

ISSUE 12 | 17 AUGUST



Charlie Baniias  
Margaret Obolenski  
School Captains



*Learning To Do*



Deborah Harman Principal

## PRINCIPAL'S PERSPECTIVE

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### 'Vision and Values Evening' – Looking forward to another fantastic event for our community

Next Monday 21 August we will welcome Maree Crabbe to speak at our annual 'Vision and Values Evening' on our 2023 school theme – 'Empathy, Belonging, Connections'. This is the second time we have been fortunate to have Maree at Balwyn High School and her presentation will centre on the impact of pornography on respectful relationships, identity and self-esteem and the safety of our young people. The event, which is for parents, carers and staff only, will be an excellent follow-up to our earlier Forum where 'cybercop' Susan Maclean spoke on the risks of poor choices of online behaviour, the ongoing challenges around cyberbullying and sextortion.

Maree Crabbe has a strong record of supporting young people– and on issues affecting young people – since 1993. She has developed and delivered programs focusing on sexual violence prevention, sexual diversity, pornography, and prevention of sexually transmissible infections. Maree presents about pornography, its impact on young people, and what we can do about it, at conferences, professional learning workshops and parent events in Australia and around the world. She has been interviewed for radio and television, and published articles on young people, sexuality and pornography in online and print media.

Maree coordinates the violence prevent project, Reality and Risk: Pornography, young people and sexuality. The project seeks to support young people and the broader community to critique the messages about gender and sex that are conveyed through mainstream pornography, and to promote understandings of relationships and sexuality that are based on respect, equality, mutuality, communication and consent.

I look forward to sharing this critically important evening with all those in attendance.

### A return for the Student Planner

One of the best aspects of my role is that I get to work very closely with the Director of Student Leadership/Voice, Rosie Hilder, and chair the Principals' Advisory Group with the six Year 12 Executive Student Leadership Team and the Years 7-11 Level Captains. It provides me with great opportunities to discuss the student experience and to also receive insight to our programs, policies and offerings.

Rosie has been working with various student leaders, staff and School Council to re-introduce a hard copy Student Planner for next 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.



## VISION AND VALUES EVENING

### It's Time We Talked:



### Pornography, Young People and Sexuality

Keynote Speaker  
**Maree Crabbe**

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

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

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

## PRINCIPAL'S PERSPECTIVE Cont.

Students who pride themselves on their organisation have told us that they access a range of digital tools and applications to support this and their learning, but have also said that they often have diaries or other hard copy notebooks.

Our planner will be much more than a place for students to record homework, assessment dates and SAC reminders. It will be filled with tips and advice regarding developing healthy habits for both physical and mental health, will encourage students to use it as a learning reflection tool where they can record feedback that has been provided by teachers and peers from their classes and assessments, as well as an opportunity for us to include some wellbeing and self-regulation resources.

It is envisaged that we will have one planner designed for all year levels next year and these will be launched in Term 4 ahead of our VCE Ignition programs. We encourage all students to purchase a copy to support their learning and to complement many of their classroom activities that they will experience with their teachers.

### Alumni Spotlights continue – An 'Original' and a Hall of Achievement Inductee

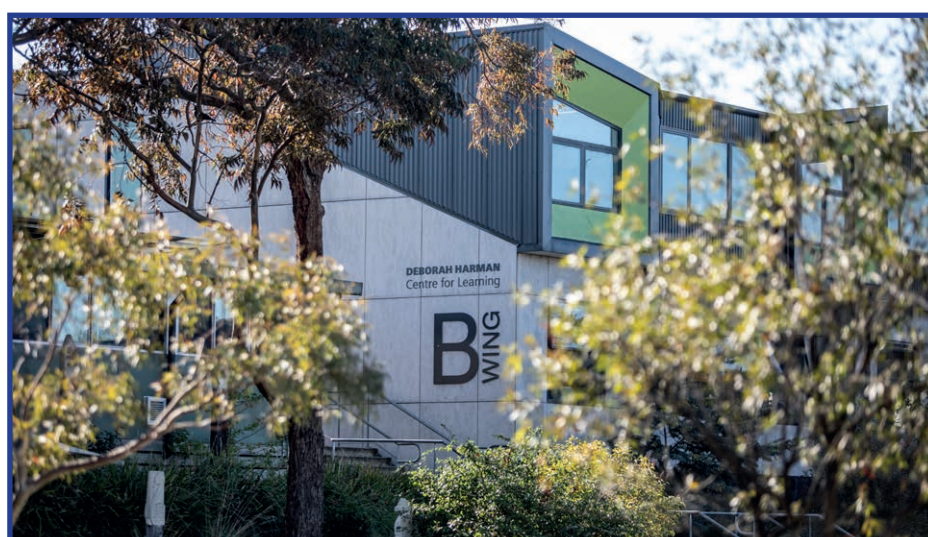
I am thrilled with the responses we are receiving about our Spotlights series and very proud of the range of alumni that we have featured this year.

