

ISSUE 11 | 3 AUGUST



Charlie Baniias  
Margaret Obolenski  
School Captains



*Learning To Do*



Deborah Harman Principal

## PRINCIPAL'S PERSPECTIVE

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### A Special Visitor to Balwyn High School – Jenny Atta, Department of Education Secretary

Following a recent meeting at the Victorian Global Learning Awards and an invitation to visit Balwyn High School, Department of Education Secretary, Jenny Atta, spent some time with me, NEV Regional Director, Karen Money and our School Captains, Charlie and Margaret, last week.

This was the first time we have hosted a Secretary of the Department and we were extremely keen to provide her with an insight to our fantastic programs, facilities, priorities and future planning as well as our key challenges.

As we wandered the campus and interacted with staff and students, I was extremely proud to discuss our students' many recent achievements, our revered staff culture, staff and student leadership programs, commitment to excellence, learning and wellbeing priorities and our contributions and ongoing commitment to state education.

Charlie and Margaret were magnificent ambassadors for our school community and spoke so confidently about the student experience. Needless to say Jenny drove away thoroughly impressed and far more knowledgeable about the success of our school.

I look forward to seeing both Jenny and Karen again at Presentation Night on 5 December when they will be among our VIP guests for the spectacular evening of BHS celebrations.



**Celebrating our students' 2022 successes continues**

## Premier's VCE Awards

Last week I attended the 2022 Premier's VCE Awards ceremony at the Melbourne Exhibition and Convention Centre along with Julien Escurat, Susan Qu and Melissa Co. I am extremely proud to announce to our school community that five of our students have Premier's Awards for their studies last year.

### ACKNOWLEDGEMENT OF COUNTRY

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



## PRINCIPAL'S PERSPECTIVE Cont.

Congratulations to the following students who thoroughly deserve this recognition:

- Nathan Lee – All-Round VCE Top Achiever. Nathan was a SRC Executive member and 2022 Dux with a phenomenal ATAR of 99.95. To be awarded one of these 24 Top Achiever Awards, Nathan had to finish his VCE studies with at least five study scores of 46 or higher
- Violet Liu and Hendrick Lin – Top International Students. Only three students are recognised in this category. Violet was one of our 2022 International Captains, and Hendrick one of our Wellbeing Captains
- Douglas Joshi – Physics (Melissa Co). Douglas who is one of this year's Music Captains achieved this award as a Year 11 student and is only one of four students recognised in this subject
- Yvette Thompson – Indonesian as a second Language (VSL). Yvette who is one of our SRC Executive this year achieved this award as a Year 11 student. Three students were recognised in this study.

I wish to acknowledge the Leadership and Senior School Teams, all teaching and administrative staff, and Balwyn High School families who have supported these students over their time at Balwyn High School and in particular, their class peers who contributed to the 'culture of excellence' that we are so very proud of as a school community.

Nathan, Violet, Hendrick, Douglas and Yvette will be invited back to formally celebrate their success at Presentation Night on Tuesday 5 December at Hamer Hall, along with our four Global Learning Awards' recipients whom we recognised last term – Hendrick, Violet, Eddie Mao (Class of 2022), and Alvin Luo (Class of 2023).



### Thank you Tegan Knuckey – Acting Principal

It was wonderful to be able to enjoy an extended holiday break recently and be assured that Tegan Knuckey would lead the school brilliantly over the two weeks. I thank Tegan for her leadership and for her support of our students and staff over a very busy commencement to Term 3.

### Our next Alumni Spotlight – Emma Roney – Epidemiologist

I am thrilled to have been in contact with Emma recently through LinkedIn. It is proving a wonderful vehicle for me to re/connect with Balwyn High School alumni and her story is indeed inspiring and particularly contextual following the outbreak of the COVID-19 epidemic in 2020. Please enjoy!

Deborah Harman | Principal



## ASSISTANT PRINCIPAL'S REPORT

### *Learning To Do*



**Andrew Corr**  
Assistant Principal



**Tegan Knuckey**  
Assistant Principal



**Julien Escurat**  
Assistant Principal



**Hamish Anderson**  
Assistant Principal

#### **Parent Student Teacher Conferences - Wednesday 16 August**

We look forward to our Term 3 Parent Student Teacher Conferences taking place on Wednesday 16 August from 9.30am – 5.30pm. This term our conferences will be taking place remotely via WebEx with bookings open to parents and carers via their Compass Portal from 3.30pm on Friday 4 August. We want to support all parents and carers access Conferences in their preferred mode by conducting Semester 1 Conferences on site and Semester 2 Conferences remotely. Further information about how to access WebEx conferences will be available to parents and carers via Compass Newsfeed.

#### **Supporting parents/carers to understand Seven to Ten Assessment and Reporting (STAR)**

Over the coming editions of the Lion, we are going to include some responses to parent feedback regarding the assessment and reporting system we use in Years 7 – 10, known in the staff cohort as STAR.

#### ***It would be great to know how many assessments there are.***

The culture of STAR is that everything students make, say, do and write is an opportunity to show their teachers and themselves what they know and can do. It is not supporting of learning transfer if students only work hard in the lead up to one high stakes assessment every six or seven weeks. Therefore, students have multiple opportunities to demonstrate their learning, either through their classwork or through learning checks.

As students move closer to VCE, they will have more frequent timed assessments. However the VCE is not only based on timed assessments these days but rather on some longer projects (run over six or seven lessons) so it is important that students are exposed to a variety of different types of assessments.

#### **Uniform/Mobile Phones – A School Community Responsibility**

Balwyn High School is an excellent school and all students and carers should be proud to be a member of the Balwyn High School community. Being a member of our school community does entail having rights and responsibilities and these cover more than just the academic area. A wider responsibility for students is to wear the school's uniform proudly. Learning to Do involves students having 'uniform uniform'.

Parents and carers have a responsibility to ensure their child maintains the culture of wearing the Balwyn High School uniform correctly and proudly every day. Learning to Do also involves the students' responsibility of following the Department of Education's 'no mobile phone policy' which is designed to provide a safe and secure environment for all students. The policy also aims to build a learning community where students are not disengaged from their learning or their social responsibilities at school as a result of using devices such as mobile phones and the like. Smart watches are covered by this policy as well.

#### **School Policies**

A range of Balwyn High School policies can be found on the school's website under the Our Community tab.

#### **Year 9-10 Subject Interviews**

Students in Year 9 have undertaken a range of activities to support them to make informed decisions about their subject choices.

Opportunities have included:

- Year 9 Assembly Presentations (since Term 1)
- Morrisby survey and interviews
- Tutorial lesson activities, including navigating the Subject Handbooks

In Week 5, all Year 9 students will participate in Subject Interviews, where they will reflect on their learning achievements in Middle School and pathway to Senior School with a member of the Principal or Leadership Team. Students will reflect on their subject choices considering their Semester Report, engagement in class, Morrisby interviews and pathways to VCE or the Vocational Major. The interviews are always a great opportunity for conversation about learning through the lens of the Year 9 theme, My Middle School Experience – Past, Present, Future.

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

## ALUMNI SPOTLIGHT

### *Learning To Do*



**Emma Roney**  
BHS Alumni 2008-2013

**Emma Roney**  
**Class of 2013**  
**Infectious Diseases Epidemiologist**

Emma graduated from Balwyn High not really knowing where her career would lead. Emma loved so many aspects of school – music, leadership, STEM subjects, languages, humanities subjects – that the classic advice of “follow your passions” felt difficult to put into practice.

Emma ended up studying a Bachelor of Arts at the University of Melbourne, majoring in French and Anthropology. Along the way, she discovered public health and realised that its interdisciplinary approach brought together lots of her interests. This cemented Emma’s path.

Directly after her undergraduate degree, Emma enrolled in a Master of Public Health, specialising in Global Health and Epidemiology & Biostatistics. She loved the course and took opportunities to do internships and research, including a position at the World Health Organisation headquarters in Geneva.

Emma’s first job after her studies was based in southeast Madagascar, working for a small NGO called SEED Madagascar. She led the data collection, analysis, and reporting for a national sexual and reproductive health and rights program implemented in high schools across country.

Less than a year after graduating with a degree in epidemiology, much of the world went into lockdown as the ‘novel coronavirus’ pandemic was declared. Emma managed to land herself a job in the COVID-19 response in the Victorian Department of Health, working as an epidemiologist in the outbreaks team. It was an incredible experience to work alongside some of the best epidemiologists in Australia in such an intense, high-pressure environment. The Team would start at 5am to prepare the daily case numbers that would be released before 8am, and then would spend the rest of the day working with the contact tracing teams to analyse disease trends to help stop the spread of outbreaks.

As Victoria reached ‘COVID zero’, Emma switched over to the vaccination program, working in vaccine safety epidemiology to track any signals of adverse events following immunisation. The epidemiology data was ultimately used to inform policy decision making for the roll out of Australia’s COVID-19 vaccination program.

After two years of working in the COVID-19 response, Emma was ready to apply all she had learnt to a new setting. Emma applied to Médecins Sans Frontiers (Doctors without Borders) and was matched to an Epidemiology Activity Manager role in Chad, central Africa. After a whirlwind of inductions and security briefings, she arrived in N’Djamena, working with the local Ministry of Health to track infectious disease outbreaks.





## ALUMNI SPOTLIGHT Cont.

One of the first tasks Emma was given in her role as an epidemiologist in Chad was to read an anthropological report, written in French. It was such an “ah ha” moment that tied together her studies in French, anthropology, and epidemiology! Up until that point, she had lots of well-meaning family and friends ask her how on earth these seemingly unrelated fields would be useful. Granted, she probably didn’t need a whole degree in anthropology to have read the report, but it was nevertheless a cool moment for her to see things fitting together.

Emma is now based in England, working as an epidemiologist for the Coalition for Epidemic Preparedness Innovations (CEPI). She is working on pandemic preparedness to achieve the 100 day mission: delivering a new vaccine within 100 days of identification of a new Disease X.

*Balwyn High gave me the freedom to explore a wide variety of interests that ultimately lead me to a career that I love and am about passionate about. My high school experience fostered independent learning and critical thinking, which has set me up for success. The confidence I gained from the fantastic extracurricular activities has allowed me to pursue some incredible career opportunities around the world. I have very fond memories of my 6 years at Balwyn High and am excited to see where such a strong foundation will lead me to next.*





**Justin Hong**  
Director of Senior School



**Amee Duncan**  
Assistant Director of Senior School

### Learning To Do

As we approach the mid-way point of Term 3, there have been a number of major Senior School events and student achievements that connect with this term's Pillar of Learning – Learning to Do. We have seen students speaking incredibly proudly at general assemblies, Senior School sporting teams experience success at regional sporting events, whole cohorts engage in wellbeing and respectful relationships workshops, interact with career professionals and university staff, and Year 11 students winning at the Volleyball Victoria Schools Cup.

As students continue to learn and grow academically, these other opportunities also develop the skills and capacities of our students to become young adults ready to succeed in future years.

With many more events on the horizon this term, the upcoming PST conferences will offer a wonderful opportunity for families to check in with the learning of students to reflect on and set new goals for the remainder of this year.

#### Year 11 Formal

The much-anticipated Year 11 Formal was held on the evening of Friday July 28. After weeks of preparation, the students of the Year 11 cohort dressed in their 'Old Hollywood' theme excitedly arrived at what was an extraordinary night for all. The Senior School and Principal Team were overwhelmed with pride as the event staff continued to complement the exceptional behaviour by all students. The evening provided a welcome opportunity to reflect on the successes of the year and to celebrate a magnificent cohort.

