinator K&L Gates pro-bono program. "Pro-bono" means "for the public good", and through their program K&L Gates provides free legal assistance to people in need.

Outside of his work, Christien is married to a local doctor, and they have a 16-month-old daughter. Christien also enjoys playing golf and tennis, and spending time with his siblings - Penelope, Ben and Holly, all of whom are also BHS alumni!

*"I am incredibly grateful for my time at BHS. Every day brought new learning experiences, and the school enabled all students to thrive in areas of their choice, whether that be academic, sport, music or metalwork! I have such fond memories of playing kick-to-kick on the oval or cricket in the nets, followed by learning about the Russian Revolutions with Mr Webster! I cannot thank all of the teachers and staff enough for the care and attention they put into my learning experience. I would simply not be where I am today had it not been for my time at BHS. I wish the School every success into the future".*





**Justin Hong**  
Director of Senior School



**Amee Duncan**  
Assistant Director of Senior School

### *Learning To Do*

#### **Welcome to Term 3 – Learning to Do**

I would like to welcome back our senior school students and hope that our community enjoyed a restful and productive term break after the first semester.

Term 3 is an exciting and busy time of the school year for Senior School students as we introduce this term's Pillar of Learning – Learning to Do. Year 10 students have started their Semester 2 elective subjects while VCE students continue to consolidate their learning in Units 2 and 4.

In the coming weeks our Year 11 Students will enjoy their formal and throughout the term, students are looking forward to events like the Winter Concerts, SRC Winter Warmers, the House Mario-Kart competition, the Year 12 Ski Day, many other curricular excursions, and co-curricular activities and celebrations.

This term will have a particular emphasis on the course counselling and subject selection process for our senior students, including individual counselling interviews, the Year 10 Careers Expo and parent information session, and our Year 11 Careers Day.

#### **The Senior School Team**

I would like to take this opportunity as we begin Semester 2, to remind you of the key senior school contacts. Please find below the details of our dedicated Senior School team, including contact details should you have any queries.



**Director of Senior School**  
Justin Hong  
(jho@balwynhs.vic.edu.au)



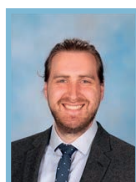
**Assistant Director of Senior School**  
Amee Duncan  
(adu@balwynhs.vic.edu.au)



**Acting Senior School Administrative Assistant**  
Amy Ditchfield  
(adi@balwynhs.vic.edu.au)  
Ph: 9862 4133



**Director of Senior School Wellbeing**  
Dani Cantor  
(dca@balwynhs.vic.edu.au)



**Year 10 SLWM**  
Dylan Den Hartog  
(ddh@balwynhs.vic.edu.au)  
Year 10 Office Ph: 9862 4158



**Year 10 SLWM**  
Brian La  
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Year 10 Office Ph: 9862 4158



**Year 11 SLWM**  
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(ctr@balwynhs.vic.edu.au)  
Year 11 Office Ph: 9862 4131



**Year 11 SLWM**  
Chloe Erskine  
(cer@balwynhs.vic.edu.au)  
Year 11 Office Ph: 9862 4131



**Year 12 SLWM**  
Bianca Prendergast  
(bpr@balwynhs.vic.edu.au)  
Year 12 Office Ph: 9862 4130



**Year 12 SLWM**  
Viet Bui  
(nbu@balwynhs.vic.edu.au)  
Year 12 Office Ph: 9862 4130



## SENIOR SCHOOL REPORT Cont.



**VCE Careers Advisor**  
Erin Shale  
(esh@balwynhs.vic.edu.au)  
Ph: 9862 4124



**7-10 Careers Advisor**  
Melissa Co  
(mco@balwynhs.vic.edu.au)  
Ph: 9862 4169



**LS for Student Engagement and Wellbeing Senior School**  
Paul Gear  
(pge@balwynhs.vic.edu.au)

### Work Experience Reflections

In the final week of Term 2 our Year 10 students completed their work experience placements at a range of industries and workplaces. We could not be prouder of the resilience that students showed in seeking their placements and in the respectful and professional way they approached the experience. Shared below are reflections from some of our students.

*Before my work experience had even started, I was bouncing like a high-bounce ball, the second I woke up at 6am that morning till I got off the 109 tram at Parliament. I was really excited about the new content I would fill my brain with! After the first day of work experience, I was thrilled and couldn't wait to go back for the next 4 days. I worked with the IT Service Desk, Cybersecurity coordinators, the Web Development team, and Instructional Design team. My colleagues were so nice and friendly and have made my journey so memorable, which I'll treasure forever. I was extremely lucky enough to get a photo with my local member of Parliament (Jess Wilson) and the speaker of the Legislative Assembly (Maree Edwards). All I can say is that it was a week fully loaded of valuable information to guide with me my career pathways inquiry. I highly recommend it for the students yet to undertake work experience!*



### Karthik Vallamsetty | Year 10

*For my Work Experience, I had the opportunity to undertake the STEM Work Experience program held by the University of Melbourne. As part of this program, participants were allowed to choose their preferred stream, the options including the multiple Sciences, Mathematics, Engineering as well as Information Technology (IT). Having been someone who has always had a keen interest in the field of IT, I instantly chose to apply for that.*

*Upon getting my acceptance offer, I was looking forward to Work Experience. I was very excited to be in a learning environment that did not necessarily include the conventional table-chair-whiteboard set-up, but to be out there in a situation that could mirror our future lives. I had discussions with my friends as to what we were planning to wear, the things we needed to bring, and the multiple modes of transport that we all needed to take to reach our respective workplaces. I was also a bundle of nerves, knowing that I was about to get a glimpse of what working life would look like in the future. However, knowing that I had selected a placement that aligned with my interests allowed me to have more confidence, and encouraged me to just go with the flow!*

*During the 5 days of Work Experience, I participated in a range of activities including lectures, workshops and collaborative research tasks. Having chosen a workplace that was categorized under the IT sector, I was exposed to various aspects of the growing industry that it is, and how IT plays such a key role in our daily lives.*

## SENIOR SCHOOL REPORT Cont.

*From it being immersed in architecture using Virtual Reality (VR) and Augmented Reality (AR) that can create for virtual models of cities, to Machine Learning and Sentient Analysis that can help businesses improve customer experiences, IT has the potential to continuously improve the way we live. This program provided me with the chance to see IT professionals and researchers in action. I learnt about the crucial skills needed at a workplace, including communication, collaboration, critical and creative thinking, as well as the importance of having a growth mindset. Undertaking my Work Experience at this university has encouraged me to consider the variety of career pathways available in the field of IT, and has also been, albeit minor, an extremely fascinating experience!*

**Thanishka Rajmohan | Year 10**

### Year 11 Central Australia Tour

Across the final week of last term, we had a very excited group of Year 11 students that embarked on a Central Australia tour to experience the vast landscapes, rich cultural heritage, and an inspiring journey into the heart of Central Australia. Together with Julien Escurat, Chloe Erskine, Dale Lawrence and Amy Lawson, the students participated in a range of activities, engaged with local communities, and opportunities for cultural immersion within the beautiful terrains. Shared below is a reflection from a student.



*As we prepared to embark on our 8-day tour through Central Australia, my attitude was somewhat tentative. More than a week of sleeping in tents, eating nothing but infamous camp food. However, my feelings were quickly remedied and by dawn of the second day I was eager to participate in the multitude of organised activities planned for our enjoyment.*

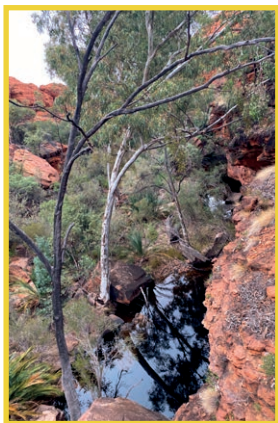
*Our first campsite location, Alice Springs, had informative experiences such as the reptile show, Alice Springs School of the Air, and the Royal Flying Doctor Service, as well as a little time to go shopping in town. Time spent back at the campsites at lunch and dinner time allowed for new friendships to develop and existing relationships to strengthen. Various card games such as Uno and tongues created a comfortable and inclusive atmosphere, where students and teachers alike enjoyed fun and friendly competition.*

*We then travelled to our second location, Kings Canyon where we were presented with stunning landscapes, incredible natural structures that teemed with wildlife, seemingly impossible in the arid climate. We participated in a hike across the canyon, where we were able to truly immerse ourselves into the stunning beauty of nature.*





## SENIOR SCHOOL REPORT Cont.



Aside from just observing natural beauty, we were also fortunate enough to visit a local indigenous homestead, where we all worked together to help develop a patch of earth littered with weeds to a fully planted garden. At this same homestead, we were provided a culturally enriching experience where we were taught about the different flora and fauna significant to the local Indigenous peoples, as well as different 'bush tucker', and we were even able to try honey ants and the iconic witchetty grub.

Our third and final destination was Uluru, a place synonymous with Australia itself. On our bus ride to Uluru, the first sight of its huge frame on the horizon was enough to stun every single person on the bus to silent awe. As we got closer and closer, its already intimidating size only seemed to grow exponentially, and we truly understood the reason for its cultural significance. At Uluru itself, we walked part of its kilometre-long perimeter, while learning the multiple dreamtime stories of the creation of Uluru. Before we left for home, we watched sunset fall on the rock, and watched the almost supernatural process of Uluru change colour from orange to red to grey to purple and in between.

Ultimately, this trip provided us with a once-in-a-lifetime opportunity, where eating kangaroo tail was simply just a snack to try between activities. I believe that everyone on the Central Australia Tour would definitely go again, and no one on the tour will ever forget the memories that our adventures have created.

Miles Karunanayake | Year 11



Last term, 35 Year 11's had the opportunity to go for a week long trip to Central Australia. We first went to Alice Springs, where we went to Standley Chasm which has beautiful scenery. Then we visited the Royal Flying Doctors Service and the School of the Air which provided insightful information about how life is affected by living in such rural areas. We then travelled to Kings Canyon. There, we worked with an Aboriginal community to help them complete some projects and learn about their culture. We did many walks which always had amazing unique views, which you can't get anywhere else. The next part of our journey took us to Uluru Kata Tjuta National Park. When we got there, it was drizzling, so we were lucky enough to see waterfalls running down Uluru, which is quite rare. We walked around its base and learnt about the dreamtime stories of its creation. The trip was a once in a lifetime opportunity, and I am very grateful I was able to go, as I made lots of friends, saw some amazing nature and learnt many things about Aboriginal culture.

Grace Shaw | Year 11



## SENIOR SCHOOL REPORT Cont.



## SENIOR SCHOOL REPORT Cont.

### The Monash Scholars Program

Each year, Monash University selects high achieving students to participate in the prestigious Monash Scholars Program. Over the 2.5 years, Scholars engage in a range of activities and events to enhance their learning, explore their career ambitions, define their personal aspirations, and build networks with other high-achieving students.

Monash Scholars partner schools are generally eligible for up to three places in the program. After a competitive application process, we are pleased that three students from Balwyn High School were selected to join the Class of 2023-2025. We congratulate Hayoung (Ellie) Bang, Ariel Ling and William Zhu from Year 10 as the successful applicants this year.



### 2024 Subject Selection Program

The process of Subject Selection for 2024 has commenced for Senior School students. The choices that students make at this point in their secondary education can have a great influence on their future education and many factors should be considered during the process. Such factors include career aspirations, aptitude and interest, Year 12 subject and tertiary course prerequisites as well as creating a program which allows for flexibility in future choice. During this time of decision making, it is important that students discuss their aspirations with parents.

Before selecting their 2024 subjects, it is essential that students gather as much information as possible on subjects on offer to make the best possible decisions. All subjects offered at Balwyn High School are described in the Senior School Handbook which is now available on Compass. Students are also recommended to access VCE Study Designs which are available for all VCE studies on the VCAA website and the list of tertiary prerequisites available on the VTAC website.

Following from the Course Counselling of Year 10 and Year 11 students which started in Term 2, students will be required to select their 2024 subjects via an online portal in August.