In this edition we feature George Norris who is one of the original students of Balwyn High School from 1954. I have had the pleasure of meeting George and a number of 'originals' and their remarkable friendships are truly inspiring. George has enjoyed a long and very successful career in corporate coaching and mentoring, but there is so much more to his story.

We also provide an update on the phenomenal success of John dela Motte, who was inducted in to our Hall of Achievement in 2014. John was the co-founder of Compass and Balwyn High School was one of the three original schools that Compass commenced with as they set out to provide online management platforms for staff, students and families. Today the number of schools in Victoria, Australia and internationally is simply staggering. I thank John sincerely for providing this update but also for his wonderful ongoing support of us.

Please enjoy their stories. We will also look forward to seeing them at Presentation Night on 5 December.

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

### **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.

### **Do students complete marked assignments?**

Parents can see each of the lesson plans for the lessons their children attend each day. During each lesson, students will likely have access to feedback about their learning. This feedback may come in the form of whole class feedback that students then apply to their own work; it could be individual feedback resulting from teacher or peer conferencing; or students may mark their own work with the help of a common errors document or error coding. Importantly, feedback is only useful if it moves student learning forward. This means that students must respond to, or do something with, the feedback in order for it to have an impact on their learning.

Therefore, effective conversations at home after the school day can be about what feedback was received and what your child intends to do with that feedback in order that they no longer make the same errors.

Throughout a semester, students will do at least one, if not more, larger tasks that they will receive feedback on. However, parents/carers and students are encouraged to not see these as significantly more important than the day-to-day tasks students are completing, and getting feedback on, in each lesson. It is through the day-to-day tasks completed in class that students build up the learning stamina that they'll require to be successful in later years.

### **2023 NAPLAN Results**

As was communicated on Compass News Feed earlier this term, there have been changes to the way NAPLAN is reported on. The NAPLAN proficiency standards now include 4 proficiency levels for each assessment area at each year level:

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

This replaces the previous numerical NAPLAN bands and the national minimum standard. The proficiency levels on the new reporting are based on the judgement of an expert panel of teachers who used student responses to NAPLAN questions linked to the Australian Curriculum to identify what students should be able to answer at the time of testing in each year to be considered as having met a challenging but reasonable expectation.

Due to this change, it is not possible for Balwyn High School, or any other schools, to assess whether we have met the benchmark growth targets set in our Strategic Plan or Annual Implementation Plan. However, our students have continued to perform well above the state, as well as out-performed network and similar schools in almost all areas. For example

- 92% of our Year 7 students achieved Exceeding or Strong in Reading
- 86% of Year 7 students achieved Exceeding or Strong in Writing
- 94% of Year 7 students achieved Exceeding or Strong in Numeracy
- 86% of Year 9 students achieved Exceeding or Strong in Reading
- 81% of Year 9 students achieved Exceeding or Strong in Writing
- 91% of Year 9 students achieved Exceeding or Strong in Numeracy

## ASSISTANT PRINCIPAL'S REPORT Cont.

The Literacy and Numeracy Teams will continue to work with both Maths and English teachers to ensure they are meeting the needs of students across the academic performance spectrum. However, in recognition that literacy and numeracy skills are not only developed in English and Maths classes (respectively), we will continue to equip all teachers with strategies to address these skills across all subject areas.

### Inclusive Education at Balwyn High School

"Inclusive education means that all students are welcomed by their school in age-appropriate settings and are supported to learn, contribute and participate in all aspects of school. Inclusive education is about how schools are developed and designed, including classrooms, programs and activities so that all students learn and participate together" (DET 2015, p 2)

At Balwyn High School our inclusion and diversity policy and programs aim to foster a community of engaged and accepting young people. Evidenced in our Graduation Profile, we aim to create highly aspirant and thriving young people, who can collaborate with others in a safe and inclusive environment, through the range of diverse opportunities within the

Inclusive Education can be seen every day at Balwyn High School, including:

- Individual Education Plans
- Differentiation
- Learning Teams
- Celebration Days (Cultural Diversity Week, Harmony Day, Reconciliation Week etc.)
- Curriculum (First Nations texts, LGBTQIAP+ perspectives, broad cultural representation)
- Student Support Group Meetings
- Child Safe Standards

Families are encouraged to continue to review all the Balwyn High School policies available on the school website, to continue to support our culture of inclusion.