Special thanks must go to the wonderful Year 11 formal committee who did an incredible job together with Chloe Erskine and Chris Triantafilopoulos in ensuring a hugely successful night was had – Elisa Isik, Alicia Duong, Eason Gu, Arianna Engku Ahmad Khaireiz, Seraphina Tass, Jana Du Toit, Ranisha Devadason, Gabrielle Lim and Arrpeta Anwani.

*In a dazzling display of glamour and glitz, this year's Year 11 formal brought the stars to our school! The 'Old Hollywood' theme did not disappoint as attendees pulled out all the stops. After years of seeing each other in school uniforms, jaws dropped at the sight of the transformed students in their formal finery.*

*Familiar faces became unrecognizable A-list celebrities, proving that a little effort can go a long way. But the real showstopper? The once-reserved students unleashing their inner dance demons, busting out moves that would make Beyoncé proud.*

*However, the night reached its peak with the Zorba takeover. Flailing arms and wild footwork left everyone laughing and cheering. It was a night of unforgettable moments, where Hollywood met our school in a celebration we won't soon forget.*

*Many thanks to Mr T and Ms Erskine, our Year 11 SLWMS, for the incredible support they gave the Formal Committee to help this night come together.*



**Ranisha Devadason | Year 11 Formal Committee**





## SENIOR SCHOOL REPORT Cont.



### Careers Expo

On Thursday 20 July, Year 10 students participated in the Careers Expo. The Expo and Year 10 Parent Information Night that followed, provided an opportunity for students and parents to link VCE subject selections with prerequisite studies, tertiary studies and career paths. Representatives from Australian Catholic University, Deakin University, La Trobe University, University of Melbourne, Monash University, Swinburne University, RMIT, Box Hill TAFE, the Australian Institute of Music, Carlton College of Sport, Headspace and Collarts set up in the A.M. Rogers Hall to provide students with as much information as possible to support their important pathway decisions. The Year 11 and 12 Students also took advantage of this opportunity by attending the Careers Expo after school.

Many thanks must go to Erin Shale, Melissa Co and the Year 10 SLWMs for their work in arranging this wonderful opportunity, and to the many parents who attended the Year 10 Information Evening that followed. The information Evening presentation slides are available on Compass Newsfeed.



## SENIOR SCHOOL REPORT Cont.

### Year 11 Careers Day

A highlight of the Subject Selection process for Year 11 students each year is Careers Day. During Period 1 and 2, students are fortunate to hear and learn from a range of professionals who have careers in a variety of fields including: Journalism, Engineering, Architecture, Construction Project Management, Osteopathy, IT, Psychology, Art and Design, Gaming Design, Law, E-Commerce, Finance, Nursing and Primary Education. In the second half of the day students engaged with a range of resources to research tertiary pathways, future careers and Year 12 Subjects, and to complete their Career Action Plan. We hope that students were inspired by the professionals, and the opportunity to reflect and set goals to guide their pathways for Year 12 and beyond.

*On Careers Day, we were privileged to have many enthusiastic presenters who work in various fields come in and talk to us about their experiences. We were able to attend four workshops each, and each one provided us with useful information about potential career paths, daily life and responsibilities, salary, prerequisites, and more. While not all of us got to go to all four of our preferred workshops, all of them still gave us valuable insights into what we would like to do when we leave school. For example, I attended the Art & Design session, and while I now know that design is not a career path I would like to go down, listening to the presenter still helped me gain a more clear-cut view of my own interests. On behalf of the Year 11 cohort, I want to say a huge thank you to the presenters who came in and our teachers who organised what was an incredibly useful day for contemplating and navigating our futures.*

Max Leonidis | Year 11

### 2024 Subject Selection Program

The Senior School Subject Handbook is available on Compass for parents and students to access when making subject selections for 2024. All students who will be in Senior School next year should now consult this handbook with their parents before they finalise their subject preferences in August. The handbook provides an outline of the Subject Selection process and information on all Year 10 and VCE subjects offered at Balwyn High School in 2024.

### Graduation Night 2023

This year, the Year 12 Graduation Night will take place on Thursday 12 October at Marvel Stadium. Graduation Night is the opportunity for the Balwyn High School class of 2023, with their parents, to gather and celebrate the achievements of the last six years and their completion of secondary education.

Tickets for Graduation Night will be available via Compass from Monday 14 August to Sunday 3 September. Tickets to Graduation Night includes a two-course meal, soft drinks package and a graduation booklet for students. Payment plans are available when purchasing tickets.

### VTAC Applications

With the VTAC applications having opened recently on 31 July, all Year 12 students should at least register and pay the fee by 18 August to ensure there is time for Erin Shale to troubleshoot and support students before the 15 September deadline.

The process includes the creation of a VTAC account and applications for tertiary courses, SEAS and scholarships. In completing their application, students may enter up to eight tertiary courses in order of preference and remain able to change their preference order after the application has been submitted. Once VCE results and ATARs are released on 11 December, students will still be able to change their preferences before tertiary course offers are communicated to them via their VTAC account and emails.

All required information on this process has been emailed directly to students and can be found on the [VTAC](#) website.

### 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.



### Isobelle I Year 10

Has been recognised for generously volunteering her time to rehearse and accompany the Jazz Vocal Ensemble at the General Assemblies. She's always eager to take up piano accompanying opportunities to broaden her musical experience which is fantastic.



### Harry I Year 11

For his amazing Guitar performance at the Year 11 assembly. The Year 11s were engaged and thoroughly enjoyed the performance.



### Thomas I Year 11

For his leadership of the BHS Zine and also for offering to speak to at the Year 8 SEAL Information Night.



### Jessica I Year 11

For offering to speak about her experience in being a SEAL student at the Year 8 SEAL Information Night.



### James I Year 12

For gathering and directing the Year 12 students to create a memorable video for the Year 12 Graduation Night.



### Amy I Year 12

Willingness to perform at the Year 12 Assembly. The Year 12 cohort were engaged throughout the amazing performance.



### Angie I Year 12

For her leadership in running the BHS Zine and also for supporting 9S students interested in undertaking studies at CHES



### Vanessa I Year 12

Generously providing detailed advice to 9S students in regard to their subject selections

### Senior Study Skills Section

This edition's Study Skills was written by Year 11 student, Eddy Guo. Eddy is a member of the Student Representative Council (SRC). Below he reflects on ways in which he has managed the workload of VCE and keeping up with his extra-curricular activities, as well as some tips and tricks he has been taught on how to create good habits.

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

## SENIOR SCHOOL REPORT Cont.

VCE is notorious for cranking the workload up from Year 10. Especially if you didn't undertake a Unit 1 and 2 subject in Year 10 you wouldn't really know what lay ahead. After waltzing through 4 years at Balwyn, Year 11 has emphasised the importance of getting into good habits and more importantly, getting your life together.

Understandably, unforeseen circumstances happen here and there but I have learnt that it is crucial to stay organised and on top of your work, regardless of if you prefer to note down reminders such as homework on Sticky Notes, Notion, Canva, or Outlook Calendar, it is important that your method works for you. Being reliant on your memory is not the greatest of tools, as when we are under pressure, we tend to forget important things. Set yourself dedicated time to study, and I recommend using the Forest app to avoid getting distracted from social networks, online games and streaming services.

I know I may sound like a broken record, but sleep remains essential to staying healthy. Understandably some people live very far or have before-school commitments, which is why you need to adapt and plan accordingly so you still accumulate at least 8 hours of sleep a day, which is most certainly not achievable on a school night if you do a late-night cramming session before a SAC.

From time to time, you may outgrow and despise an extra-curricular activity you do, and that's OK, we change and grow over time. There is no hard or fast rule as to how many extra-curricular activities you should sustain during your Senior School years, but it is important to keep at least one to sustain a school-life balance and minimise the possibility of burnout, especially if you undertake strenuous tutoring. It doesn't necessarily have to be 'productive', but it should be something that shifts your mind away from your academics, and more importantly, enjoy.

A common struggle with studying is not establishing a starting point. Doing practice SACs or just practice questions may seem like the obvious option, but sometimes you feel the need to do preparatory work first. Group study sessions can be beneficial but only if goals are set and distractions are kept to a minimum. Being able to explain concepts to your friends will also increase your confidence in that subject. However, your friends are not just there to help you when you don't understand a concept in Economics or can't remember a definition in Bus. Man, they are also there for moral support. Having your subject teacher guide your study and clarify concepts can also help. I know in past years students are rather reluctant to ask teachers for help but in VCE, they can be your greatest source of help and can guide you in the right way to feel confident for your next assessment. Seeing your teacher face-to-face is the best option, but just be mindful that your teachers may also be incredibly busy too. It really is as simple as taking that first step to reach out to your teachers which may save you from countless hours of aimlessly looking at your notes.

If there is one thing to take away, there is no one-size-fits-all approach to surviving VCE, it simply comes down to balance and self-care.



Eddy | Year 11

Justin Hong | Director of Senior School  
Amee Duncan | Assistant Director of Senior School



### *Learning To Do*



**Chris Land**  
Director of Middle School



**Sylvie Tang**  
Assistant Director of Middle School

#### **Term 3 – Learning to Do**

Parents and carers in attendance at our Year 7, 8 and 9 Parent Information Nights in Weeks 1 and 2 of Term 3 will have heard about key events and milestones in the Middle School program for 2023. Already this term, students Years 7, 8 and 9 have participated in Wellbeing Days, General Assemblies, Subject Selection assemblies, Morrisby testing and interviews (Year 9), and a range of NAIDOC Week and Humanities Week events.

The coming weeks see Middle School students turn their attention to the Subject Selection process, which commenced with the assemblies and information nights in Weeks 1 and 2. In Week 3, Year 9 students received invitations to select Early Entry VCE subjects and offers for Extension Mathematics and Advanced Science as Year 10 subjects. In Week 4, students in Years 7, 8 and 9 received codes to make their subject selection choices via the WebChoices platform.

In Week 5, Year 9 students will participate in Subject Selection Interviews celebrating My Middle School Experience: Past, Present & Future. The conversations are an exciting opportunity for members of the wider Leadership and Principal Team to reflect on students' growth at Balwyn High School.

Students and families are strongly encouraged to consult the relevant Subject Selection Handbook for 2024 to help guide their choices. Students will be notified of the outcome of the Subject Selection process in Term 4.

<b>Sunday 6 August</b>	Deadline for Year 9 students to submit their Subject Selection choices (prior to being finalised in interviews)
<b>Week 5</b>	Subject Selection Interviews for Year 9 Students
<b>Sunday 13 August</b>	Deadline for Year 7 and 8 students to submit their Subject Selection choices

Alongside the Subject Selection process, Year 9 students will also begin to plan for two significant events in the Year 9 calendar: The Careers Pathway Inquiry excursion and the My Middle School Experience celebration day in Term 4.

The Careers Pathway Inquiry excursion will take place across three days in Week 10 of Term 3: Monday 11, Tuesday 12 and Wednesday 13 September. Students will make their own way into the city before engaging in a series of learning activities designed to support the development of curiosity regarding future career interests and passions. Payments for this excursion will open soon and parents and carers are advised to monitor NewsFeed for further updates and information regarding this excursion.