Year 11 students will participate in the Year 11 Careers Day on Tuesday 25 July. This event will give students the opportunity to gain information on possible future careers or further education pathways as well as provide an opportunity to set actional goals through further development of their Career Action Plan. The Year 11 Careers Day is designed to assist students in making Year 12 subject choices with a greater understanding of the requirements of future careers and tertiary course prerequisites.

This term, Year 12 students will begin the selection of their Victorian Tertiary Admissions Council (VTAC) preferences. Course applications on the VTAC website will open on 31 July. To ensure that students and families have all relevant information on this process, you can refer to the [VTAC website here](#).

Further details specific to each year level and event will be communicated via Newsfeed and emails. We encourage all students and families to check these regularly and to seek advice early if any questions arise.

### Lion of the Week Awards

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.



## SENIOR SCHOOL REPORT Cont.



**Tate | Year 11**

Tate received his Lion of the Week after being nominated by the Year 11 SLWMs. Tate has represented the school in a positive and respectful manner while in central Australia. Tate has shown himself to be a great role model to his peers and the wider community.



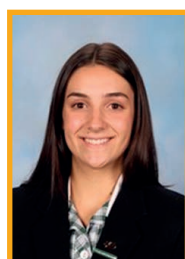
**Nethmi | Year 11**

Nethmi received her Lion of the Week after being nominated by the Assistant Director for Middle School. Nethmi supported Middle School through addressing a year 6 cohort from a nearby Primary School. She has represented the STEP program and her role as a student leader superbly. Her speech was inspiring for all the grade 6 students.



**Seraphina | Year 11**

Seraphina received her Lion of the Week after being nominated by the Year 11 SLWMs for her contribution to the design and development of a promotional poster for the upcoming Year 11 formal.



**Olivia | Year 12**

Olivia received her Lion of the Week after being nominated by the Year 12 SLWMs. Olivia supported her peers in group study during the assessment days. She facilitated productive group discussions by asking guiding questions and through creating summaries of content.



**Joel | Year 12**

Joel received his Lion of the Week after being nominated by the Year 12 SLWMs for demonstrating high levels of patience and respect towards his SLWMs in recent interactions. of her peers at the Year 9 Assembly.



**Yong Hao | Year 10**

Yong Hao received his Lion of the Week after being nominated by the Year 10 SLWMs for showing empathy and initiative for fellow classmates.



**Sharmaine & Bryan | Year 12**

Sharmaine and Bryan received their Lion of the Week after being nominated by the Year 12 SLWMs. Sharmaine and Bryan spoke and presented to students on the CHES (University extension) program. They have shown themselves to be excellent ambassadors of the program through their willingness to support and answer questions from interested students.

**Justin Hong | Director of Senior School**

**Amee Duncan | Assistant Director of Senior School**



## *Learning To Do*



**Jack Stewart**  
Acting Director of Middle  
School



**Sylvie Tang**  
Assistant Director of Middle  
School

### **Welcome Back**

Welcome back! On behalf of the Middle School Team, we hope that all students and their families have had a wonderful break and that students have enjoyed their first week back at school. We especially would like to welcome any students and families who are new to the school this semester.

We congratulate one of our new SLWMs, Phoebe Hutson, for her tremendous start in the role and thank Dale Lawrence, for his support of the Year 8 office during the first two weeks. From Week 3, Jed Miller will return from leave and re assume his position of Year 8 SLWM. He will work alongside Phoebe as the Year 8 SLWM team, for the remainder of Semester 2.

### **Learning to Do**

In the spirit of 'Learning to Do', Term 3 provides students and families with the opportunity to engage in a variety of exciting learning experiences that are designed to support the development of students' individual learning goals, interests and future pathways.

For our Middle School students, the Subject Selection process has officially launched with the release of the Subject Handbooks, and Subject Selection presentations during their year level assemblies. Students will develop an understanding of the range of diverse subjects on offer, supporting them to 'explore opportunities' as they reflect on their learning experiences thus far and navigate their transition to 2024.

We encourage families to be informed and connected to the school during this process. Families should access the Subject Handbooks available on compass and attend the relevant Parent Information Evenings. Thank you to the 105 families who attended our Year 9 Information Evening on Wednesday 11 July. The Year 7 and 8 Information evenings will occur in Week 2 on the following dates:

- Year 8 Information Night – Monday 17 July 2023
- Year 7 Information Night – Tuesday 18 July 2023

As a new Semester begins, we remind families of how to maintain their connection with the learning progress of students. By staying connected, families will be better able to support quality decision making when students are engaging in electives and pathways.

Families can refer to a range of tools to support their knowledge of their child's learning including:

- Accessing Compass Continuum
- Referring to Compass lesson plans
- Reporting Points and Semester Reports
- Communicating with the Student Learning and Wellbeing Managers
- Attending Parent, Student, Teacher Conferences
- Engaging with notices and communications sent via email and News Feed regularly
- Engaging with their child about learning intentions and success criteria
- Responding curiously to progress concerns communicated by Student Learning and Wellbeing Managers, with their child
- Discussing learning with the classroom teacher

Should you wish to seek further support on how to have conversations with your child around learning progress and Subject Selection, contact the Student Learning and Wellbeing Managers, Sylvie Tang (Assistant Director of Middle School) or Christopher Land Assistant (Director of Middle School).

### **Term 3 Excursion: Year 9 Careers Pathway Inquiry**

In the final week of Term 3, Year 9 Balwyn High School Students will embark on city-based excursion that is centred around transferring their learning from the Morrisby process and consider their pathways to discover potential options for 'life after high school'.

The planning for this is already underway and the proposed timeline for this excursion is to occur in the final week of Term 3.

## MIDDLE SCHOOL REPORT Cont.

Students will participate and attend interactive presentations from a variety of different fields that are based around Melbourne's CBD, whilst also being linked to the most common recommendations for careers choice as informed by the Morrisby process. There will also be additional workshops relating to part-time work.

Additionally, as part of this experience, students will be required to present their findings of the careers exploration within their My Middle School Experience. Their findings will be tailored by reflective questions, which will demonstrate their growth and insights as informed by the city experience.

More information will be communicated through compass newsfeed. Please keep an eye out during the term.

### Year 7 Update

#### Networking Primary School Visits

At the end of Term 2, we began hosting our networking primary schools here at Balwyn High School. During these visits, Year 6 students had the invaluable opportunity to experience a high school setting and engage with both high school students and teachers. This initial interaction with secondary school life allows students to gain a glimpse into the exciting journey that awaits them in the coming year. This experience also supports their transition as they make connections with their future peers.

These primary school visits also provided leadership opportunities for our current Year 7 students as well as our STEP leaders who volunteered their time to support the event. Some of our fantastic Year 7s formally presented to these students about what it's like to be a part of the Balwyn High School community.

Here are a few of our student helpers and what they have experienced in the visits we've held so far: *The idea of speaking in front of a large audience was slightly confronting to me at first, but when I reflected on this, I grew up with many of these Greythorn Primary students, and some were even my friends.*

*Meeting fellow Greythorn Primary students brought back many fond memories of the time when I was one of them. I had so many questions popping in my mind about the transition from primary school to high school, and I was very grateful that most of them were answered in the Greythorn Primary School visit.*

*Within the short period of time that I've been at Balwyn High School, I have experienced how amazingly approachable and supportive the teachers and school staff have been. They have motivated me and encouraged me to achieve my best, and this has been my source of confidence.*

*Balwyn High School to me, is a place where I recognise my uniqueness and individuality, it's a place of opportunities where you can develop and nurture your passions, and there's truly something for everyone.*

**Chloe Yap | Year 7**

*At Balwyn High School in the first semester I made lots of new friends. I was the only student from my primary school to go to Balwyn High this year, but that didn't matter at all. Amongst all the speakers, we all encouraged each other to have a go and this gave me the confidence to speak to a large group of grade six students I'd never met before.*

**Sebi Trujillo | Year 7**

*The Greythorn visit was fun, and I enjoyed seeing my old teachers and old peers. What gave me the confidence to speak in front of the future year 7s was the fact that I already had connections with most of the students and I wanted them to know how it feels to be a Balwyn high student.*

**Harper Thompson-Smith | Year 7**

*Speaking in front of the future Balwyn students was an unforgettable experience that filled me with a sense of nostalgia. At first, I was a bit nervous about speaking in front of students and teachers from my old primary school but as I spoke it reminded me of the excitement I felt when transitioning from primary school to high school.*



## MIDDLE SCHOOL REPORT Cont.

*Assisting the primary school students during the tour and helping them with activities like the scavenger hunt and science experiments, was a lot of fun. We even had the chance to guide them through the school, showing them places like the canteen and classrooms while sharing our own experiences and answering their curious questions.*

*Balwyn High School has provided me with numerous opportunities for growth, particularly in developing my confidence as a speaker. The supportive and encouraging environment and opportunities like clubs and leadership have helped me become a more confident person. I am very grateful for this experience and the chance to reconnect with students and teachers from my old primary school.*

*It has been a meaningful reminder of how grateful I am for the countless opportunities I have been given in high school.*

Brian Tam | Year 7

Shannon Blewitt & Mercedes Marsh | Year 7 SLWM's

### Year 8 Update

#### Year 8 Making a Difference Tour – Term 2

The Year 8 Making a Difference Tour which occurred at the end of Term 2 was not only a chance for our students to broaden their horizons but also an extension of their year-level theme of exploring how they can make a difference. By visiting MCG and CEREs, students witnessed first hand the various ways individuals can contribute and positively impact their communities.

We were particularly impressed by the students' engagement and enthusiasm during the excursion. Their willingness to learn, ask thought-provoking questions, and actively participate in all the activities showcased their deep interest in making a difference. These experiences not only provided them with practical knowledge but also instilled in them a sense of responsibility towards their community and the environment.



#### Post-Excursion Tutorial Lesson – Year 8 Making a Difference

This term, Year 8 students have been continuing their work on Making A Difference, by using the artefacts collected from their excursion last term to create presentations in their tutorial groups. We have been delighted to see the success of these presentations. Below are examples of students' Making A Difference presentations:



## BUILDING INCLUSIVE AND THRIVING COMMUNITIES

### THE POWER OF INDIVIDUAL



#### INTRO OF CERES

CERES was established in 1982, and has grown over many decades to include an organic growing centre and a community hub. According to the Ceres Website, "Our vision is for people to fall in love with the Earth again and to that end, our work spans environmental, social, economic, spiritual and cultural dimensions."

#### THE EVIDENCES WE FOUND

These are the evidence we found to support the Big Question:

- **SECS** - What are the trees (Dead-Planted), Soil Profile
- **WATER** - This can be used to clean energy they produced from
- **WIND** - Why is the wind fan not rotating? If so, are they going to lose some energy?

#### QUESTIONS WE WERE ASKING TO SUPPORT THE BIG QUESTION

How can CERES make a difference on changing the environment?  
How can we make a difference to the environment?

#### Evidence We Found (2)

The environment can be changed by using the water, soil, and wind. The water can be used to grow the plants, the soil can be used to grow the plants, and the wind can be used to grow the plants.

## HOW THE MCG CONTRIBUTES TO THE COMMUNITY

What is the MCG?

The MCG is one of the most iconic landmarks of the city of Melbourne, and it serves as much more than just a sports ground. It's a place where the community can come together to support their favourite teams and enjoy the excitement of the game.

Working with School	How many events are held?	How many people go to the MCG?
100+	80+ EVENTS PER DAY	3,000,000 People Per Year

#### Music Festivals

Over the years, the MCG has been the venue for many of the world's most famous music festivals. The MCG has a long history of hosting major music events, and it's a place where the community can come together to enjoy the best of the music industry.

#### Sports Events

The MCG is a venue where the community can come together to support their favourite teams and enjoy the excitement of the game. The MCG has a long history of hosting major sports events, and it's a place where the community can come together to support their favourite teams.

#### How does this contribute to a thriving community?

The MCG is a place where the community can come together to support their favourite teams and enjoy the excitement of the game. The MCG has a long history of hosting major sports events, and it's a place where the community can come together to support their favourite teams.