### Supporting your child during the examination preparation period.

Many students in Middle and Senior School completed examinations at the end of Semester 1, some of them for the first time, and will prepare for another period of examinations at the end of Semester 2. At the same time, VCE Unit 4 is now well under way and students prepare for their final SACs at the end of this term, then the VCE examinations in Term 4.

While students who prepare early for their examinations, both academically and emotionally, are more likely to be successful, parents and carers also prepare for this important event and now is a good time to revisit some of the tips which were provided at our Information Nights early this year.

As final assessments and examinations come closer, young people are more likely to be subject to stress and it is important to remember that a healthy amount of stress is useful and helps with motivation. Parents and carers can play an important part in supporting their child's academic and emotional needs. Students benefit from studying smartly, for example, by using a study timetable, having a tidy study space without distraction or organising study groups with their peers.

At the same time, it is important to keep a balance between studies and leisure. Young people should maintain their social connections, hobbies and continue to regularly practice a daily physical activity. To assist with this, there are many clubs and committees at school which they can engage with. Parents can support their child to ensure that they maintain a routine of healthy sleeping pattern and eating habits.

There are many resources available online on how parents can support their child during examinations, including the following:

[Parents: how to support students during exams - UAC](#)

[Exam stress: Parents guide, how to help kids manage year 12 pressure \(houseofwellness.com.au\)](#)

[Tips To Prepare Children for Tests and Exams | Exam Strategy \(childpsychologist.com.au\)](#)



## ASSISTANT PRINCIPAL'S REPORT Cont.

The school's Wellbeing Team and Year Level Offices are also contactable for parents who are seeking advice or need assistance with their child's wellbeing.

### **We want our Parents / Caregivers / Guardians to share your voice!**

Balwyn High School is conducting a survey to find out what parents / caregivers / guardians think of our school. The Parent / Caregiver / Guardian Opinion Survey is an annual survey offered by the Department of Education to all Victorian government schools. The survey is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behaviour, and student engagement. The survey is optional, but we encourage all families to participate. Our school will use the survey results to help inform and direct future school planning and possible improvement strategies.

All families were sent an email on Monday 7 August inviting them to participate in the survey. The email contained instructions and a unique pin families can use to access the survey, which can be completed online at this link <https://www.orima.com.au/parent>. If you would like to participate but did not receive an email with a pin, please contact the school at [balwynhs@balwynhs.vic.edu.au](mailto:balwynhs@balwynhs.vic.edu.au)

### **The Parent / Caregiver / Guardian Opinion Survey is open now until Friday 8 September 2023.**

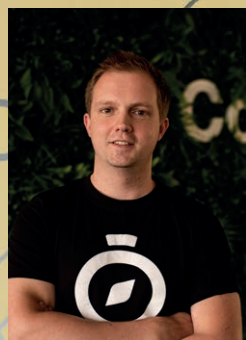
The survey is conducted online, only takes 20 minutes to complete, and can be accessed at any convenient time within the survey period on desktop computers, laptops, tablets or smartphones. The online survey will be available in English and 10 other languages including Arabic, Greek, Hakha Chin, Hindi, Japanese, Punjabi, Simplified Chinese, Somali, Turkish, and Vietnamese.

Last year we used the survey results to continue parent education in assessment and reporting. Your input is greatly valued in shaping our practice and helping us to achieve amazing results for our students.

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



## ALUMNI SPOTLIGHT



**John de la Motte**  
BHS Alumni 2004

**John de la Motte**  
CEO and Co-Founder of Compass  
Class of 2004  
BHS Hall of Achievement Inductee 2014

John enrolled at Balwyn High School in Year 7 and during his six years at the school was heavily involved in the school's music program as well as the workings of the backstage crew, in particular the IT, lighting and sound departments.

After graduating in 2004, John received a scholarship with Swinburne University to study a Bachelor of Information Technology. During his studies he was afforded the opportunity of interning within the technology departments of multiple companies and on completion of his degree he accepted a role at AXA (now AMP) where he gained further valuable insight into the business world and resource planning.

In 2010 John co-founded Compass. This started out as a side project for him and his business partner, with it being coded from their parents' lounge rooms, as they sought to develop a platform that would reduce the administrative burden of staff and improve communication between school and home.

Thirteen years later Compass is used by almost 3,000 schools internationally (including the majority of state schools in Victoria) and supports over two million parents, students and staff each day. Compass has offices in Melbourne, Sydney, Perth, Brisbane, London and Dublin and employs over 200 staff. Last month Compass was awarded the contract to provide school management software to all state schools in Western Australia.