The My Middle School experience day takes place in Term 4. The event is the symbolic culmination of the My Middle School: Past, Present and Future experience, with all Year 9 students presenting to a small audience of peers, parents and carers. Year 9 students will begin to plan their presentations in Tutorial classes in Term 3, with presentations focusing on key areas of student growth: achievements, milestones, leadership, co-curricular interests, future aspirations.

Term 3's Pillar of Learning 'Learning to Do' encourages us to reflect on all of the ways in which we learn and grow: through acting, reflecting, taking learning risks, persisting, evaluating, being flexible, taking responsibility and setting goals. We encourage parents and carers to keep an eye on NewsFeed for updates and developments regarding the Middle School program for Term 3.

#### **Year 7 Update**

As our Year 7 students have now been a part of the Balwyn High school community after spending an entire semester with us, we shift our focus towards the future as we prepare for Subject Selection for Year 8.

## MIDDLE SCHOOL REPORT Cont.

Over the last few weeks, the Year 7s have learnt all there is to know about each of their subject options for next year and have spent some time asking questions about each of their options. We have been delighted that students are taking this opportunity to pick something that they are truly passionate about or even something new that they're interested in trying.

We asked several of our fantastic Year 7 Students to reflect on the subject selection experience:

*I find the ability to have personal control over next year's electives important to me, because it grants me responsibility over my choices and learning.*

*The Computing elective for 2024 stood out for me. In an ever-changing and developing world, where technology begins to become part of our every-day lives, the computing elective captivated me, as a technological gain in today's world is a big advantage in many aspects.*

*I have been reassured by family over the elective choosing, and this has been important to me, since adults and especially parents are people who know you from a different view. We have discussed many options and shared what we think can be important to my learning as a young teenager making this decision. And in elective choosing, people in my family are the ones who are providing that valuable information and advice, providing the unique point of view, and picking up on things I might not have myself.*

**Charles | Year 7**

*Choosing what electives to enrol in next year is very important to me because it decides what I will be doing every week next year.*

*The subject I am most interested in is Drama because I really like theatre and acting. I found it difficult to find other subjects that fit me but after I read the 2024 school handbook on the subjects, I knew what ones that felt right.*

*My family and I talked about what I was most interested in and what would be the best fit for me.*

**Reuben | Year 7**

*On Friday 14 July all the Year 7s had a general assembly in the David McGrail Theatre where some of our teachers spoke to us about the Year 8 elective program. This was an interesting assembly where I found out the six different subjects that we will be able to choose from next year. These subjects consist of Art, Media, Food Studies, Drama, Music and Computing.*

*I found that being able to choose my own subjects and electives is important as it allows me to personalise my learning. I am also looking forward to meeting new potential friends and people within my year level. I have always enjoyed Art, so both Art and Media were quite appealing to me, but whilst reading through the handbook all the subjects had something that I find would benefit me.*

**Milly | Year 7**

*A subject that I thought sounded interesting was Computing. This is because I really enjoy coding and working with computers. I have always been fascinated with technology and how it all works so I am eager to have it as an elective next year.*

*A discussion I had with my friends was what subjects were they going to select and why, I found it really interesting to hear my friends' opinions on the different subjects. It was interesting to hear about how they hated a subject I really liked. Hearing things like this from my friends really gave me an insight into what their personality was like.*

**Deepikka | Year 7**

**Shannon Blewitt and Mercedes Marsh | Year 8 SLWM's**

### Year 8 Update

This week, we wanted to share the experience of Year 9 student Aura, who has been participating in an engineering program called Girl Power in IT. She hopes that Year 8 students consider applying to be part of the program next year. Here is what Aura had to say:

*Girl Power in Engineering and IT is a fully funded four-year program for high school students in Year 9 to 12, brought by the Faculty of Engineering and IT at the University of Melbourne which promotes gender equality to women who have an interest in STEM (Science, Technology, Engineering and Mathematics) fields.*



## MIDDLE SCHOOL REPORT Cont.

*This program is designed to bring change to the male dominated industries and achieve true gender equality through empowering young women to do what they love.*

*Engineering is a science and technology-based field of study. Depending on the area of specialisation, it entails building, developing, designing and much more. There are numerous specialisations available, including mechanical, chemical, biomedical, civil, electrical, and spatial.*

*During the Girl Power Program, we have been exposed to many different fields of study which we may be able to pursue in the future, as well as inspiring workshops, educational lectures, and collaborative hands-on tasks which gives us the opportunity to experience the wide world of engineering. Through this journey we have met many successful and influential people, such as Professor Andrew Ooi, a staff member in the Department of Mechanical Engineering at Melbourne University and Associate Dean in the Melbourne School of Engineering.*

*We strongly recommend Year 8 girls who may have an interest in STEM subjects to apply for this wonderful journey towards gender equality. We want as many passionate students as possible to have the chance to participate in these events which provide excellent opportunities that will change their lives and set them on the right path with an open mind and the unwavering confidence to do what they wish using their own abilities.*

**Students from the Girl Power Program**

**Phoebe Hutson and Jed Miller | Year 8 SLWM's**

### **Year 9 Update**

Currently Year 9 students are completing their Morrisby Interviews to discuss the results of their tests in Term 2, along with potential future pathways. Below are some student reflections on the experience:

#### **1. Do you know what career you are interested in pursuing after school?**

*I am considering taking a job as a commercial pilot. It is something I have considered for a while.*

#### **2. How has completing the Morrisby testing and interview helped develop your understanding of your future pathways?**

*The Morrisby interview helped me furthermore understand what my strengths and weaknesses are and how I could use my strengths to help me in the future it also helped me know other career opportunities that I could be bright in.*

#### **3. What advice would you give to anyone who is yet to complete their interview?**

*Some advice I would give someone would be don't think too much about it this interview. It is not an exam to see if you fit in for a job description. This is a very useful tool to help you understand where your strengths and weaknesses lie.*

**Faris | Year 9**

#### **4. Do you know what career you are interested in pursuing after school?**

*I've always had my head tilted up towards the stars. I've known that I'd love to work alongside leading scientist to uncover the universe's greatest mysteries. I've also enjoyed art and building things from a very early age and I recently took interest in technical design.*

#### **5. How has completing the Morrisby testing and interview helped develop your understanding of your future pathways?**

*Morrisby has shown me that engineering is a great match to my strengths and interests. Paired with my passion for the cosmos, aerospace engineering is a notable option to consider. I learned a lot about myself and what kind of jobs I could enjoy in the future. I am ready to work hard and reach for the stars!*

#### **6. What advice would you give to anyone who is yet to complete their interview?**

*My advice to students that are yet to complete their interviews is to go in with a curious and open mindset. Explore lots of different careers and don't pigeonhole yourself too early, so that you can make the best decision possible. Look at different professions around your interests and let what fascinates you be your compass instead of other people's expectations or society's standards.*

## MIDDLE SCHOOL REPORT Cont.

*As you start narrowing down areas you are interested in, something that helped me a lot was researching university prerequisites and working backwards from there, so that your subject selection for next year isn't closing any doors you might want to walk through in the future. I hope everyone makes the most out of this unique experience and takes the time to enjoy this point in life where everything is possible!!*

Barbara | Year 9

Brandon Jones and 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 2 and 3 of Term 3 are below:



#### Aston | Year 7

Aston received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Aston supported his peer when they were in a vulnerable situation.



#### Dominic | Year 7

Dominic received Middle School Student of the Week after being nominated by a teacher. Dominic demonstrated generosity and care for his environment. Well done, Dominic!



#### Angelo | Year 8

Angelo received Middle School Student of the Week after being nominated by his teacher. Angelo consistently works hard and contributes to class discussions respectfully. He creates a very positive classroom climate for his peers through his role modelling of positive attitude to learning. Great work, Angelo!



#### Johnny | Year 8

Johnny received Middle School Student of the Week after being nominated by his teacher. Johnny demonstrates exemplary learner behaviours in class. He arrives to each lesson prepared to actively contribute to learning. He also challenges himself and supports others.



#### Ayun | Year 9

Ayun received Middle School Student of the Week after being nominated by his Year 9 SLWMs. Ayun transitioned seamlessly into a new subject at the start of this term. He continues to contribute actively to all learning activities as well as challenging himself and supporting others in class.



#### Rose | Year 9

Rose received Middle School Student of the Week after being nominated by her Year 9 SLWMs. Within her Physical Education lessons, Rose continues to step outside of her comfort zone by role modelling enthusiasm and supporting her peers.

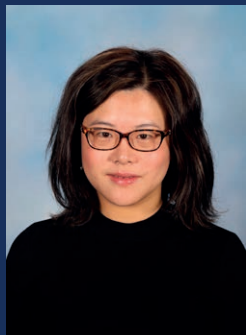


#### Neha | Year 9

Neha received Middle School Student of the Week after being nominated by her teacher. Neha demonstrated leadership and presentation skills both in the BrainSTEM innovation challenge, and at the SEAL Science excursion (Mission to Mars). She also demonstrated outstanding presentation skills at a recent parent information evening, where she presented her own experiences to families.

Chris Land | Director of Middle School

Sylvie Tang | Assistant Director of Middle School



**Susan Qu**  
International Program  
Director



**Jen Jones**  
International Program  
Liaison

## Learning To Do

Balwyn High School welcomed 26 new students to our 20 weeks English Language Course at the beginning of Term 3. 10 students will go to Year 11 and 16 students will go to Year 10 in 2024. In order to help the new students to make the right decision for their course selection for next year in a such short period of time in Australia, our school arranged a series of information sessions, interviews and activities to assist our ELC students in understanding the VCE curriculum, understanding the subjects we offer at Balwyn High School, and identifying their own strengths and areas of interest through the Morrisby tests. We hope with all the generous support from the principal team, staff and our Yr12 international students, all the new students will be able to choose the subjects they are good at and will prepare them well for their dream courses at universities.