## CREATING A THRIVING COMMUNITY

### HOW CAN WE BE INCLUSIVE?

Defining a THRIVING community

How do individual members of the community contribute to creating an inclusive thriving community?

WORDS FROM CARIE SMITH

CERES IS THRIVING

It's not just about the food, it's about the community. It's about the people who are passionate about the environment and who are committed to making a difference. It's about the people who are working together to create a thriving community.

## MCG: connection through sport

naila mukhlis

summary	meet with an olympian
<p>Built in 1853, the Melbourne Cricket Ground still stands today, as a venue for sporting events, and world-class concerts. And even though it has undergone many renovations and expansions, it continues to preserve the significance of its past. The MCG is a venue where guests from all over the world can interact while having entertainment through sport and music. It's a place to cheer and connect - a home for all.</p>	<p>Our group had the chance to go to know Carrie Smith, a former Olympic sailor who participated in a variety of sailing competitions over the course of her sailing career, during "Meet An Olympian". Olympic athletes display their commitment and good sportsmanship on the big screen, motivating the crowd. Yet because of our encounter with an Olympian, we gained a unique perspective on the difficulties they also face away from the spotlight. This not only made us admire athletes more, but at the same time showed us that persistence and patience truly pay off in the long run.</p>

#### aus sports museum

The Australian Sports Museum is home to engaging exhibits, jaw-dropping displays, and sporting treasures once held in an athlete's arms. It provides an in-depth look of Australia's athletic history while emphasising the successes of people from various backgrounds, celebrating Australia's diverse community through art and vision.

Last term, the Year 8 cohort had partaken in the Year 8 Making a Difference tour. In this excursion, we had visited the MCG and CERES, CERES being an educational centre to learn about urban farming. This tour was to help us in future tutorial sessions to answer the Big Question: How do individual members of the community contribute to creating inclusive and thriving communities? During our MCG tour, we had met one Olympian, the Olympian I met was the basketball player Peter Byrne, he had talked about his trauma from the terrorist attack at the Munich Olympics. At CERES, we learnt how to impact a community positively and how sustainable farming is beneficial to society. In tutorial sessions, we think about how to answer the Big Question. I believe it means to endure and persevere through troubles, to reach out to help make a positive difference in a community.

Zen | Year 8

The Year Eight 'Making a Difference' tour was a great way to reflect on what we had learnt in the previous term, while also getting a snapshot of what we are learning about in semester two. At CERES we learnt about soil regeneration and how the urban farm contributes to making their neighbourhood a more sustainable place, and by gaining this knowledge, we came away feeling inspired to make a sustainable difference at school, and in our own communities.

At the Australian Sport Museum, we had the privilege of listening to the story of Peter Byrne, an Australian basketballer in the 1960-70s who made it to the Olympics twice. Listening to his words of wisdom, and his reflections on his basketball career also reminded us to not take the time we have for granted, and to make the most of every opportunity available to us.

Hannah | Year 8

We started the day by going to the MCG, where I was shocked to see the size of the Melbourne Cricket Grounds up close! We got to meet and talk to the Olympian Peter Byrne, and it was amazing to see and hear about all the challenges that the Olympians had to face throughout their lives. After the MCG, we went to CERES.

## MIDDLE SCHOOL REPORT Cont.

*I was surprised to learn about a Permaculture and Bushfood Nursery almost in the centre of Melbourne. At CEREs, we learned about edible native plants, as well as regenerating soil and how it works. Overall, it was a very memorable and enjoyable day!*

Conrad | Year 8

The Year 8 SLWMs also want to congratulate Ashok Sinnadurai and Harry Maddocks on their success at State Cross Country last week. Ashok was part of the Boys 12-13 team that finished 1st in the 3000m race, and Harry finished 7th in the 14 years 3000m race.

Phoebe Hutson & Dale Lawrence | Year 8 SLWM's

### Year 9 Update

#### Morrisby Testing

Toward the end of Term 2, Year 9 students completed Morrisby Testing which will work toward building their Morrisby Profile later this term. With many students beginning to think about Subject Selection and career pathways, this resource will be invaluable in informing students of their aptitudes and the subjects they select later this term and into their VCE. Although challenging, all students saw the value in the experience and approached the sessions with a positive mindset. We would like to commend the Year 9 cohort on their focus and mature conduct during these sessions. We would also like to extend our thanks to Mel Co for her organisation of the event, and to classroom teachers for their support in facilitating the sessions.

Below are some student reflections on the experience:

#### 1. Do you know what pathways you would like to pursue beyond Year 9?

*Yes, I would like to become a doctor/surgeon.*

#### 2. Describe the types of questions you were asked during the tests.

*There were many different types of tests, some were about your personality and what type of job you want in the future, and some were practical questions testing your mathematical knowledge, logic and verbal knowledge.*

#### 3. Were any of the questions challenging? How did you approach these?

*Some of the mechanical knowledge questions were challenging and I approached them by imagining the scenario in my head and working it out. I think that the most challenging part was the time limits.*

#### 4. Why do you think the Morrisby testing is important for students? And why is it important for Year 9 students in particular?

*I think the Morrisby test is important for students as it gives a helpful insight as to what they might want to do in the future and shows them what their strengths and weaknesses are. It is particularly important for Year 9 students and that is the year where you really have to decide what you are planning to do in the future so you can select your VCE Subjects so this test helps to make that decision easier for students.*

#### 5. What advice would you provide to students who are yet to sit the testing?

*Some advice I would provide for students who are yet to sit the test is that it isn't something you should stress about or study for as it is just an assessment of your current knowledge and skills and these things may change in the future.*

Malak Abdelrazek | Year 9

#### 6. Do you know what pathways you would like to pursue beyond Year 9?

*Yes, I would like to do something in relation to computers and technology.*

#### 7. Describe the types of questions you were asked during the tests.

*For things like the personality test, I was asked things like, "would I like to work in an office?" or "do you like being around people while working?" There were also general knowledge questions as well as Math and English questions.*

#### 8. Were any of the questions challenging? How did you approach these?



## MIDDLE SCHOOL REPORT Cont.

*I found questions challenging related to engineering, and pattern/rotation.*

**9. Why do you think the Morrisby testing is important for students? And why is it important for Year 9 students in particular?**

*Year 9 is the time a student gets the opportunity to explore what they want to do for life, the things that they can do and their skillset. This test can show us what skills the student has, and what their possibilities are for the future.*

**10. What advice would you provide to students who are yet to sit the testing?**

*Be yourself, be 100% honest with the test for the most accurate results, if you don't know something, either skip over it or guess it. The more questions you answer genuinely, the more information they can use to get a grasp of what you are capable of.*

Hayden Singh | Year 9

Brandon Jones & Bethany Shearwood-Boyd | Year 9 SLWM's

### 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 9 of Term 2 and Week 1 of Term 3 are below:



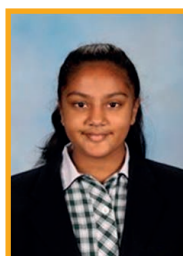
Anja | Year 7

Anja received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Anja consistently takes agency of her own learning and ensures she is role modelling positive learning behaviours.



Arsam | Year 7

Arsam received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Arsam engaged positively in Term 2's tutorial competition to the best of his ability whilst upholding the school's values and respecting his peers.



Jill | Year 7

Jill received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Jill exemplifies inclusion by supporting new students around the school community.



George | Year 7

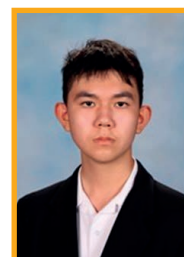
George received Middle School Student of the Week after being nominated by the Year 7 SLWMs. George exemplifies inclusion by supporting new students around the school community.

## MIDDLE SCHOOL REPORT Cont.



**Ryan | Year 8**

Ryan received Middle School Student of the Week after being nominated by their teacher. Ryan demonstrated inclusivity to other students in class. Great work, Ryan!



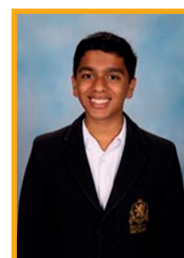
**Chris | Year 8**

Chris received Middle School Student of the Week after being nominated by their teacher. Chris volunteered to support their peers to pack up, demonstrating inclusivity and collaboration.



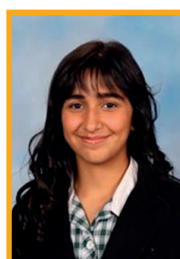
**Hayden | Year 8**

Hayden received Middle School Student of the Week after being nominated by their teacher. Hayden participated positively with enthusiasm at the Year 8 Making a Difference Tour. He demonstrated sound knowledge about farming and the environment, and proudly represented Balwyn High School.



**Nethush | Year 9**

Nethush received Middle School Student of the Week after being nominated by a Casual Relief Teacher. Nethush took initiative to support the CRT to set up at the beginning of the lesson and stayed back to help his peers clean up. Well done, Nethush!



**Erika | Year 9**

Erika received Middle School Student of the Week after being nominated by the Year 9 SLWMs. Erika volunteered to speak on behalf of the library committee in front of her peers at the Year 9 Assembly.

**Jack Stewart | Acting Director of Middle School**  
**Sylvie Tang | Assistant Director of Middle School**



**Susan Qu**  
International Program  
Director



**Jen Jones**  
International Program  
Liaison

## Learning To Do

We are thrilled to report that during Term 2 break, Balwyn High School welcomed 26 very excited international students from China, Taiwan and Vietnam. These students have now joined our 20 weeks onsite English Language Centre. Our own ELC allows our newly arrived International Students to transition into their studies in Australia and school life at Balwyn High School.

As a school, we are so proud of the cultural, social and academic contribution that these remarkable students make to our learning community, and we look forward to supporting them to thrive in the 2023.

Please join me in welcoming them and we look forward to hearing their first impression of studying at Balwyn High School.

**Susan Qu | International Program Director**



*Monday July 10th 2023 is one of the most important days in my life. I felt so excited yet nervous about entering such a nice school. But over the last few days, I have become more and more confident. I have made many friends at school. In class we have learned new things, such as food study and Australian study. They are interesting subjects. I look forward to achieving good academic results at the end of this term.*

**Bruce Huang | Year 9**

*I felt overwhelmed and stressed out on my first day at school. However, the support and care I received from the kind people have greatly reduced my pressure and made Balwyn High School a second home to me. I enjoy exploring the campus and making new friends. The most important lesson I learned this week is "We view mistakes as learning opportunities." I feel encouraged and inspired by this learning norm. I look forward to building a stronger character and developing good relationship with my peers at Balwyn High school.*

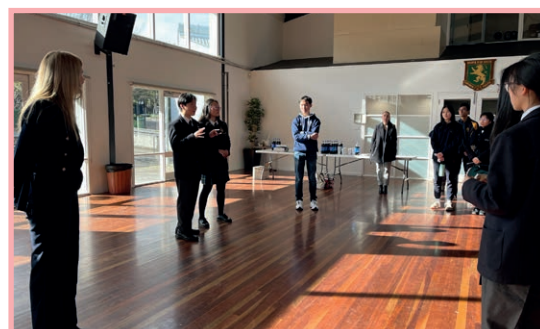
**Alina Cong | Year 9**

*I felt uncertain, nervous and anxious on the first day of BHS. But now, I feel more confident and certain about my life at BHS. I enjoy the big campus and the time with friends. Teachers here are well respected and capable. I hope to learn new skills and improve my abilities here.*

**Emily Shi | Year 9**



## INTERNATIONAL PROGRAM Cont.



*In the one week since I started at Balwyn high school, I have fallen in love with it. The school covers a large area and the scenery is beautiful, although frequent classroom changes are a bit uncomfortable for me from China. Compared to China's education system, education here places more emphasis on students' self-development and self-thinking abilities, providing what we lack. With the beautiful scenery of the school, I am full of hope for my future life.*