Compass has grown into an all-in-one online management platform used across the K-12 education space. It provides school management solutions that support learning communities in compliance, operations, communication and data analytics. As Group Chief Executive at Compass John now oversees the group's executive team and as an Executive Director on Compass' board.

John has a keen interest in law, education accessibility and technology start-ups. He has actively contributed to the Australian start-up and tech-scene and served on the founding board of OurSchool – a not-for-profit organisation designed at improving student engagement through alumni engagement. His interest in law more recently led him to complete a Bachelor of Laws and he practices as a lawyer of the Supreme Court of Victoria.

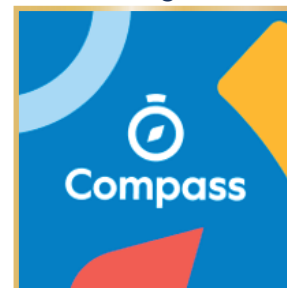
John is the current Chair of YPO Melbourne Yarra. YPO is a global leadership community of chief executives driven by the shared belief that the world needs better leaders. YPO focuses on building better leaders and better people and currently has just over 30,000 members worldwide.

### Reflections of Time with BHS

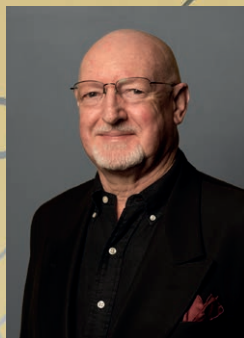
*I am very grateful for my time at Balwyn High School and the quality education and learning opportunities I was offered. Through Balwyn's great music program I had the opportunity to study Voice, Piano and Percussion. I thoroughly enjoyed co curricular opportunities I received at BHS and loved my participation in all the school musicals that took place in the 6 years I was a student, both as a lead singer and as part of the backstage sound and light team.*

*I was lucky to have some great mentors at the school as a student and still to this day as a Balwyn High alumnus. Balwyn High is an amazing school and one that has had such a positive influence on so many aspects of my life.*

### Learning To Do



## ALUMNI SPOTLIGHT



**George Norris**  
BHS Alumni 1957

### George Norris 1954-1957

In 1957 George joined the international oil company, Caltex Oil (Australia) Pty Limited as a Management Cadet, after leaving BHS in his Leaving Certificate year, where in his last year he was Vice Captain of Churchill House, Senior school athletic champion over 100, 220 and 440 yards and long jump and a member of the Senior football and cricket teams.

He progressed through management for 16 years to become Training Manager Victoria, responsible for all management, staff, retailer and wholesaler training in Leadership, management, marketing, communication, sales and customer service. During that time, he was educated in many courses in management from around the world and especially in a unique communication strategy from the United States.

In 1974 he started his own performance management and communication consultancy. It grew quickly with such clients including his ex-employer Caltex Oil, Collingwood AFL Football Club, L'Oreal, Wurlitzer, Ford, Toyota, BMW, Jetset Travel and First National Real Estate.

In 1985 he was appointed to launch Toyota's Corolla front wheel drive car. Although never having previously launched a car he launched it on ice for the first time in the world and negotiated a world contract with Michael Edgley for Torvill and Dean to be the stars of the launch.

In 1995 he made the move into Corporate Coaching and Management Mentoring and in 1998 was the first Coach appointed by BMW Australia and awarded a Diploma in Quality Management Assurance in Munich Germany to implement the QMA program throughout Australia.

In 2003 he was appointed as Mentor to AFL Senior Coaches Neale Daniher at MFC, Peter Schwab at HFC and in 2014 Neil Craig at EFC and CFC.

In 2005 George was also appointed as an Executive Coach by the Melbourne Business School and Victoria University as a leadership resource for their clients.

In 1998 he started his radio career on 1377 3MP presenting a daily segment called 'A Shot of Inspiration' and later in 2005 he joined the Magic 1278 team where for a further 8 years he presented a daily segment called 'The Life Coach'.

Aside from conducting his consultancy, George has recently had his 5th book 'FRAGILE POWER' published. An autobiography of his 60 years in business, which he wrote in his 80th year, it was launched by John Bertrand AO who also wrote the Foreword as a mark of recognition after George conducted his first presentations in Australia after he was the winning skipper of the 1983 America's Cup. He is currently writing his 6th book to help men cope with their mental health during struggles and grief in life, business and sport.