**Susan Qu | International Program Director**



*In the past three weeks, all sorts of information poured in from all directions. We have been filling out the Morrisby Career Survey and as feedback, we have received a full range of assessments about our strengths, things to improve, and future direction. Accurate advice followed by professional tutoring sessions has helped me to know myself better and gained a basic blueprint for future development. Being new to the VCE curriculum, I struggled with subject selection and collecting accurate information. Fortunately, our seniors took charge and went over most popular subjects with us during two lunchtimes last week, so that we are able to grasp a general idea. Overall, Balwyn High School has provided students with a full range of support in laying the building blocks for what comes afterward.*

**Alina Cong | Year 9**

*I believe that Morrisby test is truly helpful for everyone. It can help people find out their real interests, hobbies, personality types and fields of expertise, and then provide guidance for the subject selection and future career planning through the analysis of the above data.*

*The reason why that I feel Morrisby test and interview are especially useful to me is that it gives me the advice to work in a medical-related profession which is the career that I had never thought about before. I used to just want to be a teacher. Now it seems that I wanted to be a teacher just because I enjoyed taking care of others. But based on my favourite subject--science, a career in medical field would be a better choice. After getting the test results and analysis, I had a sense of enlightenment. The Morrisby test and interview not only gave me a plan for the prospects, but also made me firm in the direction of subject selection, so that I am no longer confused. The only thing I need to do now is to study hard to achieve the goal of entering a good university to study medicine.*

**Emily Shi | Year 9**

*In the past, parents always made decisions and choices for us since we didn't have enough experiences. But things are different now. Since I started to select the subjects on my own, I had to discover myself and be more independent.*

*It was the first time that I had to face many choices, and each of them may change my life. I was quite confused and worried, as I didn't know which subject was more suitable for me.*

*Fortunately, I am not alone. There are always teachers and Senior students helping us. They shared their suggestions, recommendations and experience. Additionally, Balwyn High School and the Department of Education supported us with the Morrisby test. Through the test, we could easily get to know what subjects we are good at or not. Moreover, it had also primarily made a plan for our further study and career.*



## INTERNATIONAL PROGRAM Cont.

*This experience was crucial as it helped us gain a better understanding of our unique qualities, making the subject selection process not just about academics, but also about personal growth. We even got the opportunity to discover some fields we had never heard of. As a result, our horizons were broadened and abilities were comprehensively developed.*

**Bruce Huang | Year 9**

*In the past three weeks, I have received a lot of help from the school regarding course selection, which has given me a clearer direction for my future. Through the Morrisby test provided by the school, I have gained a better understanding of my strengths. At the same time, I have also learned about more options and the compatibility between different professions and my abilities. This has provided excellent guidance for choosing the course in university.*

*In addition, the communication with teachers has also given me a better understanding of the teaching content and methods in my chosen courses. Many teachers have provided me with valuable advice, allowing me to consider and compare it with my strengths. At the same time, the help from senior students with my course selection has been significant. Their valuable experience and insights have assisted me in better planning my academic path and future development.*

*Thank you to the school, teachers and classmates for their assistance during our course selection process. Through this period of course selection experience, I am confident with my future, and I hope to make better progress in my studies in the next two years.*

**Felix Wang | Year 10**

*As a new international student who will go to Year 11 next year, I recently choose my subjects.*

*During the process, the Morrisby test provided by the school really helped me a lot on my decision-making, though it took me a long time to finish. Unlike other normal tests, it gave me quite a lot of useful suggestions on my future career by providing plenty of data showing my abilities in different aspects, like "Verbal", "Numerical" and "Mechanical", etc.*

*Before making the final decision, I went to communicate with most of my teachers of diverse subjects. Truly speaking, it proved to be the most useful thing. After talking with them, I was clearer about my future. Besides, the information sessions given by senior students were also quite instructive as we could generally know the scaling of each subject.*

*After collecting so much information, I think my decision could definitely be reasonable and suitable.*

**Eason Zhang | Year 10**





**Dani Cantor**  
Director of Senior  
School Wellbeing



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



**Gough**  
House Wellbeing Dog

## Learning To Do

### Wellbeing Team

In recognition of the work that our team does in supporting the wellbeing of staff, students and the broader school community, we will henceforth be known as 'Wellbeing Team'. This change of name is intended to ensure that all members of our school community are aware that we offer support to the whole school community not just students.

### Wellbeing Tree

Following on from last edition of the Lion where Visual Arts introduced the magnificent wellbeing tree, we are thrilled to see leaves blooming. Each day we notice a new leaf with an inspiring message appear. We are very grateful to the Visual Arts Society for their incredible work on this amazing



artefact.

### Year 11 Parents and Carers Catch Up

The second of three Year 11 Parents and Carers Catch up was as successful as the first.

- Helen from the Second Hand Uniform shop presented to the group – an inspiring summary of the work they do!
- Helen also mentioned the 'memory cushions' she has been making – cushions made up of segments of old uniforms/blazers. One parents suggested that students could get involved in a sewing club to produce some of these cushions
- Assistant Principal Julien Escurat spoke about the upcoming Year 11 formal, pathways, respectful relationships, the process for changing/dropping subjects, as well as the role of Erin Shale and careers advice.



Lincoln Kealy | Mental Health Practitioner

### Anxiety: Let's Talk About Perfectionism – Why it happens. What to do.

By Karen Young, published at <https://www.heysigmund.com/>

Perfectionism is a sly little beast. It looks and sounds like something that should be okay, but it never is. The need to be perfect will so often stop people – big ones and little ones – from reaching their potential. They will be more likely to hold back from new things or new experiences unless the outcome is guaranteed – which it never is when it's something brave or growthful.

Perfectionism is a form of 'flight', as in, 'What if it's wrong?' 'What if I've made a mistake?'

Of course, we want them to recognise their potential and go after that, but mistakes will be part of that.

Mistakes are part of learning, not a disruption to it. There's a part of the brain that is only activated when we make a mistake. We'll remember the word we got wrong in the spelling test or the feedback from that thing we did that we cared about.

Perfectionism can be a sly little beast. It can hold kids back from taking safe risks that will grow them.

## STUDENT SERVICES Cont.

They'll be less likely to try new things or hard things unless they know they'll do them well.

Or they might procrastinate (also flight) and leave things until the last minute.

For these kids, mistakes or failure will trigger a felt sense of relational threat. 'What if I'm humiliated?' 'What if my teacher or my parents think less of me?'

To support children through perfectionism we need to build as much relational safety as we can.

Focus on effort over outcome: 'What matters more than the mark is the work you've put into it. There will be more tests and assignments, but what's going to matter isn't the mark you got today, but that you're willing to try/ have a go.' Or, 'Whatever happens, I couldn't be prouder of you. You've worked so hard and that's what matters most.'

Shift the focus from the 'threat' (the mistake) to the 'opportunity' (the learning). 'I can hear how much the mistakes matter to you, but I'm really interested in what you've learned.'

Perfectionists will put more pressure on themselves than we ever can. Any anxiety they feel from us will add to the pile-on.

Don't tell them you can handle imperfection – show them. Share, with strength, your own stories of failure or mess-ups – the little and the big.

Most importantly, don't protect them from mistakes or failure. Our job isn't to protect them from the discomfort of imperfection but to make space for the experiences that will show them that they (and we) can handle their imperfections.

The truth is, it's the vulnerability that comes with imperfection, and our willingness to embrace that, that we tend to love most about each other.

### Respectful Relationships

#### Year 10 Cyberbullying and Mental Health

On Thursday 20th July, the Year 10 cohort attended a wellbeing session exploring cyberbullying and mental health, facilitated by Kids HelpLine. The session defined cyberbullying, explored its impacts on mental health and relationships as well as offering practical advice and strategies for dealing with and responding to cyber bullying as both a participant and a bystander.

The key takeaway message was 'respond, don't react'. The idea behind this mantra embodies the notion of a response as calm, considered and strategic as opposed to a reaction which is unconsidered and likely to further inflame the situation.

If you see or experience cyberbullying remember to screenshot, block and report. For more information or to make a report, visit <https://www.esafety.gov.au/report/what-you-can-report-to-esafety>

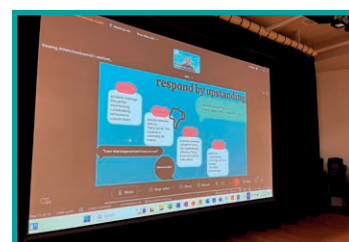
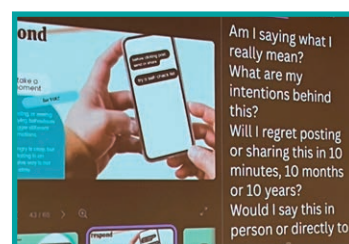
#### Year 11 Respectful Relationships

On Wednesday, 26th July, Year 11 students attended a Respectful Relationships wellbeing session. In this lesson, students explored legal definitions around harassment and assault as well as refining their understanding of consent and recent changes to law surrounding this. To deepen their understanding, students discussed a range of scenarios that young people of their age often experience and shared their understanding of the impacts and consequences of a range of actions. Feedback from the session was overwhelmingly positive from students and staff. Respectful relationships affects every aspect of our day to day lives and is an ongoing conversation.

Thankyou to all staff and students who participated for your positive contributions to the session.

Dani Cantor | Director of Senior School Wellbeing

Sharon Gardner-Drummond | Director of Middle School Wellbeing







**Teaghan Gibson**  
Director of Music



**Melanie White**  
Assistant Director of  
Music



**Emily Caracella**  
Assistant Director of  
Music

## Learning To Do

Continuing the theme of 'Connection' in the Music Department, we find ourselves in the midst of rich opportunities to connect with the community beyond our music classroom and rehearsal rooms. As this edition of The Lion is released, we have concluded a magnificent two evenings of performances at our Winter Concert Series, providing an opportunity to connect with the Parents and Carers within the Balwyn High School community through student performances. We have also concluded the String Orchestra section at Victorian Schools Music Festival where we were able to build connections with the broader community, engaging with and appreciating performances from a wide range of schools from across Victoria where our students continue to represent our school community with pride.

In this edition of The Lion we shine a spotlight on what learning looks like in our Year 8 Music elective, reflect on the achievements of our ensembles at VSMF, gain insight into the significant contributions of our Parents and Friends of Music Committee and continue to discover some wonderful hints and tips for effective practice from two of our Music Captains for 2023.

### Supporting Practice Techniques

In the last edition of The Lion, Music Captains Kushe Fezollari and Eric Qiu shared some of the strategies they regularly use in their practice. Through their strategies, we explored a strategy to address technical challenges on the instrument as well as a strategy for maintaining the joy in music making and experimenting with creating new musical ideas. In this edition, Amy and Douglas share the approaches to practice that they find to be most effective.

#### Strategy 3: Triple A Framework

##### How does the strategy work?

*What works best during my practice sessions is the effective and efficient Triple A framework that I have created, as inspired by my music classroom teacher. The three As are, respectively: audiation, association, and action. These, working together, guide me to make small, gradual improvements. Though seemingly insignificant, such improvements have an impact – success becomes tangible in the end. Audiation is the ability to hear and think about music with a clear understanding; association is mental connections made between ideas to assist memory; action refers to the capacity to set a goal, reflecting and acting with purpose to create meaningful changes.*

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

*By using this framework, you can consolidate your knowledge of musical concepts, extend your thinking, and refine your skills through targeting weaker areas in your playing or singing. Be creative, be ambitious, and be intentional. If you commit to accomplishing something, you can do this! So don't shy away from exploring your musicality; embrace this opportunity and reach your potential.*

**Amy Lin | Music Captain**

#### Strategy 4: Building Technique

##### How does the strategy work?

*When playing an individual bar, I consider various elements of technique. If something sounds not quite right, I identify the notes that need improvement and consider the physical origin of the issue. For example, if I am missing a shift on the fingerboard, I may need to raise my elbow earlier to direct and control the shift. I work to improve the bar to my satisfaction, and then move onto the next. Later, I connect these individual bars into longer phrases, and gradually increase the tempo, developing the cohesion of the work. To ensure my study is not unbalanced towards the start, I will often start from the end of the piece and work backwards bar by bar.*

*Beginner musicians could methodically consider elements such as pitch and rhythmic accuracy, and support these assessments with tools such as a metronome. This strategy is also applicable to ensembles, providing an opportunity to develop a shared interpretation of the work.*

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

*When learning a piece on the cello for the first time, nothing compares to how seemingly individual notes slowly transform into a cohesive whole.*

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## CALENDAR OF EVENTS

**Thursday 3 August**

Encore Choir

**Friday 4 August**

Senior Concert Choir  
Harmonics and Resonance  
Choirs

**Tuesday 8 August**

Vocal Soiree

**Monday 14 August**

Music Scholarship Finals

**Tuesday 15 August**

VSMF - A Train Stage Band

**Thursday 24 August**

VCE Unit 4 Music Soiree

**Monday 28 August**

VSMF - Intermediate  
Concert Band

**Thursday 31 August**

VSMF - Symphonic Band

**Thursday 14 September**

Jazz Night

## MUSIC Cont.

*Consequently, when studying a piece, even if now familiar, I will often mimic this process by breaking it down into individual bars and even notes. Although the current state of my performance may seem reasonable at a macroscopic level, this practice ensures I identify unknown errors, and indeed develop a deeper understanding of the work.*

**Douglas Joshi | Music Captain**

### Victorian Schools Music Festival

Week 3 of Term 2 brought the beginning of VSMF season! The Victorian Schools Music Festival is an opportunity for students in our ensemble program to experience performance outside of Balwyn High School, to receive feedback on their performance, to see ensembles from other schools perform, and to receive onstage workshops from experts within the field. The event is not a competition amongst schools, but is an opportunity to be awarded a Bronze, Silver, Gold or Platinum award based on how well the orchestra presented the chosen repertoire in their performance.