**Felix Wang | Year 10**

*My name is Jacey and I'm a Vietnamese girl. I've just been to Australia about one week ago. This is my first time to this country, so everything is really different and sometimes a little bit of a challenge. Three days at Balwyn High School, I can feel the environment here and the students in our school are very cool. Besides, my ELC class is so amazing, I can meet friends with different cultures and tradition. In addition, some subjects are quite new to me such as Food Tech and Australian study. However, I think they are interesting and special because of the content and process. That is all my experiences and I hope I can see more fantastic things soon.*

**Jacey Tran | Year 10**

*The first day I came here I was surprised because it was bigger than what I thought. When I arrived at the school gate, I was a little nervous and scared. There are so many questions that popped up in my head like I was wondering myself. But when I entered the class, I felt relieved. We became friends pretty quickly. Honestly, I think it was because we are both international students and we stay away from home, so we understand each other as well. All the teachers at Balwyn High School are very friendly and the education programs are great, but it seems that because it is not my first language, thus I sometimes get trouble with new vocabularies, but I am getting used to it day by day.*

*Balwyn High School is a great school, and it is my honour to study here. Balwyn High School gives students especially for international students like me a lot of opportunities to adapt the new culture and study environment with kind friends and friendly teachers.*

**Erin Pham | Year 10**



## INTERNATIONAL PROGRAM Cont.

*My first experience was getting to know a lot of new friends and learning more about different nations' cultures. In addition to being more open, this is the first time I've dared to open up and meet so many individuals. We exchange contact information, interests, and a variety of other things. This is an opportunity for me to grow in order to fast integrate into the Australian way of life. Fortunately, my friends are all amicable, sociable, and always willing to help each other when they are in need, which makes me feel quite comfortable and no longer lonely while I am away from home.*

*The curriculum in Australia differs slightly from that in Vietnam. In Australia, I learnt practical skills such as drama and had the opportunity to practice and experience it firsthand. Students can also choose from a variety of clubs at school. I'm divided between several clubs because they're all fascinating and worth checking out. Students' physical and mental well-being are given special consideration here, allowing for the most comprehensive development.*

**Evelyn Duong | Year 10**

*Since I was from a traditional Chinese middle school, the life in Balwyn High is totally fresh and appealing to me. The event that left me with the deepest impression was eating pizza at lunch with other students in the hall. I have never had such amazing experiences before where we could walk and talk with each other freely. I met lots of students at my age but from different countries with different cultures.*

*One thing quite interesting was that all the students need to stay outside during recess. It provides us a chance to make new friends but also allows our body to relax which is definitely beneficial.*

*In a word, I am looking forward to starting a challenging but also enjoyable journey here, and I am happy to make new friends with every student here in BHS.*

**Eason Zhang | Year 10**



**Susan Qu | International Program Director**





**Dani Cantor**  
Director of Senior  
School Wellbeing



**Sharon Gardner-Drummond**  
Director of Middle  
School Wellbeing



**Gough**  
House Wellbeing Dog

## *Learning To Do*

### **Tuning Into Teens**

Congratulations to our Term 2 graduates from the Tuning into Teens (TM) parenting program. We were again overwhelmed with an enthusiastic uptake of the program, showing the ongoing commitment our parents have to supporting their young people. The group runs over 6 weeks for 2 hour blocks, as the parents learn about adolescent development, emotion coaching and how to better connect with their teens in a supportive environment. The group showed tremendous courage in sharing stories of their challenges and triumphs as they worked their way through the program. Much like in previous programs, what participants described as highlights was the ability to connect and share with other parents their experiences of their teens.

We look forward to welcoming more parents back to the program this term. Please check compass early in Term 3. For previous attendees/graduates of the program, also keep a lookout for a one off booster session to be advertised on compass next term.

**Parnoon Moradi | Psychologist**



### **Year 10 Parents and Carers Catch Up**

The second and third sessions for the year 10 parents were held in the last two weeks of Term 2. A range of topics were discussed including:

- Help for students who are struggling with subjects; specifically, about EAL and other English subjects. Director of Senior School, Justin Hong attended and shared that the school offers lunchtime 'Help Cafes' as tutoring initiative.
- Subject selections for VCE. Pathways resources such as the careers newsletter and Term 3 parent info evening were discussed.
- VTAC searches for course and subject information. Parents were advised that students should attend universities not just on open days to allow them to get a feel for the campus life and possibly speak with university registrar or student services.
- Reflections on work experience.





## STUDENT SERVICES Cont.

### Year 11 Parents/Carers Catch Up

The first in the series of three Year 11 Parent/Carer catchup s for term 3 was on Wednesday 12 July, the session also on Wednesday 19 and 26 July at 9am. Many thanks to Amee Duncan, Assistant Director of Senior School who fielded a range of questions. Areas of discussion in the first session:

- Career counselling
- Discussion on the value of external tutoring
- Students encouraged to submit work early to teachers as a practice and to get feedback
- At school supports for students: Help Café, Pi Society etc.
- Encouragement for students to engage with Erin Shale if unsure about careers
- Careers day discussion including the value of visiting professionals talking to students – issue of students not telling their parents about the events on offer – emphasis on student-responsibility for their own education/development



### Upcoming Parent Zone Parenting Programs

#### Dads Matter - For Fathers and Male Carers

Dates: Monday 31 July - 4 September 2023 (6 evening sessions)

Time: 7.00pm to 9.00pm

Where: Online via Zoom

Registration: [Click here](#) (this registration link will close when the group is fully booked)

#### Parenting Anxious Children

For parents of children aged 2 to 12 years

Dates: Tuesday August 1st to September 5th 2023 (6 afternoon sessions)

Time: 1:00 to 2:30pm

Where: Online via Zoom.

Registration: [Click here](#) (this registration link will close when the group is fully booked)

### Attention Crafters!



### Respectful Relationships

#### Responding to your child's sexuality.

For many parents, the experience of having a child come out to them about their sexuality can be a daunting experience. This is partly out of worry for the impact of our response on our young people but also because of the fears and concerns that we may experience ourselves.

Minus 18 gives a range of advice for parents and carers at <https://www.minus18.org.au/articles/listen:-what-to-do-when-your-child-comes-out>

It can also be useful to hear about another parent/carer's journey. [This SBS article](#) from June 27 shares one mother's story.

Dani Cantor | Director of Senior School Wellbeing

Sharon Gardener-Drummond | Director of Middle School Wellbeing



Teaghan Gibson  
Director of Music



Melanie White  
Assistant Director of  
Music



Emily Caracella  
Assistant Director of  
Music

## Learning To Do

### Welcome to Term 3 in Music!

As we launch into Term 3 in the Music Department, ensembles are furiously rehearsing and preparing for our upcoming Winter Concerts series, students studying Unit 4 Music begin the final term of preparation for their end-of-year external Performance Examinations.

In this edition of The Lion we celebrate a spectacular end to Term 2 from our VCE Music classes, reflect on the growth and development of Student Leadership within our Ensemble Program, and share some wonderful hints and tips for effective practice from two of our Music Captains for 2023.

### Supporting Practice Techniques (Music Captains)

In the last edition of The Lion, we reflected on how sometimes it is important for us to have practice sessions that allow the space to make mistakes, take risks and try new things in order for the greatest progress to occur. In this edition, Kushe and Eric share some of their favourite practice strategies.

#### Strategy 1: Target Practice

##### How does the strategy work?

I identify several **small areas of challenge** in the technical aspect of a piece and determine different practice strategies that can be adopted to improve the specific technique such as slow practice, metronome practice, pattern practice etc. Then, I dedicate a set time for each area of focus; for me, this is usually about 5-7 minutes, but it can be any time which suits the area of struggle and your skill level.

**I commit to practicing the strategy for the set amount of time every day.**

##### What are the benefits of working in this way?

Over time, even over a few weeks of doing this every day, this area of challenge drastically improves. **Targeting specific skills in isolation provides an opportunity to engage in the necessary repetition to improve this skill.** This strategy can also be combined with other practice strategies to make the most of every practice session.

Kushe Fezollari | Music Captain

#### Strategy 2: Creative Practice

##### How does the strategy work?

In the style of music I play, there is often a need to generate new musical material. To build this skill, my main way of practicing is to put on a backing track of songs I like or want to learn and just jam along with it and have fun. **Balancing set repertoire and 'for fun' repertoire allows your practice to be more efficient and pleasant, but it is important to track your progress and reflect on your playing.** To support this, I like to record myself playing to look for opportunities to improve in a third person mode. Although I don't have a clear list of specific sections I wanted to practise, it still gives me a good idea of where I am in my progression, which is valuable for making developments at any stage of learning an instrument.

##### What are the benefits of working in this way?

This creative approach to practice is a good way to **develop a personal connection and interpretation of the music**, which allows you to have a better understanding of how you want to sound, whether you are working on a long phrase, a chord or even just an embellishment note. **The music we play for fun plays a crucial role in motivating us to pick up our instrument and make the music-making process more enjoyable overall.**

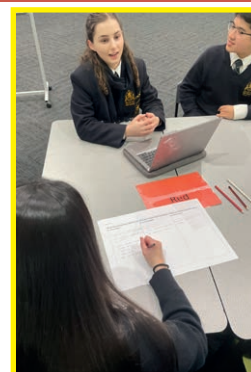
Eric Qiu | Music Captain

## MUSIC Cont.

### Ensemble Leader Forum

On Thursday 22 June, leaders from ensembles across the music program once again came together, this time with a goal of reflecting on the leadership skills they bring to ensembles, as well as their confidence as a leader for the ensemble. Students were prompted to reflect on what leadership might look, sound and feel like; considering how this might be different before, during, after and outside of rehearsal time. From here, students discussed and considered the ways in which they seek to build and maintain the connections, both socially and musically, between members of their ensemble.

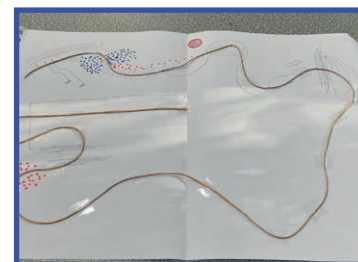
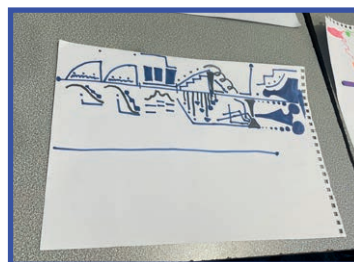
Music Captains Kushe Fezollari, Douglas Joshi, Amy Lin and Eric Qiu opened the meeting by sharing some of the strategies that they use in their leadership to develop these connections within their own ensembles and sections, before breaking out to lead and support discussion groups. In the discussion groups students shared and workshopped ways to support their peers to work together to achieve the common goal: musical growth, and a wonderful performance!



### Spotlight: Unit 2 Music

Students in Unit 2 Music have recently been exploring the ways that musical ideas can be created, communicated, and interpreted by performers. In the last week of Term 2 they focused on exploring ways of communicating their ideas without using traditional music notation, and instead were challenged to create their own composition using graphic notation.

Graphic notation uses images, abstract symbols, graphic elements, illustration, and text to convey their ideas to the performer. Interestingly, given that there is no strict notation of pitch or rhythm concepts, it is likely that each performance of graphic notation is different, thereby accessing the most expressive aspects of music making and requiring musicians to develop their own personal interpretation.