He has also been Captain/Coach of the Kew Harriers Athletic Club and Captain/Coach of the Colac Athletic Club when he lived there in 1966/67 during his career with Caltex. He also has a passion for golf and has been a member of the Croydon Golf Club, The National Golf Club and Yarra Golf Club where he has been fortunate to have won a number of events.

George is now 82 and has 3 grown up children, Nicole a Solicitor, Melinda a Dr of Psychology and Campbell a Mechanical Engineer in Design with Ford Australia. He also has 6 grand children who are the 'apple of his eye'!

*"My time as one of 'the originals' group of BHS students who attended in 1954, as the school building was being finished was amazing. It not only enabled me to gain knowledge and skills from great teachers, but we made history in the process by laying a foundation for the future.*

*This knowledge has been the basis for any success I have achieved and a group of us from 1954/55 meet twice a year for lunch to reminisce and remind ourselves how fortunate we were to have attended what is now considered one of the elite high schools in Victoria.*

*I wish Balwyn High School the best for a fabulous future".*

### Learning To Do







**Justin Hong**  
Director of Senior School



**Amee Duncan**  
Assistant Director of Senior School

## Learning To Do

Our VCE Centre has been buzzing with activity and anticipation as a wall of support with inspirational messaging from teachers and peers, together with a countdown timer has been set up to support our Year 12 students as they progress through the remainder of their school year. As more messages begin to appear, more students are taking the time to check out the feature. A big thank you to our Year 12 Student Learning and Wellbeing Managers – Viet Bui and Bianca Prendergast, for the wonderful initiative.

The added buzz of activity has also been a result of the strong focus on transitions and pathways over recent weeks. This is an anxious time for students and opportunities pathways beyond high school. I commend all our senior students on their mature approach to researching, goal setting, organisation, and on their willingness to embrace the support networks available.

### Year 12 Mario Kart House Competition

Over the past two Thursdays, the Year 12 students engaged with our ever-growing Mario Kart house competition that saw Churchill flex their thumbs to take home the win! There was a real sense of excitement as students gathered to connect with their peers, compete in teams and display their skill across some very competitive races. It was a wonderful opportunity that saw the theatre filled with cheers, joy and house spirit as students enjoyed the social event amongst their peers.

A big thank you to Paulina Makarova for coordinating the events alongside the House Captains, together with the support of Viet Bui, Bianca Prendergast and Amee Duncan. Below is a student reflection from the event.



*There's something fundamentally exciting about a Mario Kart race. The swift speeds lead to frantic pursuits towards the finish line. Plus, the threat of weapons at every moment makes for an increasing uncertainty. For 25 years, Mario Kart is a video game constant, one that has long been played and loved by just about everyone. There have been many versions of Mario Kart and while each has its own quirks and additions, for the most part the game has remained the same. In a world where playing video games against other humans is becoming more competitive, Mario Kart has somewhat been about equalizing talents. If you're a bad Kart player, the game's catch-up mechanic will gift you with better items and even speed you up a tad. Always occupying the first-place position? (Story of my life.) You're always one blue shell away from losing that victory. I think the best part of Mario Kart though is how this cohort is so willing to help each other. I really respected and appreciated how students were more than willing to support others and teach them how to play this amazing game. This inclusivity made for a more exciting and supportive environment, for the house spirits to shine. This game has heart-racing instability, which makes for fun, multiplayer games. Thus it provides an encouraging and reassuring atmosphere, while providing a human connection through a time where human connection has been removed.*

**Mia Condon | Year 12**

### VCE Subject Selections

The process of VCE Subject Selections for 2024 took place over the last three weeks and concluded on Sunday 13 August with the deadline for current Year 10 students. The choices that the students make at this point in their secondary education can have a great influence on their future education and many factors are being considered during the process. Such factors include career aspirations, aptitude and interest, and tertiary course prerequisites as well as creating a program which allows for flexibility in future choice.

## SENIOR SCHOOL REPORT Cont.

We acknowledge the support which parents and guardians of Year 10 and Year 11 students have provided to their children during this process.

### 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.

### Week Zero & Master Classes – For All Unit 3/4 Students

The Year 12 revision program aims at maximising students' preparation as they conclude the academic year and prepare to enter their revision period. As part of this program, students partake in practice exams during the September holidays and master classes in Term 4

As part of this program, students have the opportunity to engage with practice exams in Week Zero that will be assessed externally. Practice exams replicate the conditions of the final exam and provide students with an opportunity to experience these conditions and assess their readiness. Feedback on the practice exams is provided to students in Term 4 when they return to class.

It is strongly recommended that students attend the Week Zero practice exam events for each of their subjects. Registration and payment for these events will be available via Compass from Monday 14 to Friday 27 August.