The strength of the Balwyn High School strings program continues, with the following results for our orchestras in their relevant sections:

**Senior String Orchestra: Platinum Award | Directed by Paul Jones**



**Newitt String Orchestra: Platinum Award | Directed by Alex Woliansky**



**Intermezzo String Orchestra: Gold Award | Directed by Alex Hiew**





## MUSIC Cont.

**Junior String Orchestra: Gold Award | Directed by Alex Woliansky**



Congratulations to all of our orchestras and their ensemble directors for their marvellous performances at these events.

Over the coming weeks our Choirs and Concert Bands will commence their sections at VSMF. We wish them all the best as they prepare for these performances!

### **Parents and Friends of Music: New Resources for the Music Program**

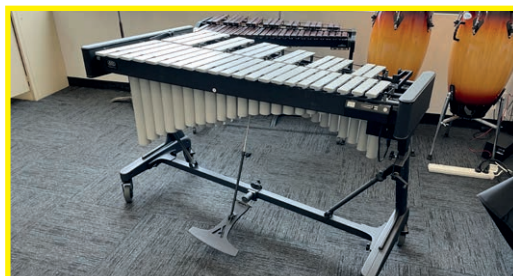
The Balwyn High School Music Program is indebted to the support of the Parents and Friends of Music committee. The committee provides a wide range of support for our Music Program, from catering to facilitating suppers at our ensemble concert series, and also providing financial support through subsidies and supporting the Music Program with the purchase of resources.

Most recently, the Parents and Friends of Music committed to supporting the program with the purchase of a Concert Vibraphone; a purchase of \$10,000. In addition to this, the committee has supported the purchase of two violas for the program to support recruitment of Viola players into the program, as well as upgrading our double bass cases to hard cases with wheels to ensure that our large instruments can travel safely – especially as we enter excursion season!

Funds to support these purchases are raised by the Parents and Friends of Music through ticket sales at our concert series, ensuring that this money is invested directly back into our program in order to ensure that student learning is enhanced through the provision of high-quality equipment.

We are so excited to feature this new instrument at upcoming performances, and grateful for the significant support that the Parents and Friends of Music provide to our program.

Should you be interested in joining our Parents and Friends of Music Committee, please contact Vikki Divitcos in the Music Office via email: [vdi@balwynhs.vic.edu.au](mailto:vdi@balwynhs.vic.edu.au)



### **Music Scholarship Finals: Monday 14th August, 6pm**

2023 has seen a record number of entries to Music Scholarships process. We are so proud of each and every student who submitted their video audition for the work, preparation, effort and care that you took to bring together their video audition.

In Week 3 students were contacted following the shortlisting process, with shortlisted students being invited to perform as part of the Music Scholarship Finals concert on Monday 14th August.



## MUSIC Cont.

Students are furiously preparing for their performance, working with their instrumental teacher and accompanist to prepare their performances.

The Music Scholarship Finals will be adjudicated by an external adjudicator who will award 1st, 2nd and the Principal's Encouragement Award in each section, with students receiving a full or partial reduction of Instrumental Music fees in 2024.

Tickets for this event are free and must be booked via TryBooking: <https://www.trybooking.com/CKINR>

### Spotlight: Year 8 Music

Students in our Year 8 Music elective engage in a range of learning across the semester, with a theme of exploring the ways that music can communicate with a range of audiences, and experimenting with a range of ways that musical ideas can be communicated and created. A key feature of this is our Music in Media unit where students learn to be responsive to the visual features of film, gaming, and advertising, and explore the nuance of the music that is often used to support these media formats. Students engage in using pre-recorded samples as well as using 'Virtual' instruments in MixCraft to generate their own musical ideas.

The Year 8 teaching team are excited to showcase the work of students from the Semester 1 elective with the wider community. We invite you to explore and experience their work through the links and reflections provided below.

### Music in Gaming: Super Mario – [Click here to view](#)

*One of the topics that was part of the Year 8 Music course is 'Music in Media'. Our main task was to select a short clip from a particular video game and create our own version of video game music to accompany it. Through this unit, I learnt about the multiple ways to incorporate a range of musical techniques in my work, while utilising the various tools and features available on Mixcraft. This task allowed me to develop many useful music compositional skills, making it one of the most enjoyable activities throughout the entire unit of Music in Media.*

Shanisha Rajmohan | Year 8

### Music in Advertising: Nike Ad – [Click here to view](#)

*The task for the Music in Media unit was to create an audio track to go along with the visuals. I particularly enjoyed the creative freedom to express ideas through both music and visuals, making the ad impactful. The most significant thing I learned was the importance of synchronized audio-visual elements to evoke emotions and deliver a compelling message.*

Jay Nguyen | Year 8

### Music in Advertising: Nike Ad – [Click here to view](#)

*During our music in media unit, we had to create the soundtrack for a Nike ad. During the task I gained a more intuitive understanding of Mixcraft. I enjoyed the unit a lot, because we got to make our own compositions and collaborate with each other. The most significant thing I learnt was how to move the audio tracks, as this allowed me to overlap the tracks more easily.*

Ben Boyd | Year 8

### Music in Film: Pip (Short Film) – [Click here to view](#)

*Last semester, one of the units in music that we experienced was 'Music in Media'. In this unit, we were able to use Mixcraft to complete many tasks such as creating background music for a Nike ad and creating music for a segment of a scene from a short film. One thing that I enjoyed about this unit was practicing the Mickey mousing and sound effect skills we had learned. This allowed us to freely use our creativity and imagination to create the mood or character we wanted within the music. The most significant thing I learned through this unit of work was how the mood, character, and feeling of music could really change and affect how scenes in movies and films are interpreted, and how vital the music actually is.*

Davina Jang | Year 8

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

### Volleyball Victoria 3-Day Schools Cup

Congratulations to the Year 11 Boys Team who won gold at the Volleyball Victoria 3-day Schools Cup for Division 2!

The team went undefeated and did not lose a set throughout the first 5 games. After finishing on top of the ladder, they set up a gold medal match against South Oakleigh Secondary College. During the first set, the team trailed 17-20, however they recovered to win 8 points in a row to win the first set 25-20. The team started with the serve and won the first 5 points of the second set, but then South Oakleigh SC responded with a run of their own and gave the Balwyn HS team their first set loss for the tournament, 18-25. With the teams tied with 1 set a piece, the final set was going to decide the gold medal. Balwyn HS built a quick 3-1 lead, but South Oakleigh SC levelled it at 5-5. The scores continued to fluctuate by one until Balwyn HS got a mini break to go up 10-8. Balwyn HS went up 12-10 to force time to be called. The team then got the led out to 14-12 and then Leo served a no touch ace to win us the gold medal!

It was also great to have two Alumni students Justin and Liang attend to help Yui Chong coach the team!! We look forward to additional alumni students helping with our future sporting events.



### Division Track & Field (Boroondara Athletics)

On Wednesday 26 July, we had 131 students compete at the Boroondara Division Track & Field meet. We were very lucky to have terrific weather conditions for the day, and our athletes took advantage of this. We had many students win a ribbon on the day, including 52 students who now advance to the Eastern Metropolitan Region meet for individual events after placing first. In addition to this, we had 8 relay teams finish 1st, resulting in 67 students advancing to the next round of track & field.

Balwyn High School finished in 1st place overall as a school with 1920.50 points, 453.5 points ahead of Doncaster Secondary College. The Girls finished 1st with 877 points, ahead of Canterbury Girls Secondary College, and the Boys finished 1st with 1043.50 points.

Congratulations to the following students who finished as age group champions across the Division.

Name	Age Group	Points	Name	Age Group	Points
Ava Plant	12-13 years	44 points	Darcy Nixon	16 years	30 points
Stella D'Alessandro	15 years	42 points	Ashok Sinnadurai	12-13 years	28 points
Hannah Plant	16 years	40 points			



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## CALENDAR OF EVENTS

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

Tuesday 29 August  
10OESA Mountain Biking Excursion

Wednesday 30 August  
Year 7 Interschool Sport Round  
Robin

Friday 1 September  
Mountain Biking Orienteering

Monday 4 September  
9OED Bushwalking Excursion

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



### Interschool Sport (Region)

Congratulations to Eddie Roscoe, Chris Triantafilopoulos and the Senior Boys Hockey who competed at the Region finals and were champions! The team now direct their focus to the State Finals! The success of the hockey teams from 2022 has carried forward to 2023 and we look forward to seeing how our other teams go.

A big congratulations to the Intermediate Boys Badminton who performed exceptionally well at the Region Finals at the Kilsyth Sports Stadium. The team were crowned Region Champions and will now go to the State Finals held on Wednesday 9 August. Well done the Intermediate Girls team who also played at Region and progressed to the Semi Finals before being defeated. On the same day our Senior Boys Table Tennis played at Region and played really well on the day. Unfortunately, the quality of the teams in attendance were a little bit stronger than our team, however, the team should be proud of their efforts.

We also had our Year 7 Boys Soccer and Year 8 Girls Soccer teams compete at the Region Finals and were very competitive. Unfortunately, Rowville Secondary College were too strong for us on both days. The teams should be commended on their attitude and application throughout the day, both representing Balwyn High School with pride.



This year we had 8 teams participate at the Division Boys Netball round robin. All teams performed at a high level and some of the teams just missed out on progressing to the Region round.



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

However, our Senior Boys A Team came out victorious and progressed to the Region Finals. Well done to the Boys who played extremely well at the Region finals and were very competitive on the day, including a win. We look forward to the success of our netball teams growing as the years go on.



### Student-Athlete Spotlight

Congratulations to Harry Maddocks for being selected to the Under 15's 2023 Victorian Cross Country Team. Harry will now compete at the Junior National Cross Country Championships at Stromlo Forest Park, ACT on Saturday 26 August. We wish you the best!

Harry recently represented Balwyn High School at the Victorian All Schools Cross Country Championships where he finished 16th out of 114 participants in the 4km race, and Ava Plant also competed and finished 55th out of 125 participants in the Women U14 3km.



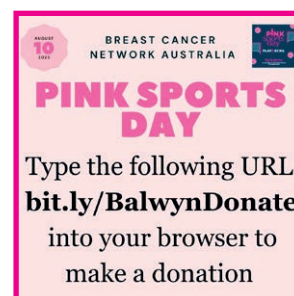
### Breast Cancer Network Australia (BCNA) Pink Sports Day – Thursday 10 August

Thank you to those who purchased BCNA merchandise items for our Pink Sports Day. Please be aware that additional donations can still be made directly to our school page on the [Pink Sports Day website](#).