*Creating the graphic scores has been one of my favourite tasks so far. Exploring a new method of notating and performing music was a challenge, however it was so exciting to see such a variety of interpretations given that we all had the same task. I especially loved watching all the compositions come to life as we read each other's pieces with our own unique spin on such an open-ended score.*



## MUSIC Cont.

*With my partner, we performed our classmate's piece focusing on its journey, relying on cues and different sections on the piece rather than a set tempo or pitch. I wasn't sure how my own score would be interpreted by my peers, but I really enjoyed how they ended up playing it and hearing how they understood each element.*

Mia Alexander | Year 10

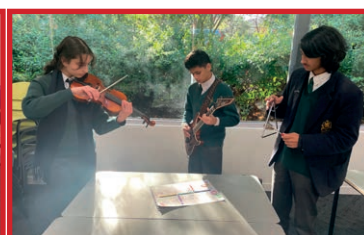
*You don't usually see graphic scores on the stands of your everyday musician. The average piece of sheet music involves a set of lines with standardised notation and fancy Italian words, a format perfected over hundreds of years of musical development. Yet in VCE Music Performance Units 1/2 we were introduced to graphic scores, a sort of Cubism of the music world.*

*Essentially a slap-in-the-face of traditional music notation, graphic scores involve any sort of non-standard visual elements put together to represent some indications for a musical performance - everything you wouldn't expect to see on a piece of sheet music, with the potential of becoming literally anything.*

*Graphic scores opened the gate to completely individualised performances - everybody has a different interpretation of how they would perform the work. I was fortunate enough to have some of my peers perform my own graphic score in class- and let it be known that it was not even close to how I imagined it to sound. And yet, for some reason, the performance was still very much tied to the sheet music, the curly piece of string, the icy pole sticks and the masking tape.*

*Having the opportunity to create, interpret and listen to performances of graphic scores was certainly an eye-opening experience, and definitely an enjoyable experience to end Semester 1 Music.*

Matthew Yan | Year 10



### Spotlight: Unit 4 Music – Developing Ensemble Skills

Students in Unit 4 Music classes have recently been exploring one of the new examination criteria introduced into the Study Design in 2023: Ensemble Skills. Professional musicians communicate with each other using a range of techniques; often these are breath cues, eye contact and physical gestures, however it can often feel quite inauthentic to incorporate these into performance when these techniques are unfamiliar. To support students to develop their ability to communicate with other performers and explore the criteria in depth, students were asked to [watch this video](#) of the great Leonard Bernstein and make a claim as to whether he was conducting or not. Using similar gestures, and without their hands, students then had to give musical cues to each other. It certainly made for an entertaining lesson!

Below are reflections from students following this activity:

*During this lesson we had the opportunity to learn and apply conducting skills. By observing how conductors utilise every imaginable aspect of their body (or in the case of Leonard Bernstein only his face!) in order to relay the subtlest of musical cues, we have gained insights into how we ourselves can effectively communicate using only body language when performing with other musicians in ensemble settings.*

## MUSIC Cont.

*Whether it be attempting to conduct various wildly contrasting interpretations of Hot Cross Buns to each other or feeling our arms grow heavier and heavier after swinging them around endlessly, it certainly was a thoroughly valuable and enjoyable lesson!*

**Daniel Stavretis | Year 12**

*Our music class featured a lesson on conducting. The activity focused on our ability to keep a steady beat whilst manipulating expressive elements such as articulation. To practice this skill, we took turns conducting each other. One person would conduct how the other played a simple melody using different gestures to indicate markings like accelerando and decrescendo. Conducting is an important aspect of being a musician as it is a great way to convey intended emotions as well as the stylistic conventions of the music. This lesson on conducting gave me a better insight on how we communicate between each other as performers, furthering the ensemble skills needed for my performance program.*

**Sophia Truong | Year 12**

*In this activity, I learnt the importance of articulating nuances in music and why it is crucial when playing music with other people. During a performance, performers often communicate with each other through subtle body language. For example, an aggressive and exaggerated movement might indicate a strong and resolute forte dynamic whereas gentle and minimal movements might indicate a piano dynamic. It is important to be able to signal and communicate with other performers as it allows us to express emotion and ideas as a unified group in a group setting rather than individuals playing by themselves. This activity will help me find non-verbal ways to communicate with other performers through body language and the intensity of my movements, ultimately the music I play more engaging and unified.*



**Ryan Jiang | Year 11**

*Learning to conduct like Leonard Bernstein was such a challenging but insightful activity. As musicians, the foundation of our art is based on the manipulation of musical elements such as rhythm and dynamics to express our emotions at a given time. In this activity, our creativity and knowledge in creating music were challenged as the activity required immense concentration and abstract thinking to conduct a simple melody without the use of our hands and words. The exposure to conducting though the activity has allowed me to not only further my understanding of conducting but has sophisticated my approach to syncing with my accompanist and creating characters in my music.*

**Martin Tran | Year 11**



### Victorian Schools Music Festival

Term 3 marks the beginning of the Victorian Schools Music Festival. The festival provides an opportunity for students enrolled in ensembles to perform outside of Balwyn High School. Students travel to performance venues, perform to ensembles of similar levels from a range of schools, receive feedback from experienced adjudicators and participate in workshops as part of the experience.

## MUSIC Cont.

Events for these excursions are all now visible on Compass Parent Portal for payment and consent. It is a wonderful enrichment opportunity for our ensembles as they continue to develop their musicianship skills, ensemble skills, and to be inspired by the music of others, and we are excited to share these experiences with the school community over the coming editions!

### Winter Concerts








David McGrail Theatre, Balwyn High School  
**Tickets: \$10 Adults, \$2 Children**

Trybooking Ticket Link

**MONDAY 31 JULY**

**Concert 1, 6:00 pm**  
Junior String Orchestra  
Junior Concert Band  
A-Train Stage Band  
Intersection Stage Band

**Concert 2, 7:30 pm**  
Training Concert Band  
Symphonic Band  
Newitt String Orchestra  
Black Orpheus Stage Band

**WEDNESDAY 2 AUGUST**

**Concert 3, 6:00 pm**  
A-String Orchestra  
Acoustic Guitar Ensemble  
Harmonics & Resonance Choirs  
Senior Concert Choir

**Concert 4, 7:30 pm**  
Novice Concert Band  
Intermediate Concert Band  
Intermezzo String Orchestra  
Senior String Orchestra  
Encore Choir

Our Winter Concert Series for large ensembles will take place in Week 4 of Term 3:

Winter Concerts 1 and 2: Monday 31 July

Winter Concerts 3 and 4: Wednesday 2 August

This concert series will feature first public performances for our Training Concert Band and A Strings Orchestra and will also be an opportunity to celebrate and formally recognise the contributions of our Year 12 students to the Music Program at Balwyn High School. We hope to have you join us for these wonderful performances.

Tickets can be purchased at <https://www.trybooking.com/WRFE>

Adults: \$10, Students: \$2. Student Performers do not need to book a ticket.

We are excited that this concert series will align with the opening of the 'Winter Salon' Art Gallery in Design. The Gallery will be open from 3:30pm – 6pm, and will reopen at 7pm to allow all families an opportunity to access the gallery. Be sure to arrive early to allow time to explore the many talents of students in the broader school community prior to doors opening at the Theatre for the Winter Concerts.

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 Do

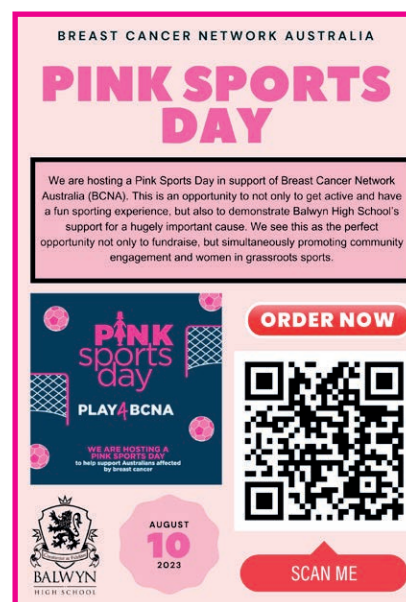
### Breast Cancer Network Australia (BCNA) Pink Sports Day – Thursday 10 August

Students and staff are now able to purchase selected BCNA merchandise items which will also allow us to raise funds for BCNA. These purchases will go towards our total donation. We will place a bulk order and the items will be shipped to us prior to the day ready for distribution to students and staff.

Students and staff can purchase the items through this [Merchandise Purchasing Link](#) and they range from \$3 to \$25. Orders will close from 9pm on Monday 31 July.

Students will be able to wear pink accessories or the BCNA merchandise on the day to complement their PE/Sports uniform.

Additional donations can also be made directly to our school page on the [Pink Sports Day website](#).



### State Cross Country Championships

On Thursday 13 July, ten students travelled out to the Yarra Glen Racecourse for the State Cross Country Championships. The rain held off for the day, however, the mud on the course provided a difficult terrain for the races. Despite this, we had plenty of success on the day and all students should be commended for their performances.

Congratulations to Jae Hao Chan (6th), Ashok Sinnadurai (12th), Remi Harper Lietoff (52nd) and Alfred Han (70th) for being crowned as State Champions in the 12-13 Years Boys 3000m team competition. The scores of the top three runners from the team are used to calculate an aggregate score with the lowest score across all teams finishing in 1st place. This is a fantastic effort considering the eight regions are represented by one team.

Well done to the following students for their individual success considering that there were approximately 90 participants in each event:

- Harry M – 7th Place in Boys 14 Years 3000m
- Jed G – 15th Place in Boys 14 Years 3000m



ISSUE 10 | 20 JULY

## CALENDAR OF EVENTS

Monday 24 July to Wednesday  
26 July  
Year 11 Boys Volleyball Victoria  
Schools Cup

Wednesday 26 July  
Division Track & Field  
Championships  
9A Rock Climbing Excursion

Thursday 27 July  
Region Year 8 Girls Soccer  
10OESB High Ropes Excursion  
9D Rock Climbing Excursion

Friday 28 July  
Region Senior Boys Table Tennis  
Region Year 7 Boys Soccer  
Region Intermediate Boys & Girls  
Badminton  
10OESA High Ropes Excursion

Tuesday 1 August  
Region Intermediate Girls Soccer

Thursday 3 August  
Region Senior Girls Hockey

Friday 11 August  
Region Year 8 Boys & Girls  
Badminton

Tuesday 15 August  
Intermediate Interschool Sport  
Round Robin

Monday 21 August to Friday 25  
August  
11OESA Ski Camp

Thursday 24 August  
Year 8 Interschool Sport Round  
Robin

Monday 28 August  
10OESB Mountain Biking Excursion

## HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

- Blake A – 16th Place in Boys 16 Years 5000m
- Kamil H – 19th Place in Boys 17 to 20 Years 5000m
- Marc S – 26th Place in Boys 17 to 20 Years 5000m
- Anne A – 41st Place in Girls 16 Years 3000m

### Interschool Sport (Region)

Congratulations to the Senior Girls Soccer / Football team who convincingly won the Region Round Robin and are Region Champions. The team played exceptionally well and won quite a few games by a large margin, despite a reduction in the duration of the games. The team coached by Eddie Roscoe and Chris Triantafilopoulos will now head to the State Finals later this term! Good luck team!



Well done to Paul Mirabella and the Senior Boys Badminton team who finished as Runners Up at the Region Finals. The Senior Girls Badminton team also made it to the Semi Finals before being defeated by a tough opposition. The standard of the finals was extremely high; therefore, all students should be commended on their performance on the day. Thanks to Daniel Pham for his assistance coaching on the day.



### Year 9 Outdoor Education

Students in Year 9 Outdoor Education purchased ingredients that would enable them to prepare a suitable meal to take on an overnight outdoor activity. During class time, students then prepared and safely cooked their meal using a Trangia. Students learnt how to safely use a Trangia and considered what meals would be appropriate for outdoor environments.



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



## HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

### Skyraiders Update

During the school holidays, the Balwyn Skyraiders Cheerleading team competed at the AASCF Winterfest Competition. This was the team's first competition of the year and for many students, their first time competing at a cheerleading competition altogether. The team's early morning before school training and after school training sessions have paid off as they finished in 2nd place which is an amazing achievement! Here is what the students had to say:

*On the 25th of June, Skyraiders went to Winterfest and had such a great time! It was an early start and we had to warm up quickly. It was so fun performing and the audience was so supportive! I can't wait for the next comp and I definitely recommend joining cheer.*

**Sarah Ariss-Shah | Skyraiders Cheerleading Athlete**

*Winterfest was such fun!! We got up bright and early before the sun came up and got ready. During the awards ceremony, we waited for our team name to be called out and we came 2nd! Very stoked with the result.*

**Jaymee Walker | Skyraiders Cheerleading Athlete**

**Paulina Makarova | Skyraiders Cheerleading Coordinator**







**Simon Maher**  
Director of Mathematics



**Rikara Ahmat**  
Director of Science



**Amanda Clarke**  
Assistant Director  
of Mathematics and  
Science

## Year 9 Ecosystems task

We recently started our ecosystems unit and within our unit, we had to build a habitat for an animal that was endangered in the Boroondara area. We had to talk about the threats that were posed to our animal and how we could build it a suitable and safe home that could cater to its needs such as food, water, protection from the elements and other necessities that an animal may need. My partner and I decided to choose the tawny frogmouth, a bird that is commonly mistaken as an owl but isn't. Our species is endangered in Boroondara and that was a result of the rapid and ever-growing urbanization of the area which was eradicating habitats for the birds and left them with nowhere to go so that's why we decided to build it its own little house up in a tree so it can comfortably live its life, free from predators, and more importantly, humans.