Master classes will be run by Year 12 subject teachers across Weeks 1-2 of Term 4 and ensure that students are engaged in their learning program until the conclusion of the academic year. Those master classes summarise the key content learnt throughout the year, provide an opportunity to practice subject-specific skills and prepare students with examination techniques. Attendance at the master classes is compulsory for all VCE Unit 3-4 students.

### 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 are available 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.

Tickets can be purchased here: <https://www.trybooking.com/RRKQ>

### RSPCA Virtual Incursion – Personal Development Skills

On the 3 August, the VCE Vocational Major students participated in a virtual RSPCA incursion for the Personal Development Skills subject. This incursion supported the learning of community engagement and the barriers and enablers to working in communities. During the session, students learnt about the different services RSPCA provides, the different volunteering opportunities and got to meet some cute animals including guinea pigs and goats.

*In personal development skills we have learnt about local, national, global communities and how we can engage in them, who helps the community, and how we can help the community. To support our learning we participated in a RSPCA virtual tour over zoom. They talked how they help animals by saving animals from abusive homes or give homes to surrendered animals.*

## SENIOR SCHOOL REPORT Cont.

*They spend 43 million dollars a year on the animals they have across Australia which is 6% funded by the government and the rest donated by the national community.*

**Hrishi Dhawan | Year 11**

*From the RSPCA virtual incursion on Thursday 3 August 2023, we learnt how important it is to look after the animals. If you see an animal left alone in the car, you should call the police and report it. They work very hard to care for the animals by giving unwanted and neglected animals new homes from their shelters. We looked at the animals and learnt a lot about how they are being looked after and, there is \$43 million every year to look after the animals. Out of the \$43 million, 6% is contributed by the government. The RSPCA works with a lot of key stakeholders to improve the conditions and standards for the animals on the farm. In summary, the RSPCA aims to stop the animal cruelty in the world (animal exports) and, they are working with the governments to protect the key issues with animals. They also aim to give unwanted and rejected animals new homes by giving them shelters. The RSPCA was teaching the community about pet ownership.*



**Nirav Lodhia | Year 11**

**Paulina Makarova | Vocational Major Teacher**

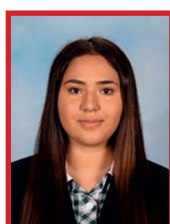
### Lion of the Week Awards

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.



**Joven and Alex | Year 10**

Joven and Alex worked to engage their peers in their Practical Science class by asking questions of the students, in order to support their learning.



**Baran and Lana | Year 10**

Baran and Lana for spending most of their lunchtime playing cards with someone in the House who is usually socially isolated. They were inclusive and made everyone in the House smile.



**Daniel | Year 11**

Daniel for his excellent support and leadership as STEP captain at a recent primary school visit. He took initiative and showed genuine care throughout the visit.



**Roman | Year 11**

Roman for taking the initiative to show a new student around the school and to help them assimilate into the Balwyn High School Community.



**Lucy | Year 12**

Lucy for using their artistic talents in creating a Countdown Poster of the number of days to go for Year 12s to help support the morale of the Year 12 cohort.



## SENIOR SCHOOL REPORT Cont.

### Senior Study Skills Section

This edition's Study Skills was written by Year 12 Students Zainab Al-Haidary and Nicole Chen. The article is a step-by-step guide to the benefits of working collaboratively within a study group. The students have kindly shared some screenshots of their work and the benefits they receive from working together.

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.

#### Study Group Guide

Introducing the Study Group Guide by Zainab and Nicole: Enhance your SAC preparation with personalized attention, immediate feedback, and collaborative learning.

##### Details:

**Who:** You and a friend or a small group, preferably consisting of two people. Having a partner or a small group allows for more personalized attention and a comfortable environment for open discussion and feedback.

##### What:

- **Call:** Schedule a study session with your study group on a platform like FaceTime.
- **Set a Timer:** Decide on a suitable time frame for each writing task. For example, set a timer for 60 minutes to simulate exam conditions for essay or SAQ writing.
- **Writing Tasks:** Each member of the group should independently attempt a specific task, such as writing an essay or attempting exam questions.
- **Debrief and Typing Up:** Once the timer is up, come together and debrief the writing tasks. Share your responses and discuss your thought processes, arguments, and evidence. While debriefing, start typing up your responses on a shared Google Doc to keep track of your progress.
- **Feedback:** During the typing process, leave comments for each other in the Google Doc, providing specific feedback on aspects that went well and areas that could be improved. Focus on structure, argumentation, evidence, language use, and other relevant criteria.
- **Teacher Feedback:** If needed, after the study group session, you can seek feedback from your teacher to gain further insights and improve your skills for future tasks.