Students will be able to wear pink accessories or the BCNA merchandise on the Thursday 10 August to complement their PE/Sports uniform and they will be able to watch a students vs staff soccer / football game on the Robert Handreck Sports Field at lunch.

### Outdoor Programs

The Unit 2 Outdoor & Environmental Studies classes attended Trees Adventure in Belgrave to participate in a 3-hour high ropes experience.



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

This experience further developed the students' understanding of outdoor experiences and provide students with an opportunity to develop the skills that they learnt in Year 9 Outdoor Education.

Students in Year 9 Outdoor Education participated in an indoor rock-climbing excursion that allowed students to work interdependently and further develop their communication skills.



### Student Reflection:

*Today during our rock-climbing excursion, I learnt a new skill, called belaying and the technique of supporting the climber and making sure they climbed safely.*

**Cayden - Year 9**

Throughout their classes, the Year 9 students also had the opportunity to work on their CPR skills and learnt how to use a defibrillator.



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

### Year 11 Health and Human Development

Year 11 students have been learning about the developmental changes that occur as youth transition to adulthood and are starting to focus on learning about factors that contribute to healthy development during prenatal and early childhood stages of the lifespan. During their lessons students also created digital posters which includes considerations when becoming a parent, such as responsibilities, and the availability of social and emotional resources. This links in with the baby simulator experience, where students will have an opportunity to look after one of the baby simulators to enhance their understanding of the role of parenthood.

**Dusanka Devic | Assistant Director of Health and PE**

#### SUMMARY

Children needs to feel safe and loved in their family, and have a strong sense of where they feel supported.

#### CHANGES TO LIFESTYLE

As children grow, their needs change. They need more space, more attention, and more resources. They also need to learn how to manage their emotions and how to communicate their needs. This is a process that takes time and effort, but it is essential for children to thrive.

#### STATE PROGRAM

The state program provides a framework for children's development. It includes guidelines for parents and educators on how to support children's growth and learning. The program also provides resources for parents and educators to help them understand the needs of children and how to meet them.

#### MATERIALS

- Books
- Toys
- Clothing
- Food
- Shelter

#### Considerations when becoming a parent

There are many considerations when becoming a parent. These include financial, emotional, and social factors. Parents should consider their own readiness for parenthood, as well as the needs of the child. They should also consider the support they will need from family and friends.

#### EMOTIONAL SUPPORT

Children need emotional support from their parents. This support helps them to develop a sense of self and to learn how to manage their emotions. Parents should provide a safe and loving environment for their children to grow and learn.

#### SOCIAL SUPPORT

Children need social support from their parents. This support helps them to develop social skills and to learn how to interact with others. Parents should provide opportunities for their children to interact with others in a positive way.

#### EXPLANATION OF ONE FEDERAL GOVERNMENT RESOURCE FOR NEW PARENTS I.E. PAID PARENTAL LEAVE

Medicare will help new time parents. It provides a range of services to help parents manage their health and the health of their children. This includes access to a range of health professionals and services.

#### EXPLANATION OF ONE STATE GOVERNMENT RESOURCE FOR NEW PARENTS I.E. MATERIAL AND CHILD HEALTH SERVICE

There are material and child health services in every state. These services provide a range of support for new parents. They include access to a range of health professionals and services.

#### MATERIAL RESOURCES NEEDED

Some resources needed when becoming a parent are:

- Books and magazines
- Toys and games
- Clothing and equipment
- Food and shelter

#### SO, YOU'RE THINKING OF HAVING A KID...

Here are some considerations when becoming a first time parent:

#### CHILDREN'S NEEDS

As a parent, you are now caring for a human, and with that comes responsibilities like providing shelter, food, clothing, medical care, and protection from harm.

#### PREPARATION

The great thing nowadays is that there are so many platforms to help you prepare for parenthood like reading books, join a forum, and working on your mindset.

#### PURCHASES - BABY BUNTINGS!!!

Buy a crib, baby clothes, baby diapers, baby food, bottles, change table. Baby Bunting is your new best friend too.

#### SUPPORT FOR NEW PARENTS

The federal government helps new parents by providing parental leave when a parent is unable to work due to caring for their baby. The state government assists new parents by providing access to community playgroups.

#### SOCIAL AND EMOTIONAL SUPPORT

Having a baby is a big thing for a lot of people. It's important to know, and dividing their abilities to care for this little human. It's important to surround yourself with people who can help you with everything, transport, groceries, and meal preparation. But it's also important to have people who are there to give you encouragement and provide you with positive affirmations as your emotions will be all over the place during the first few months especially.

**You are a PARENT, not a SUPERHERO.**  
Always ask for help when needed.





**Simon Maher**  
Director of Mathematics



**Rikara Ahmat**  
Director of Science



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

## Learning To Do

### Mission To Mars Reflection

#### Where did we go and why?

As the Year 9 SEAL class of 2023, we went to VSSEC (Victorian Space Science Education Centre) to take part in a program named "Mission to Mars". During this excursion, we were able to experience a more detailed depiction of being astronauts and being a part of mission control. After this, we then analysed samples and information we had collected. "Mission to Mars" allowed us to broaden our knowledge around the planet and its atmosphere, whilst also giving us an insight on real life jobs that exist around astronomy. In addition, the excursion gave us the opportunity to exercise our problem solving, responsibility and teamwork skills.



Alecia Ong | Year 9

#### What Did We Do as Astronauts and Mission Control?

As astronauts, we would first watch a 3D video in the auditorium giving a brief overview of our mission and how it would work. After this, we headed into our 'Lander' (the spaceship) and we found out what each of our roles for the mission would be. The roles were commander, engineer, biologist, geologist and physicist. Based on what role we got, we were assigned tasks to complete once we were on Mars, like collecting samples, marking areas, or fixing equipment. Following the assignment of roles, we were all geared up into our spacesuits.



During this time, the mission controllers had headed to their control room which was filled with computers. They would be briefed on what types of astronauts they would be speaking to, and what tasks they had to assist their astronauts to get completed via radio.

Ilias Kafkoulas | Year 9

#### What Did we do with the samples in the Lab?

After collecting the samples and results during our time as Astronauts, we were able to go into the lab to test them. In the lab we challenged our thinking and analytical skills to draw conclusions about the past geographical features of mars. In addition, using a special Ultraviolet-visible Spectroscopy, we were able to identify the compositions of the samples we had acquired.

Joel Devadason | Year 9

#### What were our conclusions surrounding the questions asked. What did we Learn?

Our final conclusions surrounding the questions we were asked through-out the day were as such; Could Mars support life? Well, our findings, particularly the geology of different areas of the Mars exploration area indicated that water was present at some point in Mars's long history. Other evidence supporting this was the high levels of iron oxide found across the Martian surface. Iron oxide, aka rust, requires three elements to form, iron, water and oxygen, further supporting our theories. This could indicate that at one stage life may have been able to be supported.





## MATHEMATICS & SCIENCE Cont.

*However, in the present, little is left of this supposed water-covered Mars, besides what it influenced during its time. It is therefore unlikely that, with our current understanding of Biology, life still exists on Mars, however bacteria still may reside in unexplored areas, it is too soon to know for sure. And hopefully, in humanity's far future, water may once again flow on Mars, but this time due to our successful terra-forming of Mars.*

Raphael Chiam | Year 9

### Girl Power in Engineering and IT

Hi everyone, I am Aura a Year 9 Student at Balwyn High and I took this amazing opportunity of the Girl Power Program for Girls interested in Engineering and I.T. I am hoping to inspire younger girls to take the opportunity I did. Trust me you will not regret it.

Girl Power in Engineering and IT is a fully funded four year program for high school students in Year 9 to 12, brought by the Faculty of Engineering and IT at the University of Melbourne which promotes gender equality to women who have an interest in STEM (Science, Technology, Engineering and Mathematics) fields.

During the Girl Power Program, we have been exposed to many different fields of study which we may be able to pursue in the future, as well as inspiring workshops, educational lectures, and collaborative hands on tasks which gives us the opportunity to experience the wide world of engineering in many different ways. Through this journey we have met many successful and influential people, such as Professor Andrew Ooi, a staff member in the Department of Mechanical Engineering at Melbourne University and Associate Dean in the Melbourne School of Engineering.



He has taught us ways of thinking that we have never considered before, and engaged the students with his hilarious jokes. This program is designed to bring change to the male dominated industries and achieve true gender equality through empowering young women to do what they love.

Going into this camp I had an idea of what I could do in the future but wasn't sure if I would enjoy it.

By doing the camp, I gained a larger understanding of what Engineering and I.T entails. Specifically engineering, as I always thought Engineering is working on mechanical systems and improving them. I was completely wrong, Mechanical Engineering is just one type of engineering. There are hundreds of different types of engineering from Racing Engineer to Biomedical Engineering which is a mix of healthcare and engineering.

If you're interested in Racing Engineering Melbourne University has a course for that and if you go to the camp you get to see the new race cars they are working on and get a tour of their workspace.

One of the biggest misconceptions about Engineering and I.T that I also held was that you have to be really good at science and maths or you have to love it. That's not the case! At the careers interview at the camp where several women in engineering and I.T came and spoke with us, they told us that they never really liked maths and science and they weren't very good but they found themselves in engineering and I.T in the end and they love it.

I realised that I want to do engineering in the future. Some subject options that you could pick in the future if you wanted to do engineering include various maths and sciences.

For example, you can pick Biology and Chemistry if you want to do Biomedicine Engineering or Physics if you want to Mechanical Engineering or even Robotics in Year 10.

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*

As write this, the Winter Salon Exhibition is still being installed. By the time this edition of the Lion is published, we will have held our two open afternoons, and next week we will publish the link to the virtual tour. So much preparation goes into these displays, and it is all worth it when we see the joy on the faces of students proudly sharing their work with friends and family. Thank you to everyone who attends and helps to make these afternoons truly special.

I would like to acknowledge Bryony Williams who has been our Art Assistant for the last one and a half years. The Winter Salon will be Bryony's last with us and, as always, she has managed the organisation and installation of the display beautifully. Bryony leaves us to move to Brisbane with her family and she will be missed! But we wish her all the very best for the future.



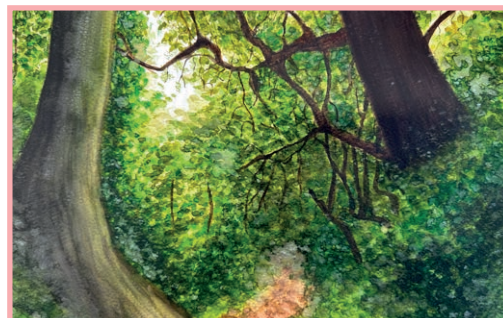
### **Year 7 Art – Imagined Environments in Watercolour**

In Term 2 the Year 7s reached the furthest corners of their imagination to create watercolour paintings of environments inspired by French artist Henri Rousseau. Students had to master their understanding of composition and proportion through numerous sketches before settling on a final image to refine. Have a look at their masterpieces and see how many animals you can spot in their Rousseau-esque landscapes.