## Learning To Do



**Mannan Mohseny | Year 9**

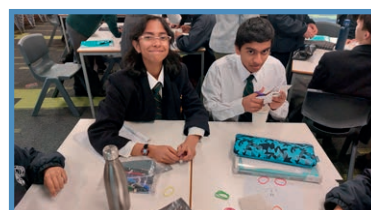


## 9 SEAL Incursion

At the end of Term 2, the Year 9 SEAL students collaborated with the Year 9 SEAL students from Box Hill High School for an afternoon of engineering-based STEAM tasks. Some researchers from the Materials Engineering Department at Monash University discussed career pathways in this field and ran some activities with the students. Some of the students wrote a reflection about the experience.

*Overall, the two periods were a great experience, and we'd like to thank everyone who came all the way from Monash University to enlighten us regarding Engineering as a career and Materials Engineering in particular.*

*The challenge we engaged with for the most part was creating a thermos to keep water warm, or hot, after 30 minutes. We shared this experience with Box Hill High School's Year 9 Accelerated Learning Class. Over the course of the two sessions, we were able to bond with the other students, share viewpoints and discuss innovative designs for our thermos. The experts from Monash University provided us with a variety of materials, from grip tape to rice, and even cotton balls. Our main goal while creating the thermos was to make it as effective as possible although we were given an extra goal to keep the thermos materials as cheap and eco-friendly as we could. Each material was assigned a*



## MATHEMATICS & SCIENCE Cont.

*hypothetical price and environmental impact value (for example, aluminium foil would have a higher price and environmental impact value when compared to cotton balls).*

*In the end, our group, which also included two students from BHHS, Angelina and Alvin, won with the highest temperature after 30 minutes. While our group didn't have the cheapest or the most eco-friendly thermos, we were the most consistent and were objectively better in all three criteria compared to the other groups around us. Another group that had the same temperature as us marginally lost out due to their manufacturing price and environmental impact value. It was a very enjoyable activity, and we appreciated the opportunity to meet like-minded peers from another school.*

*The students of 9S and the teachers had a wonderful time with the Box Hill Students, and we'd like to thank them on behalf of our class for joining us for the afternoon.*

**Aryaman Saha & Andrew Lu | Year 9**

*One of the activities we undertook in our incursion was a guessing game, where we had to guess which wind turbine design would produce the greatest number of volts when blown by a hairdryer from the front. The various options we could choose from included the 'normal' fan design which was used as a control test, a fan with double the number of blades, a fan with flat blades, as well as a fan with thicker blades. In the end, the fan which produced the most amount of voltage was the fan with the thicker blades. This experiment was fascinating as we were able to observe which fan design functioned the best.*

*We would like to acknowledge the extensive work and preparation of both Balwyn and Box Hill staff and teachers who made this interaction and incursion possible. This incursion allowed us to meet new people, whom we may have otherwise never met, while also collaborating with them as a team to solve problems and challenges as well. We would also like to show our gratitude to Dr Erin Brodie and the students from Monash University, who used their time to educate and provide us with the opportunity to learn about the various fields of science and engineering, especially Materials Engineering, incorporating their knowledge and their skills to make this incursion a very interesting and engaging experience for everyone.*

**James Kim & Joel Devadason | Year 9**

### **Year 8 STEAM project**

In Year 8 Science, students have recently completed a unit on Sound and Light. As a part of the unit, students completed a STEAM task. STEAM stands for Science, Technology, Engineering, Arts and Mathematics. The beauty of STEAM tasks is that they allow students to solve real-world problems collaboratively using the engineering design process. Engineers expect that their ideas need to be shared and worked on as a team. They expect that the work won't be perfect and will need to be tested and improved upon. STEAM tasks allow students to think creatively, to take risks and to create an environment where students expect to 'fail'.

In the sound unit, students worked in a team of 4 as acoustical engineers. They created a prototype of a room for a recording studio in a residential area. A quiet studio environment aimed to reduce echoes, to be a place where the musicians can hear each other clearly and there is no extra noise in the room that can be picked up by microphones.

Whilst recording and playing music in the studio, it is important that it does not exceed 45dB outside of the studio. Prototype testing involved the use of the song "All-Star" by Smash Mouth. Students utilised a variety of recycled materials to create their model recording studio. They justified their choice of materials based upon their understanding of the nature and behaviour of sound waves.

In order to accurately measure the acoustic insulation of the recording studio students tested their prototype prior to adding the insulation materials so that they had a control. Students recorded the maximum sound intensity, 30 cm from the auditorium wall, with and without acoustic insulation. They repeat this three times and calculate an average maximum sound intensity. Including these elements of the scientific method allowed students to ensure their experiment was a fair test.

## MATHEMATICS & SCIENCE Cont.

### Indigenous Nanotechnology

To celebrate NAIDOC week, we investigate the work of an Indigenous owned company commercialising patented nanotechnology based upon thousands of years of deep traditional cultural knowledge.

At Balwyn High School, one of the Year 9 electives includes Nanotechnology.

A major component of the first unit, nano-chemistry, focuses on different forms of nanocarbon and their applications in industry, consumer products and medicine. Nano forms of carbon are extremely versatile. Students learn that this is because very small changes in the structure and bonding of carbon nanomaterials lead to a diverse range of physical and chemical properties.

The use of nano forms of carbon are not without their challenges including important ethical and safety concerns associated with their use. For example, one of the most common forms of nanocarbon in industry is the carbon nanotube, which is stronger than steel, but is thought to have serious inhalation risks to people who manufacture products.



A potential solution to some of these problems of nanocarbon has been right on our doorstep for thousands of years. Spinifex, a desert grass that has been used for a multitude of applications by many different Indigenous groups in Northern and Central Australia. For example, the Indjalandji-Dhidhanu people of Queensland have traditionally used spinifex to make shelters and beds and applied its plastic-like resin as glue for spear points, amongst a myriad of other uses.

So, where does the nanotechnology come in? When examined microscopically, spinifex was found to contain a unique arrangement of hair-like cellulose nanofibres, which results in an extraordinary tensile strength five-times that of stainless steel.

Nanofibres can strengthen many materials for a wide range of applications from thinner more flexible electronics and plastics, a variety of medical applications to next generation building materials and elastomers (rubber like compounds).

Current nanofibre production is typically both energy and resource intensive, and therefore very expensive. Most nanofibres are produced from non-renewable sources like petrochemicals. This is not sustainable.

Spinifex grasses cover around 30% of the Australian continent, making them a readily available, eco-friendly and drought tolerant source of nanofibres. The grass grows without the need for the addition of chemical fertilisers, reducing environmental pollution.

Trioda Wilingi, a majority Indigenous-owned company is in the final stages of developing medical gels – a possible treatment for osteoarthritis – from the nanofibres.

The enterprise aims to create more sustainable products that are energy efficient, renewable and eco-friendly source of nanofibres. Spinifex fits the requirements perfectly.

Spinifex's plant cell wall structure makes nanofibre extraction and refinement easy without the need for harsh industrial chemicals or large energy use. In addition, after learning from techniques practiced for thousands of years by Indigenous communities, the scientists have discovered that the raw materials for the fibres can be harvested from the top sections of the grass. This traditional method means that the roots of the spinifex remain intact and still in the ground, allowing the plant to continue to grow.

Spinifex grasslands are important ecosystems in Australia providing habitat for insects, reptiles and some small mammals. The use of minimal harvesting techniques supports the preservation of the ecosystems, widespread understanding of deep cultural knowledge, as well as allowing for



## MATHEMATICS & SCIENCE Cont.

innovative career opportunities in remote communities. The enterprise shows that being a world leader in nanotechnology and caring for Country is a wonderfully harmonious relationship.

### Victorian High Ability Program

During Term 3, 75 Year 7 students completed the Victorian High Ability Program. As part of this program, many of our high-ability students were challenged and extended in topics such as Networks and Paradoxes in Mathematics, while as part of the English course they covered the genre of dystopia and consider what makes or breaks a 'perfect society'.

These are some of the comments we received from students that participated in the VHAP program during Term 2:

*"VHAP helped me have a better understanding of problem solving questions and helped me discover different tactics I can use to solve each problem."* **Alice Wang | Year 7**

*"In VHAP, we dive into more interesting content we don't cover in normal classes, like for example I would probably never learn what a utopia or a dystopia is if I wasn't in VHAP."* **Chloe Santosa | Year 7**

*"VHAP enhances your understanding on topics you may think you know a lot about, and that's the beauty of it! You are ALWAYS learning something new, whether that be theories in math, or dystopian societies in English!"* **Annika Ajit | Year 7**

*"The VHAP Maths program was overall a very fascinating, enjoyable yet challenging experience. As a group, we solved many interesting and difficult maths problems which initially seemed daunting but once we figured out the answer, we felt like we'd made a big achievement."* **Yash Joshi | Year 7**

On Thursday 22 June all students that completed the VHAP program during Term 2 participated in a Masterclass. This was an opportunity to acknowledge and celebrate their achievements. They worked collaboratively in teams with other VHAP students from Kew High School solving quizzes, completing challenges, building connections, and reflecting on their learning experiences.

**Hernan Alonso | Learning Specialist - High Ability Learners**



**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 Do

### Winter Salon exhibition

We are pleased to announce that the Winter Salon will be open in conjunction with the Winter music concerts in Week 4. The exhibition of student work in Art, Media and Visual Communication Design from Term 2 will be open on for community viewing after school in the lead-up to the concert start.

31 July 3:30 – 5:45 and 2 August 3:30 – 5:45

All are welcome, but particularly if you are coming to the Monday or Wednesday concerts I encourage you to come a little earlier to view some outstanding student creative work.

### Visual Arts Society Update

For NAIDOC week we invited students to create a design based on inspiration from Aboriginal and Torres Strait Islander artists, and Wurundjeri language. The hand-shaped designs were then collated alongside the NAIDOC 2023 banner. It is currently on display at the Library.

### The Wellbeing Tree

The Wellbeing Tree has been installed in the Student Services House! Students and staff are encouraged to visit and leave (pun intended) a reflection or message on a leaf to add to this 'living' artwork.



### Bob Ross Paint-Along

"Today at the Art Society, we held a Bob Ross paint-along workshop, in which we learned how to draw a beautiful blue landscape of some mountains. On the screen in front of the classroom the video tutorial of the winter mountain art piece was played to help guide us while painting. Not only did we get to have fun painting, but we also got to hang out with our friends. This was a great opportunity to practise my painting skills but also to meet many new people who shared the same interests as me."





## VISUAL ARTS Cont.

*If you would like to join us for our other workshops, make sure to keep an eye out for the Art Society posts on compass newsfeed or outlook. Everyone is welcome, and we hope to see you there!"*

Senuli | Year 7



### Classroom focus: Year 9 media

#### Year 9 Media Students embrace media equipment

Year 9 media students are making impressive strides in their understanding and learning through the innovative use of cameras and video cameras. These budding filmmakers and visual storytellers have embraced the power of these tools to explore technology and its impact on media production. By getting hands-on experience with capturing images and footage, they are not only enhancing their technical skills but also gaining a deeper appreciation for the intricate interplay between technology and media.