**When:** Schedule the study group session approximately one week before a SAC. This timing allows you to review and practice before the assessment while leaving enough time to apply the feedback and make improvements.

##### How does it help?

**Immediate Feedback:** Receive immediate feedback from peers on your writing, allowing you to identify strengths and areas for improvement.

**Reviewing Writing:** Regular practice and review of your writing will enhance your language skills and help you refine your arguments and evidence.

**Critical Reading Skills:** Analysing and providing feedback on your peers' writing will train you to be more observant and detail-oriented, helping you identify and correct your own errors effectively.

**Different Perspectives:** Working with a study partner or group offers the opportunity to gain insights from different perspectives and approaches to a given topic, enriching your understanding of the subject matter.

**Emulating SAC Conditions:** The timed writing tasks simulate exam conditions, preparing you to manage your time efficiently and perform well under pressure during actual SACs.

**Informal Environment:** The informal nature of the study group aids in the absorption of feedback and promotes a collaborative learning environment. It also makes the learning process less intimidating and overwhelming.

**Learning from Others' Strengths:** By observing and learning from others' strengths and writing styles, you can identify and fill gaps in your own understanding and approach to writing/ answering exam-style questions.

By following this study group guide, you can create a supportive and productive environment to prepare effectively for SACs, improve your writing skills, and enhance your overall performance in a particular subject.

A couple screenshots from our google docs:

**Zainab**

This text is a spoken excerpt played on the Australia Save the Children website, a platform which gives a voice to children and champions their rights. This discourse takes place in order to inform adult Australians of Save the Children's advocacy and contributions in making a difference to child welfare across the world. The underlying social purposes of this discourse is to clarify to Australians the numerous scenarios in which Save the Children has positively helped the youth, as well as to celebrate these positive contributions by the organisation. A relatively formal reflects the professionalism an international organisation must uphold, and resonates with the serious subject matter.

The contextual factors of this discourse influence the prosodic, discourse and semantic features of this video. To aid in the expressive and informative functions discourse, prosodic features such as '(1) (1, 4, 5) and emphatic stress on the adverb "around" (4) allow the audience to thoroughly understand the magnitude of impact the organisation is making on the lives of children. Furthermore, semantic patterning through the use of metaphoric expressions "cloud their world" (2) and "upside down" (19) additionally support the informative function through explaining the hardships vulnerable children experience in a colloquial manner - increasing audience perception and their empathetic potential towards the children. On a larger scale, audience support is greatly valuable for Save the Children in order to sustain their organisation - which is also made clear through the polite declarative "Thanks to our supporters we do all this and more" (27) in order to maintain the positive face needs of supporters of Save the Children by expressing immense gratitude. The shared values of child prosperity and the character trait of resilience are additionally demonstrated through the discourse. Repetition of the positively connoted collocation "bright future" (1, 29) at the forefront of the text and yet again near the conclusion creates a cohesive tie in which the Save the Children organisation appeals to the shared value of positive child development consistently to highlight this message and assist in explaining they have achieved this reality for children on many occasions. The idea of resilience is also exhibited through consistent use of verbs with the prefix "re-" such as "reunite" (15) and "rebuild" (22) to demonstrate that despite any hardship, the children the organisation has worked with have successfully demonstrated resilience and personal growth.

The primary social purposes of clarifying and celebrating the involvements of the Save the Children organisation are achieved through discourse, syntactic and semantic features of the text. Anaphoric reference of the proper noun "Save the Children" (3) through substitution with the

**nick** 8:06 PM Jun 10  
slay

**nick** 8:02 PM Jun 10  
noons said try not to use subsystems in ts

**nick** 8:17 PM Jun 10  
would analyse like around the world/international reach + aligning with egalitarianism

**nick** 8:07 PM Jun 10  
would also link to imagery due to the figurative language

Reply or add others with @

1

**nick** 8:15 PM Jun 10  
10/10 bussin

**Zainab Alhaidary** 8:18 PM May 29  
...

**Zainab Alhaidary** 8:19 PM May 29  
i think u can also link this to cult context

**Zainab Alhaidary** 8:20 PM May 29  
wow thats rly good - it can be even better by including the "our history" quotes too to further support this being a consistent theme