**Zea Caligiuri | Art Teacher**



**Anja Bretmaisser | Year 7**



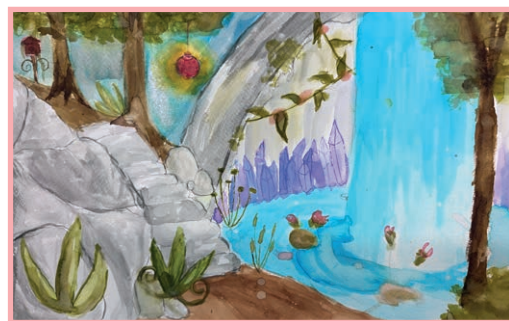
**Casey Ding | Year 7**



## VISUAL ARTS Cont.



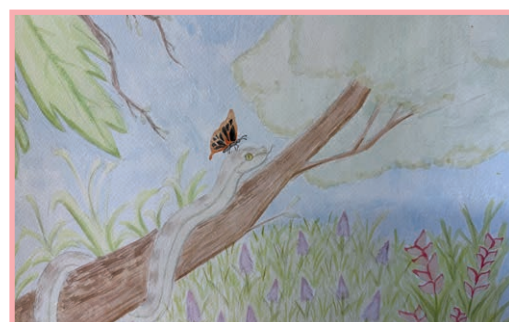
Isabella Pham | Year 7



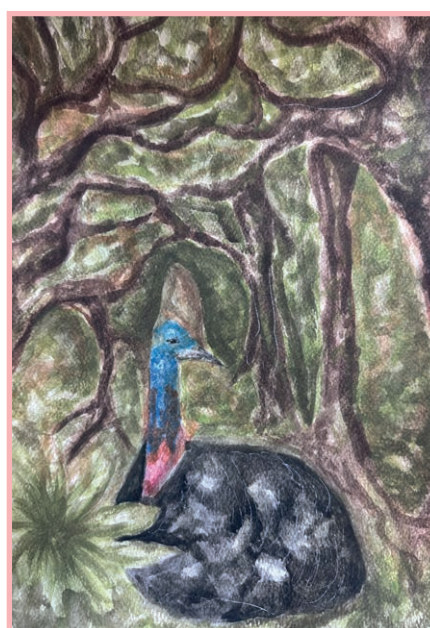
Kira Uy | Year 7



Tim Li | Year 7



Yang Yang Zhang | Year 7



Sienna Stravoula | Year 7

Ramona Tilley | Director of Visual Arts





**Jane Gibson**  
Director of Humanities



**Brooke Jacobs**  
Assistant Director of  
Humanities

### Learning To Do

#### Introducing Brooke Jacobs – Assistant Director of Humanities

We are thrilled to announce Brooke Jacobs as the new Assistant Director of Humanities. Brooke has made substantial contributions in her role as a VCE Commerce and junior Humanities teacher and will continue to advocate for engaging and exciting opportunities for our students in this new role.

*I am excited to support the Humanities team as I move into the role of Assistant Director of Humanities. I have been teaching at BHS since 2015, teaching VCE Business Management, Commerce and Humanities. I am passionate about developing high quality teaching and learning programs and supporting students to make connections between their learning and their own lives. I look forward to supporting the Humanities team to create rich learning experiences for our students.*

**Brooke Jacobs | Assistant Director of Humanities**

#### Humanities Week 2023

From the 17th – 21st of July BHS celebrated Humanities week, which included a range of activities to showcase our subjects and engage our Humanities students in local and global issues. Students participated in a range of events during the week to help make real world connections between their studies of the Humanities and life beyond the classroom. Activities included BHS Question time; a teacher-student Debate; a Humanities themed Public Speaking Showcase and a GeoGuessr competition. In addition, students participated in a range of Humanities themed brain breaks including quizzes and 'Guess the Humanities teacher' competition. Congratulations to all student participants and Humanities teachers who contributed to a fun-filled week.

#### BHS Question time

To foster global citizenship, we hosted Dr Monique Ryan (Independent MP) and Luke Gosling (ALP MP and BHS alumnus) at BHS to discuss youth-related policy issues. This event was moderated and hosted by SRC President, Fearghas Bennett and SRC Executive, Piera Dialectos and discussions ranged from lowering the voting age to 16 to politicians' purpose.



*I enjoyed learning about Ryan's and Gosling's individual journeys to where they are today in the politics industry, considering that they started their careers in very different fields. Also, I found both politicians contrasting views on societal topics quite interesting, including whether the voting age should be lowered.*

**Charlie Banias | Year 12**

*It really was a fantastic experience to meet Dr Monique Ryan and Luke Gosling! Both the members of the House of Representatives shared their truly inspirational stories which made us students feel more passionate in flourishing the service motive. Dr Monique Ryan directed the paediatric neurology department at the Royal Children's Hospital and Luke served in the Australian Army and also did a voluntary charity for the people in Timor Leste. Their stories made us students more motivated to put service before self!*

**Karthik Vallamsetty | Year 10**

*Being able to co-facilitate the forum with Dr Monique Ryan and Luke Gosling was a fabulous experience. Both MPs provided us with insightful contributions and ideas on current issues facing Australia and young people, leaving us all feeling hopeful and inspired that our parliamentarians are working hard to tackle these matters.*

**Fearghas Bennett | Year 12**

## HUMANITIES Cont.

*The BHS Question Time was an insightful event in which we learned the rewards and challenges of being a politician in today's political climate, in addition to sharing our own perspectives as youths on matters such as lowering the voting age and the upcoming Voice referendum.*

Yvette Thompson | Year 12

### Humanities Debate

**Topic: Should we welcome the use of AI into the education system?**

While both debating teams made compelling arguments, the negative debating team were successful in arguing NO! Well done to Humanities students Lucia, Nethush, Manuel, Andrew and teachers Mr Tan and Mr Croese.



### Public Speaking Showcase

Congratulations to all participants who spoke on a Humanities topic of their choice at our Public Speaking Showcase. The following students were awarded a top 4 place and scored House points.

Mickey Yang – 1st place

Aria McCallum – 2nd place

Harmony Lee – 3rd place

Ava Plant – 4th place



### GeoGuessr Competition

This year, Geography staff supported the students in a few rounds of GeoGuessr where students had the opportunity to guess a range of locations across the world and in Australia based off a Google Street View location. There was a strong turnout of students with many students enthusiastically exploring and guessing locations. Congratulations to our winners!



### Calling all students for the National History Challenge!

The National History Challenge is a research-based competition for students. It gives students a chance to be a historian, researching world history, examining Australia's past, investigating their community or exploring their own roots. The 2023 theme is Change and Continuity.

Explore the website below to find out more. If you would like to enter please email [BJA@balwynhs.vic.edu.au](mailto:BJA@balwynhs.vic.edu.au) first to register your interest. The competition closes on the 24th of August, 2023.



Find out more here - <http://historychallenge.org.au/contest-information/teachers-how-to-enter/>

Jane Gibson | Director of Humanities





**Amy Wood**

Director of English and Literacy



**Orah Rothberg**

Assistant Director of English and Literacy

## Learning To Do

### Year 10 Macbeth Incursion

On Wednesday the 19th of July the Year 10 English cohort attended the Macbeth Incursion in the David McGrail Theatre to support their exploration of the Shakespearean play. This live theatre experience immersed students into the world of the play.

The Complete Works Theatre Company performed key scenes from the play and provided an explanation on important themes, characters and plot. The actors from Complete Works then conducted an opportunity for students to clarify their understanding of key messages and characters in question time at the end of the incursion.

The Year 10 students showed their enthusiasm with their eagerness to ask many questions about the text, as well the experience of performing in a Shakespearean play. Students have provided positive feedback to their teachers about their new understandings on Macbeth. The English Team are confident that this will deepen their understanding and support students to develop insightful interpretations on Macbeth, Shakespeare and theatre in general.

*"The Macbeth Incursion not only entertained but also sparked important discussions about ambition, power, and the consequences of our actions, leaving a lasting impression on our class."*

Jagrav | Year 10

Tanya McHenry, Orah Rothberg and Isobel Madden | English Teachers



In Week 2 Balwyn High School welcomed back one of our alumni, Sepanta Sadafi, to speak to the VCE English Language cohort about how to succeed in this subject. In our classes, students explore the ways in which language is used by individuals and groups, and how language can reflect our thinking and values in the Australian context. By learning about language in this way, it helps students understand themselves, the groups with which they identify and belong, and the society they inhabit. As a passionate and successful graduate of this subject, Sepanta was able to connect with cohort in a different way as he gave a student perspective of how to study and he was able to articulate his learnings using the language that our students used. Which is a skill he refined by studying linguistics at Balwyn High School. Below are some reflections from students who attended the event and images of Sepanta presenting his insights.

Louise Noonan | VCE English Language Teacher

*I found Sepanta's masterclass to be a very helpful initiative. He spoke ardently and provided us with a different approach to English Language, which, personally, has motivated me to take on board his advice alongside my teachers to do the best I can in the subject.*

Nina Angelkovik | Year



## ENGLISH

*In a humorous and relatable manner, Sepanta masterfully engaged us in an eye-opening mini-lecture on how to succeed in English Language. His engaging anecdotes and practical tips and tricks are certainly of massive help to me as well as many other English Language students who had attended the event.*

**Zenan Chen | Year**

*Sepanta provided an insightful and engaging presentation to the English Language cohort on how to succeed in this subject. It was great to receive some tips and tricks from a past student, and someone who was recently in our shoes completing year 12. His advice was both realistic and easy to follow, providing a great source of motivation for the hectic term ahead. Thank you Sepanta, can't wait to have you back.*

**Rose Chrisanthou | Year**

*Sepanta's presentation had definitely given me a much clearer idea of the strategies and mindset that should be adopted for English Language. By being able to relate to the experiences of someone who had recently undertaken the subject, I was made to realise the simple manner in which the subject can be approached and it's relatedness to our personal lives.*

**Jeet Maker | Year**



**Amy Wood | Director of English and Literacy**



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



**Charlie Baniyas &  
Margaret Obolenski**  
School Captains

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

**Fearghas Bennett &  
Emma Ho**  
SRC Presidents

### Learning To Do

The Student Representative Council launched the Winter Warmers season last week, in which our dedicated SRC students arrived at school at the crack of dawn to warm up the barbecues and to prepare cheese toasties, pancakes and hot chocolates for our school community. It is so special to see students from all year levels socialising together before school and to hear the animated conversations and laughter as they share breakfast with their peers and teachers. There will be a series of Winter Warmers events occurring throughout Term 3, so please keep an eye on Compass Newsfeed for details of these events. Two of our wonderful Year 7 SRC members, Anja and Hanan have provided their reflections on their very first Winter Warmers event.

*The Winter Warmers was certainly a great success! The event brought the whole school community together. The queue was undoubtedly very long! As a member of the SRC, I enjoyed cooking pancakes and toasties for all the staff and students and seeing their happy faces as they started the day with a warm breakfast.*

**Hanan Ng | Year 7**

*Last week, SRC hosted a Winter Warmers event. It was an early start, and I made bread and cheese for toasted sandwiches, and then I made hot chocolate drinks. I never thought I would make so many hot chocolates in my whole life! Within minutes the jugs were empty and we used all of the hot chocolate mix. Thanks everyone for coming along.*

**Anya Bretmaisser | Year 7**

As we continue the tradition of reflections from our Year 12 Leadership Team, in this edition of the Lion, Nicole Lim (Social Justice Captain), Elaine Tian (Sound and Light Captain) and Nicole Chen (STEAM Captain) have reflected on their leadership journey at Balwyn High School and their impact as part of the Year 12 Leadership Team in 2023.