Equipped with cameras and video cameras, our Year 9 media students are delving into the world of media production, investigating the art of composition, lighting, and storytelling techniques. By experimenting with different camera angles, adjusting settings, and editing footage, these enthusiastic students are unlocking their potential to communicate and express themselves through the lens of technology.

As our media students' progress, they are not just acquiring technical expertise but also developing critical thinking skills. They are analysing the impact of technology on media consumption and production, exploring concepts such as digital storytelling and the ethics surrounding media representation. By actively engaging with cameras and video cameras, our students are gaining a holistic understanding of technology's influence in the media landscape, empowering them to become discerning media consumers and skilled content creators.

Nicole Houlihan | Media teacher



Ramona Tilley | Director of Visual Arts





## Winter Salon

An exhibition of Year 7 to 10 student works  
from Term 2 2023

Featured artwork by Saanvi Prem Kumar from Year 7 Imagined Environments

## Open for viewing on Winter Concert nights

Monday 31 July and Wednesday 2 August  
3:30–5:30 and during interval

The Little Gallery & L02 lower level, DeZign



Empathy ~ Belonging ~ Connections





Jane Gibson  
Director of Humanities

## *Learning To Do*

### **Reflection on Semester 1 and Commencing Semester 2 with Intention and Purpose**

Humanities staff and students concluded Term 2 with multiple incursions and excursions to conclude units of study and make meaningful connections to the world beyond the classroom. Looking ahead to Term 3, we are excited to celebrate Humanities Week in July, complete Unit 3 class content in Term 3 and continue to inspire and engage our young people everyday and in every class.

### **Year 9 Consumer's Market Day**

One of the highlights for middle school students during each semester, is the 'Market Day' trading activity conducted by Year 9 'Consumer of the 21st Century' students to wrap up Semester One. For this activity, students applied their newfound understanding of globalisation and trade over the preceding two weeks to create goods and services using limited resources and simulated money, depending on the 'country' they were representing, and to trade with other 'countries' for resources they did not yet have. This culminated in the final 'Market Day' on Wednesday 21st June, where the students set up stalls to sell their wares to shrewd, bargain-hunting staff and students performing randomly selected roles such as 'art dealer', 'defence contractor' and 'restaurant chain owner'. Not only does this activity encourage our students to understand the fundamentals of negotiation and trade that will be invaluable in the real world, but it also provides a fun, engaging and safe atmosphere for students to collaborate towards a common goal, with prizes going to the 'delegates' from the 'country' with the highest profit (in this case, the UK delegation led by Cayden Jayamaha, and ably assisted by Sean Kelly, Alexander Siemers and Jim Wei Kong). With this latest iteration being the most successful yet, we are confident that 'Market Day' will continue to be one of the jewels in the crown of Middle-School Humanities.

Stuart Brown | Year 9 Consumer teacher



## HUMANITIES Cont.

## Commemorating the Holocaust and interviewing a Holocaust Survivor in Year 9 History

During the last week of term, our Year 9 History students had the opportunity to attend the Melbourne Holocaust Centre to conclude their studies of History. This experience allowed them to examine artefacts through a historical lens and interview a survivor. Below are some reflections from our students.

What was the most memorable moment/activity on our excursion?

*Meeting Paul Grinwald, a Holocaust survivor, and listening to his accounts of personal experiences during the War.*

Looking at the bracelet with the number was the most memorable because we learnt about how dehumanising it was to make someone's name a number. The artefacts we got to see and sorting them by key terminology which helped us learn more about the Holocaust.

What was the overall message from your survivor's testimony?

*The message was that you should never treat someone with hatred.*

*Respect each other and treat everyone equally because we are all one race.*

*Mutual respect for everyone - do not base your judgement people's appearances, but on their character instead.*

*To always have hope and keep persisting - never give up.*



Jane Gibson | Director of Humanities

## Spotlight on Year 7 Humanities

In Year 7 Humanities, students have now completed their studies of History and are now moving on to a semester of Geography. In the final week's of term students had opportunities to examine different ancient civilisations such as Egypt and China, and make comparisons between those civilisations and our own. During this time, the year 7's completed many fun and engaging such as an activity on Mummification where students were wrapped in toilet paper to simulate the process of mummification! Students also role-played perspective-taking as the Ancient Egyptians used to give mummified souls a safe journey through the afterlife. Year 7 interesting historical figures last semester including Confucius and on society was. The year 7 team is looking forward to continuing first unit of Geography, Place and Liveability, where we will work place and the complex relationships we have with those places.



Activity 2- We are going to virtually visit the British Museum containing the Rosetta Stone!!!

**Activity:** Can you find one of the following artefacts? If you find it/them, record the name of the artefact. Move around the museum using your mouse, tap and drag yourself around. Double click to zoom in.

Time to enter the museum: [https://artsandculture.google.com/streetview/british-museum/AwFp68IO4NEckQ?sv\\_lng=0.1274712589983835&sv\\_lat=51.51918711709975&sv\\_h=235.4115443231612&sv\\_w=11.845452814882776&sv\\_poi=03uM-NCpTofA1fushbPW&sv\\_z=1](https://artsandculture.google.com/streetview/british-museum/AwFp68IO4NEckQ?sv_lng=0.1274712589983835&sv_lat=51.51918711709975&sv_h=235.4115443231612&sv_w=11.845452814882776&sv_poi=03uM-NCpTofA1fushbPW&sv_z=1)

You have  
15minutes. Go



Type the name of the artefact above in this box:



Type the name of the artefact above in this box:



Type the name of the artefact above in this



Type the name of the artefact above in this box:

## Viewpoints on the Illegal Possession of Cultural Artefacts by the British Museum

A. I think it's a good idea to have a massive museum showcasing all the amazing things about humans and history, but they should be gifted to the museum by various countries, not stolen.

B. Those artefacts belong in the British Museum, an institution that has been safeguarding the world's cultural heritage for centuries. Trying to break up the collections of the world's great museums is appalling.

C. I love how it's named the 'British Museum', but half of the items inside aren't even British.

These artefact pieces are fragments of their creator's imagination, developed through their unique experiences of their surroundings and cultural influences. They must be in their homeland to be fully appreciated. Having them for display in a foreign environment does not provide the same value as it would in their natural home.

... The British Museum is full of artefacts that, without its precise and costly storage and immaculate care and preservation, would have likely been lost to the world by now, looted, destroyed or hidden. By accident or design, without this museum, much of history wouldn't be with us.

**E** imagine robbing someone's house and displaying their stolen items in your house.

Luke Wilcockson | Year 7 Humanities Teacher





**Amy Wood**

Director of English and  
Literacy

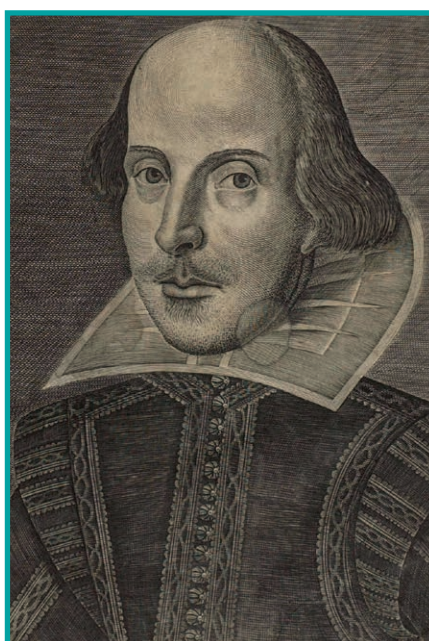
## *Learning To Do*

Our English students have enthusiastically begun Term Three. Our Year 7s will be working on a film study of *Storm Boy*, complemented by snippets from the text *Crow Country*. Our Year 8s are working on some students' favourite text of their high school experience: *The Outsiders*. Our Year 9s are continuing with their work on the Shakespearean classic, *Romeo and Juliet* before moving onto their Literature Circles text study.

In the Senior School, our Year 10s have begun studying *Macbeth* and are looking forward to many class discussions after the *Macbeth* performance that they attended yesterday. Our VCE students have begun their Unit 2 and Unit 4 studies. These students are building their skills in preparation for this year's final SACs and then the exams.

We look forward to updating families with photos, student testimonies and write-ups about the exciting experiences that students will encounter this term in their English class!

Amy Wood | Director of English and Literacy





**Rosie Hilder**  
Director of Student  
Leadership/Voice



**Charlie Bantias &  
Margaret Obolenski**  
School Captains

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

**Fearghas Bennett &  
Emma Ho**  
SRC Presidents

## Learning To Do

As Term 3 begins, student leadership across the Balwyn High School community has been so visible, with so many wonderful opportunities for students to engage with. Student leadership positions are highly desirable in our school and wider community, as they support students to develop a wide set of skills including collaboration, organisation and advocacy, and promote student voice through the various opportunities for engagement and connection with the school community. As such, we have high expectations of our student leaders to role model the schools policies and guidelines, and to promote these in their classes and in co-curricular opportunities and to proudly represent Balwyn High School. Throughout Term 3, the student leadership process for 2024 will be launched through Year Level Assemblies and via Compass, and all students are encouraged to apply for a leadership position. I have asked our School Captains to provide some reflections on their leadership so far this year, and reasons as to why student leadership and voice is so powerful at Balwyn High School

*Being a part of Student Leadership since Year 7 has been worthwhile as I reflect what has made up the basis of becoming a Year 12 role model. The value of Student Leadership itself has been enriching, strengthening my character as well as complementing my everyday life as I walk through the school gates into the classrooms. For the future leaders out there, take the opportunity of leadership because empathising with others through new social interactions can give you a whole new positive perspective!*

**Charlie Bantias | Year 12**

*The commencement of Semester 2 has proved to be a necessary time to reflect upon the rewards of leadership that have been felt in all facets of our high school careers. Events such as Carnival Day, House Competitions and Athletics Day have been met with enthusiasm and passion by the school community, harbouring a sense of pride in the leadership team knowing our efforts have created memorable experiences for all involved. Certainly, leadership has had a profound impact on my self-assurance, adaptability, and decision-making abilities, offering opportunities to form connections with peers both within my own cohort and beyond. As we near the leadership application process, I encourage all students to consider applying to make a positive impact on our community!*

**Margaret Obolenski | Year 12**

As part of the NAIDOC Week celebrations, many of our Clubs and Committees engaged with a variety of opportunities to celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Please find reflections below from members of the Environment Committee and Radio Club (BHSFM) who supported these celebrations.

### Environment Committee

On Wednesday, 11 July, the Environment Committee had the privilege of inviting a Koorie Education Support Officer and a member of the Wurundjeri People, Mr. Mark Lumley, who delivered an enlightening discourse on indigenous Australian flora. It was a fascinating experience for everyone and broadened their knowledge of a diverse array of native plants. Notable examples included the Pigface and Lemon Myrtle, both of which students and teachers had the pleasure of experiencing firsthand through their taste and aroma. Furthermore, the Kangaroo Apple was introduced, and we have learned that in its unripened state, possesses contraceptive properties when consumed as a tea.

Moreover, committee members had the opportunity to plant these local native plants within our garden beds located next to The House. We encourage students and teachers to visit whenever the opportunity arises.





## STUDENT LEADERSHIP AND VOICE Cont.

As we embark upon another splendid term, the Environment Committee under the guidance of Dale Lawrence, David Howes, and Kim Cornell, will be continuing to incorporate more native plants around BHS, with plans already in place for the garden patch at C Wing.

**Terry Yu | Year 12 Environment Captain**  
**Bijan Shahverdi | Year 7**



### Radio Club

In term 2, the three of us came together to form The Lunchtime Buzz, our very own radio show as part of the amazing BHSFM! The Lunchtime Buzz is full of songs we all personally love, and we always be sure to talk about the things that people would be interested to listen to, whether it is about school-related topics, our personal experiences or even updates about the ever-changing world around us! From planning our show, to presenting and having that wonderful feeling afterwards, we absolutely love the whole process. We all work well in our roles, Thanishka, as one of announcers and our runsheet organiser, Sachini assisting in announcing and being a vibrant personality to the show and Sahana making sure everything runs smoothly and helping with a unique, carefully curated playlist.





## STUDENT LEADERSHIP AND VOICE Cont.

Our one-of-a-kind experiences and personalities make The Lunchtime Buzz always full of laughter and fun!

Be sure to look forward to our next show on Wednesday, Week 4!

**Sachini Rupasinghe, Sahana Sivanesan, Thanishka Rajmohan | Year 10**

### Clubs and Committees – Semester 2, 2023

We encourage every student at Balwyn High School to be a part of a Club or Committee, and there is such a large range of opportunities on offer for students. There have been some minor changes to the Clubs and Committees schedule for Semester 2, 2023, so please find the updated list below.

- Art Club - Thursday Lunch Time, U04 (Teachers- SPL & MGR)
- Arts Society - Refer to Compass Newsfeed, DeZign (Teacher - RTI)
- Be YOU Action Group - Monday lunchtime weeks 4, 7, 10, House H02 (Teacher - SGD)
- Book Club - Twice a Term, Refer to Compass Newsfeed, C02 (Teacher - KNO)
- Chess Club - Tuesday and Wednesday Lunchtime, E26/27 (Teacher - DDB)
- Chinese Chess Club - Tuesday Lunchtime, E13 (Teacher - WYU)
- Chinese Language and Culture Club - Wednesday Lunchtime, E16 (Teacher - GZH)
- Computer Club - Monday Lunchtime, E21 (Teacher - DPH)
- Debating - Thursday Lunchtime, BL07
- Dungeons & Dragons - Wednesday Lunchtime, BU02 (Student Led)
- Environment Committee - Thursday Lunchtime, X01/Veggie Patch (DLA & DHO)
- Fitness Club (Yr 9 to 12) - Monday to Friday Lunch (parent permission required), Fitness Centre (Teacher - AGF)
- French Club - Monday Lunchtime, C03 (Teacher - SRI)
- Homework Club - Wednesday After School, Library
- Interact - Tuesday Lunchtime, E01 (Teacher - AST)
- Library Committee - Thursday Lunchtime Fortnightly, Library (Teacher - KNO)
- Mahjong Club - Tuesday Lunchtime, E27&E24 (Teacher - LTS)
- Model UN Club - Thursday Lunchtime Fortnightly, E16 (Teacher - KCO)
- Peer Mentoring - Allocated times during the week, L01-2 (Teacher - YZH)
- Public Speaking - Refer to Compass Newsfeed, BL02 (Teachers - SBR & EWH)
- Radio Club - Mon, Tues, Wed Lunchtimes, DeZign (Teacher - OMO)
- Running Club - Tuesday & Thursday 7.30am, Stadium & Sports Field (Teacher - DCA)
- Science Competitions/Science Talent Search - Refer to Compass Newsfeed (Teacher - KBA)
- SHAPE - Tuesday Lunchtime, Fitness Centre (Teachers - PGE & PMI)
- Social Justice Committee - Refer to Compass Newsfeed, C03 (Teachers - SGO & EFA)
- Sound & Light Crew - Tuesday Recess, Theatre (Teachers - MCU)
- Skittles (LGBTQIA+) - Thursday Lunchtime (refer to compass), House H02 (Teacher - DCA)
- SRC (Elected Reps only) - Tuesday Lunchtime, X01 (Teacher - KJO)
- STEAM Club - Tuesday Lunchtime Fortnightly, D08 (Teachers - DPA & GST)
- Skyraiders Cheerleading - Monday before School & Thursday after School, Show Court (Teacher - PMA)
- The Zine - Refer to Compass Newsfeed, DeZign (Teachers - JJN & RTI)
- United Christian Group - Thursday Lunchtime Fortnightly (Teacher - JLM)
- VCE EAL Support - Wednesday Lunchtime, BL07 (Teacher TLI)

**Rosie Hilder | Director of Student Leadership and Voice**



Tammy Li  
Head of Chinese



Melinda Facey  
Head of French

## Learning To Do

Balwyn High School was thrilled to welcome Colombe Chaleat on exchange from France. She arrived at the start of June and spent six weeks with Asha White as part of a reciprocal arrangement. Colombe has kindly shared her experience with us, and we wish her well for her return home.

*Hello BHS community!*

*My name is Colombe, and I come from France.*

*I came to Australia to discover this big country, to discover a new culture and a new environment but also to learn and improve my English.*

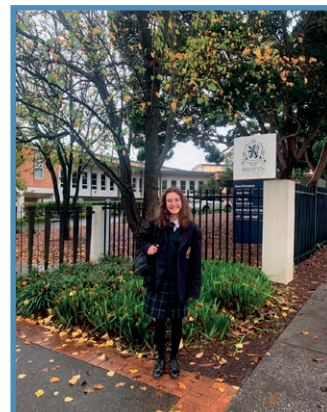
*So, I am doing an exchange with another student in Year 10: Asha White. She came to France in December and now it's my turn. I am in Australia for 6 weeks.*

*The first few weeks I couldn't be with Asha at school because she had some exams and work experience, so I accompanied another student in Year 9 whose name is Evangeline Korte, she helped me to discover this new school with different habits and she also introduced me to all her friends. Balwyn High School is very different to my school in France. An example of this is our timetables. The start time and the finishing time in my school are different every day of the week. I can begin at 8 am or 9 am and I can finish at 4pm or 5 pm and sometimes I can finish at 6 pm. We have also different breaks: in the morning we have a 20-minute break, we have an hour or two-hour break for lunch, and we have another one in the afternoon. Another difference is that we don't have lockers, we just carry our bag that we leave next to our chair in class, and we don't need to carry it more because we don't change class for the different subjects. We don't have laptops, so, to take notes, we take them in our notebook and if we have some exercises to do we have a book with a lot of exercises that we bring for the lessons.*

*Another big difference is that we don't have any uniform (I think I prefer to wear casual clothes than uniform because it's more comfortable, however it's nice not having to think about what to wear each morning). The teaching techniques are also different, such as, all the tables are line by line and not in groups and the teacher speaks and we must take notes, so we work alone, which is very different to Australia where we work more in groups.*

*I was so happy to discover a very new school! I could also try different activities like Choir, band, or drama club, it was so fun!*

*Thank you very much for showing me all these new things and helping me to discover them.*



Melinda Facey | Head of French



**Erin Shale**  
VCE Careers Advisor



**Melissa Co**  
Years 7-10 Careers  
Advisor

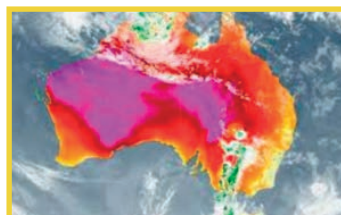


**Margaret Uren**  
Headstart Co-ordinator

## Learning To Do

### Are Australian Degrees and Universities recognised overseas?

Australian degrees and universities are highly recognised internationally and students can generally work anywhere worldwide.



### Do Australian Universities all have international placements available as part of their courses?

Most degrees at universities Australia-wide allow students to complete some of their studies in an overseas university. Most have a list of partner institutions around the world. Students generally complete an overseas placement in the second or third year of their studies in an Australian university. The unit of overseas study must, of course, be recognised as a unit the students can gain credit for as part of their Australian degree.

Students can sometimes gain a partial scholarship to help with the cost of the overseas study. It is a great idea for students to discuss this when they start studies at an Australian University so that they are aware of partnership arrangements and associated costs. Often this information is available on university websites. In addition to units of study that can gain students a credit towards their degree, there are very enriching study tours that can be completed in holiday periods.

Here are a few links where students can find information:

<https://www.monash.edu/study-abroad/outbound/exchange/exchange-partners>

<https://students.unimelb.edu.au/your-course/study-overseas>

<https://www.deakin.edu.au/study/ways-to-study/overseas-study>

### What are the benefits of study abroad?

Students who complete a unit of study overseas gain far more than credit towards their Australian degree. They will graduate with an unforgettable experience to discuss at interviews for graduate employment. Above all, however, they gain increased self-confidence, independence and maturity. They develop a global perspective as well as tasting a new culture and making friends and invaluable contacts for the future. Students who are hesitant about studying overseas due to the ongoing covid situation may like to consider completing a unit of study at an interstate university in Australia. Most universities are more than happy to discuss possibilities with their students and help them organise the experience.

### Finally...

Some students do not want to study overseas or interstate as they are reluctant to give up any of the subjects that are already part of their Australian degree. These students may like to consider completing some voluntary work in the long holiday periods during their studies at an Australian university. Sometimes there are university programs focused on organising voluntary work for their students or students can look at outside organisations who provide opportunities. Employers look very favourably upon graduates who have completed voluntary work in their own country or internationally. Once again, students gain priceless interpersonal skills as well as life and employment skills that will help them stand out at graduate interviews.

Erin Shale | VCE Careers Counsellor





Katrina Dawson  
Head of Library



Kelly Nolan  
Teacher Librarian

## Celebrating NAIDOC Week

The library has been celebrating NAIDOC Week with displays of resources in the cabinet featuring non-fiction and fiction books. The collection has many recent additions by First Nations' authors, including poetry and true stories. There is an indigenous reading list in the Library Catalogue. A printed copy of the Koori Mail is available to read at the circulation desk.

The world map has been displaying recent articles to make students think about indigenous issues in Australia, including the range of political viewpoints on the upcoming referendum on The Voice to Parliament. This sparks much discussion amongst students, especially as they decipher the cartoons printed in The Age.



## BookTok

TikTok has a 24-hour book club called BookTok. Many young readers are sharing recommendations through this app and being inspired to read from the suggestions they are given to match their interests, thanks to the algorithm in place that many claim is very accurate. In 2023, the BookTok hashtag has more than 107.4 billion views globally, compared to less than one thousand four years ago. It is changing fast as trends are recognised and passed onto readers without them having visit a library or bookstore. BHS library is implementing the trend with displays to further encourage reading to be a regular activity for young people. As always, library staff evaluate recommended reading for suitability before purchasing or promoting. Look out for our #BookTok signage!

One photo

Look out for ....

- Humanities Week fiction reading suggestions – books set in significant places. Posters are now on display outside the library.
- The FIFA Womens' World Cup Soccer Tournament display on the world map. It started this week and will be on display for four weeks, until the tournament finishes. Good Luck to the Matildas!



Katrina Dawson | Head of Library

Kelly Nolan | Teacher Librarian

## GENERAL NEWS



**Jeff Lampard**  
School Chaplain

### Chaplaincy Second-Hand Uniform Shop News

Uniform shop fast facts;

- We are open every Thursday (during school terms)
- Our opening times are 3.00 – 5.00pm
- We are located in the canteen building (look for our signs)
- We have hundreds of quality items for sale and new stock arrives weekly
- We can sell your uniform for you and you receive up to 70% of the sale price
- Look out for updates on Compass such as extended trading hours
- We accept cash, cheques and through Square we accept credit cards, EFTPOS and ApplePay (2.0% surcharge on Square transactions)
- We have change rooms available for checking sizes
- We are staffed by helpful volunteers. Consider joining our team. See below.

Full details of our shop and how to sell 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](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.

### Hot topics

- It's not too early to start checking your summer uniforms. Bring in items you can no longer use and wish to sell.
- We require volunteers at various times throughout the school year. During Term 4 we will require volunteers on Monday, Tuesday and Thursday afternoons. If you would be able to help we would love to hear from you. Contact Andrea on 0408 178 341 or at [secondhanduniforms@balwynhs.vic.edu.au](mailto:secondhanduniforms@balwynhs.vic.edu.au)

Help us recycle and support Chaplaincy at Balwyn High School



## BOB STEWART

*Our family serving you since 1925*

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Kew VIC 3101

#### Contact Details

Phone: 03 9853 8429

Email: [online@bobstewart.com.au](mailto:online@bobstewart.com.au)



### TRADING HOURS

MONDAY	8am - 6pm
TUESDAY	8am - 6pm
WEDNESDAY	8am - 6pm
THURSDAY	8am - 6pm
FRIDAY	8am - 6pm
SATURDAY	8am - 5pm

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

[www.bobstewart.com.au](http://www.bobstewart.com.au)