*The concept of leadership can be hard to grasp - we may understand it to require world-changing acts or to only belong to those with big personalities and voices. This has led us to underestimate the worth of everyday moments of leadership and fail to celebrate the little things that we can do for one another. Yet, take a second to consider when you have experienced a moment where someone's act of kindness has made a fundamental difference to your own life, whether that person knows it or not. These small efforts can be as simple as lending a caring shoulder to those in need, encouraging your peers to thrive and find meaning in the work they do, or even taking on a leadership position where you can voice and action the concerns of those around you. Once we learn to recognise leadership as more than money, influence, or titles and begin valuing the impact that we can make on each other's lives, we can start on the journey of developing into great leaders.*



**Nicole Lim | Year 12**



## STUDENT LEADERSHIP AND VOICE Cont.

Through the years of high school, Balwyn has given me numerous opportunities to be involved with student leadership and in 2023, I am privileged to be the Sound and Light Crew Captain. Undoubtedly, leadership is a great learning experience, whether that is adopting calendars to improve time-management skills or prompting meetings to have productive discussions, but for me, the one thing that I take from leadership is responsibility. Being involved in various positions over the years enabled me to realise that the decisions and actions that we take impact others. Leadership necessitates a sense of ownership and being accountable for events, meetings and making change encourages me to introspect more often and to consider diverse perspectives of the people around me. As a subsequent, I also acquire valuable skillsets like taking initiative, resilience and becoming increasingly adaptive. Ultimately, leadership and its responsibilities has inspired me to become a brighter individual and the skills developed will certainly prove useful in future walks of life.

Elaine Tian | Year 12

Reflecting on my time at BHS, I am grateful for the leadership role entrusted to me. Engaging in the student leadership program taught me the value of creativity, communication, and teamwork. It is a true honour to share my passion for STEAM with students and contribute to our school community.

Nicole Chen | Year 12



### Environment Committee – Tree Planting

The Environment Committee continues to be so active in contributing to the amazing facilities and gardens that we have at Balwyn High School, and last week was no different. The Environment Committee, led by Environment Captains Lin Tan and Terry Yu, and overseen by liaison staff Dale Lawrence and David Howes, coordinated the committee to replant the garden beds around the Quad with drought resistant plants, and the results look fantastic! We look forward all members of our school community being able to enjoy this area, especially as the days are getting longer and spring is on it's way!

Rosie Hilder | Director for Student Leadership and Voice

### 2023 School for Student Leadership / Environment Committee Indigenous Planting Afternoon

On the 27 July, Year 9 attendees to the School for Student Leadership; Ryan Li, Barbara Tinoco, Lucas Campbell and Brigitte Tan, joined together with members of the Environmental Committee supported by staff David Howes, Dale Lawrence and Brett Hobbs to plant approximately three hundred indigenous plants. The plants were acquired through a grant secured by Kim Cornell (The Marrung Lead for Balwyn High). The secured grant is part of The Marrung Partnership Project which aims to promote first nations culture and connections to country. All plants selected were indigenous to the local Balwyn area which as they grow, will assist to increase visibility of the local Wurundjeri people. It is anticipated that the selected plants, ( all have either medicinal or nutritional value), will become a valuable source for students and staff to gain knowledge and understanding of Wurundjeri culture and connection to country.



Brett Hobbs | School for Student Leadership Liaison





Tammy Li  
Head of Chinese



Melinda Facey  
Head of French

## Learning To Do

At Balwyn High School, the connection between language and culture is deeply understood. In our Chinese class, students are not merely learning a new set of words and grammar rules, but they are also gaining insights into the rich cultural heritage of China. Here are some examples of teachers incorporating cultural elements into language lessons:

In the Year 12 Chinese Second Language Advanced class, students engaged in a thought-provoking debate on the topic of preserving Chinese dialects. Throughout this discussion, they discovered that China boasts a staggering 129 different dialects, each with its own cultural and linguistic significance. By exploring the current status of dialects spoken by Chinese people, students gain a deeper appreciation for the diverse linguistic landscape within China.

Moving to the Year 10 Chinese Second Language Advanced class, students had the opportunity to explore China's cutting-edge High-Speed Rail system through a captivating video. Witnessing these trains hurtle at speeds of up to 186 miles per hour (300 kilometres per hour) or more, students learned how the efficient rail network drastically reduces travel time compared to conventional trains. An example of this is the 819-mile (1,318-kilometer) journey between Beijing and Shanghai, which takes a mere 4.5 hours on a high-speed train, in stark contrast to the more than 10 hours required by a regular train.

Even in the Year 9 Chinese Background class, students' cultural exploration continues. While studying the topic of Celebrating Birthdays, they immersed themselves in an article detailing Chinese Birthday Traditions, Taboos, and Vocabulary. Discovering the unique age calculations in Chinese culture, the significance of serving long noodles and red eggs during Chinese birthdays, and the observance of birthday taboos provided students with valuable insights into the rich tapestry of Chinese traditions.

As students look forward to exploring more cultures in their language class, we are excited about keeping parents and families informed with regular updates.

Tammy Li | Head of Languages Chinese





**Erin Shale**  
VCE Careers Advisor



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



**Margaret Uren**  
Headstart Co-ordinator

## Learning To Do



### I am scared of Interviews. What can I do?

Few people actually look forward to interviews but there are strategies we can adopt to lessen our anxiety and perform better in them. Most students will have to face interviews at some point and tackling this with a positive attitude is important.

### When do students have to attend interviews?

Sometimes there are leadership positions at school where students must prepare for interviews, and these are great opportunities to practise interview skills. An increasing number of university and TAFE courses are also introducing interviews as part of the selection process. During tertiary courses, students often must attend interviews to be selected for Work Experience components of the course as well as scholarships. And of course, at the completion of their tertiary studies, all students will have to attend a number of interviews to obtain their first graduate position.

### How can students prepare well for interviews and be more confident in interviews?

Here are a few simple strategies all students can try...

#### Strategies to improve confidence in interviews

1. Proactively look for opportunities to attend interviews be this a leadership position at school or a part time job.
2. Prepare well for interviews. Write a list of the questions you believe may be asked. Seek advice from parents, a teacher or careers counsellor to brainstorm possible questions. Rehearse answers but don't try to memorise them. It is important to be able to speak with conviction rather than sound a tad robotic.
3. Always be on time for interviews. Allow plenty of time to arrive early.
4. Think carefully about what to wear. Dress well.
5. Never chew gum and turn off that mobile phone!
6. You will probably be asked whether you have any questions. Think about this before the interview.
7. Always thank the person/people interviewing you.
8. Think positive thought before the interview. Think about the skills and attributes you have that make you a good choice. Focus on your positives.
9. Always be honest in an interview. Never make up answers or exaggerate too much. Honesty is always the best approach.
10. If you believe that the interview did not go well, reflect on the questions you found hard to answer. Remember that you will be able to answer these questions more confidently next time. Move on and let it go.

#### Finally...

We generally can't avoid interviews, so the best approach is not to avoid them but to actively seek interview opportunities. Every time we attend an interview, we become a little more confident. All students are encouraged to try the strategies listed above and to seek interview opportunities as they move through school rather than avoiding interviews.

Erin Shale | VCE Careers Counsellor





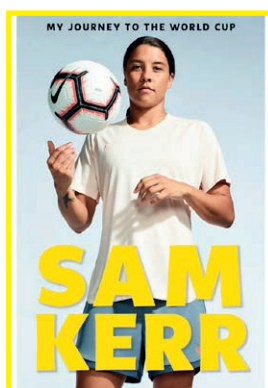
Katrina Dawson  
Head of Library



Kelly Nolan  
Teacher Librarian

## The Soccer World Cup

Students have been following issues associated with the Women's World Cup Soccer, mostly about gender equality, by interacting with the display on the world map in the library. These include pay parity with men's events, the power of collective bargaining as a tool for activism, period shame preventing girls from participating in sport in general (women are not small men and uniform design should be carefully considered!), players wearing head scarves, stadium sizes and acceptable testosterone in players. The map also highlights the teams participating. More information will be added as the competition progresses. The library collection has new titles and the latest issue of the Big Issue to read all about the Matildas. The library staff has been cheering on the Matildas ('til it's done!).



The picture to the right in front of world map is Nali who saw the game on Monday 31 July and said the atmosphere was electric when the Matilda's beat Canada 4-0! Nali is in the national training squad for Victoria.

## Library and Information Week

Library and Information Week was recently celebrated in the library. The theme for this year was What's the Source? Librarians are encouraging everyone to check the source of their information. At Balwyn High School, the library has books, databases and reviewed websites that students can use when they are doing their research. When working in the library, students are shown how to check if the information they are using is credible and current. The library also ran a competition for students to practise using reliable sources. The students had to identify who said the famous quotes, and to include the source they used to find the answer. The students were not allowed to use Wikipedia, but they could use the many other resources available through the Library SharePoint page.



Katrina Dawson | Head of Library  
Kelly Nolan | Teacher Librarian

## GENERAL NEWS Cont.



Jeff Lampard  
School Chaplain

### Chaplaincy Second-Hand Uniform Shop News

Do you still need winter uniform items?

We have hundreds of quality items for sale:

- Blazers
- Jumpers
- Shirts
- Skirts
- Trousers
- Ties
- Socks
- Lab coats
- Spray jackets
- Tracksuit pants
- Rugby tops
- plus much more .....

Our shop is open Thursdays, during school terms, 3.00 – 5.00pm.

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

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

### Do you have uniform items at home you no longer wear?

We can sell your outgrown or unused uniform items for you. You receive up to 70% of the sale price when your items are sold. Do you have a summer uniform you will have outgrown before Term 4 or do you have a sports uniform you no longer require in Year 11 and 12? Most people bring their items in at the end of the year. Get in first and have your items ready for sale while our stock is low.

Wash or dry clean your items. A bit of TLC will mean they sell faster and for a higher price. No torn, stained or damaged items please (Items we receive that are unsuitable for sale will be discarded without notification). A 'Seller Sheet', available on the website, is to accompany any uniform items you wish to sell. We sell everything from small items like sports caps, scarves and lab coats right up to blazers. Full details are on the school website. Click on 'Chaplaincy' under the 'Our Community' tab and follow the links to Second-Hand Uniforms.

### Volunteers Wanted!

We urgently require volunteers for our Thursday openings. Thank you to the parents who have already come forward with offers of assistance but we still need more before we hit our peak periods. If you are able to help, even once a month or term, we would love to hear from you. Contact Andrea on 0408 178 341 or [secondhanduniforms@balwynhs.vic.edu.au](mailto:secondhanduniforms@balwynhs.vic.edu.au)

### Help us recycle and support Chaplaincy at Balwyn High School





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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***

<b>MONDAY</b>	<b>8am - 6pm</b>
<b>TUESDAY</b>	<b>8am - 6pm</b>
<b>WEDNESDAY</b>	<b>8am - 6pm</b>
<b>THURSDAY</b>	<b>8am - 6pm</b>
<b>FRIDAY</b>	<b>8am - 6pm</b>
<b>SATURDAY</b>	<b>8am - 5pm</b>

*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)*