Reply or add others with @

Thanks

**Zainab Alhaidary** 8:21 PM May 29  
this is a hard read

Stylistic features such as lexis, semantics, syntax, as well as other prosodic features assists Stuart in acknowledging the function and social purposes of the text. One social purpose is to commemorate Anzac Day. Stuart utilises many positively connoted lexemes such as "recognise" (6), "honouring" (14), "respect" (20) and "gratitude" (20) to show his appreciation for the Australian army. The alliterative phrase "service and sacrifice" (2, 13) emphasises the duty of Australian soldiers in protecting the nation. The parallelism of the phrase "those who" (21, 22, 24) shows his gratitude to those who "have served" (21), "serve today" (22) and "gave everything" (24), emphasising that it is not one but many parties' efforts that play a part in ensuring Australia's security. The abstract phrase "for something larger than themselves" (8) highlights the selflessness of those who have served for the entire nation, portraying how significant their contributions are compared to themselves. The use of emphatic stress "102 thousand Australians" (4) and "two and a half million Australians" (6) reinforces the overwhelming number of people who served for Australia. Another social purpose is to unite all Australians by creating solidarity, stirring patriotic sentiments. The extensive use of personal pronouns "we" (1, 4, 6, 23), "our" (3, 9, 10, 13, 18, 19) and "I" (20) creates a verisimilitude of addressing each individual Australian, uniting all Australians. The noun phrase "our story" (13) consolidates the lengthy and tough journey of Australia as a nation, echoing the idea that every Australian is part of a page of Australia's history and play a role in society

Cultural and situational context are evident within the discourse that aims to commemorate and celebrate the Australians who have fought and sacrificed their lives for their country reflective of the patriotic nature of Australia. Stuart aims to unite Australians through the shared Australian cultural values of respect and mateship. The subjunctive archaism "lest" (26) in the convention "lest we forget" (26) instils a sense of respect and solemnity in acknowledging veterans and

Zainab Al-Haidary and Nicole Chen | Year 12

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



**Chris Land**  
Director of Middle School



**Sylvie Tang**  
Assistant Director of Middle School

## Learning To Do

### Middle School Matters!

As we reach the midpoint of Term 3, a major component of the Middle School program - the Subject Selection process - also draws to a close for students and families. Students and families have been busy attending Parent Information Nights, Subject Selection Assemblies, Subject Selection Interviews, Morrisby Interviews and have also been engaging with subject handbooks for 2024. We would like to thank parents and carers for their engagement in the process, as evidenced through the outstanding attendance numbers for our Information Nights and the volume of queries about the process. We would also like to thank the significant number of staff who have supported the process. In particular, we are grateful for the support of all staff who led Subject Selection Interviews and for the superb organisation of Kate Llewellyn in the Middle School Team.

As the process concludes, please see below for responses to some frequently asked questions:

#### **What happens if I change my mind?**

*Communication from the Middle School Team, commencing at the beginning of Term 3, has supported students and families to make informed choices. Similarly, information has been conveyed through the Lion, NewsFeed, Parent Information Nights, interviews, communication with the sub-school team and through the subject handbooks. Given the extensive consultation period, we are now unable to consider requests for changes to subject forms for 2024.*

#### **Will I definitely be allocated my preferences?**

*No. Whilst every effort is made to accommodate the preferences of students, we are unable to guarantee that students will be allocated all of their preferences. A range of factors influence the allocation of preferences, including: staffing, the popularity of particular subjects, the combination of student preferences and the construction of the 2024 timetable. Nevertheless, students will study a rich and rewarding range of subjects and it is extremely rare that a student's VCE pathways would be affected if we are unable to enrol them in their preferred elective subjects.*

#### **Can I change my subjects in 2024?**

*Sometimes. For the reasons specified above, it is sometimes possible to accommodate changes to elective subjects when the new academic year or semester commences. However, there must be a compelling reason for such a request to be considered. Year 10 is an exception; it is extremely difficult to accommodate any changes to elective choices for students entering Year 10 and students should not expect that any requests can be considered.*

#### **When will I know whether I have been allocated my preferences?**

*Students will receive provisional confirmation of their subjects for 2024 late in Term 4. Late in Term 4, parents and carers will be able to view the list of subjects via 'Parent Payments' on Compass.*

### **My Middle School Experience Celebration Day – Save the Date**

On Friday 10 November 2023, Year 9 students will be participating in the My Middle School Experience: Past, Present and Future Celebration Day. Students will be delivering a short presentation on their Middle School journey, including highlights, areas of personal growth and aspirations for the future. The celebration day provides an opportunity for students to celebrate the completion of Year 9 and their graduation from Middle School with peers, family and teachers. Parents and carers will be invited to attend and should keep an eye on NewsFeed for updates throughout Term 4.

### **Year 7 Update**

We can scarcely believe how quickly Term 3 is moving! As we reach the middle of the term, we are so proud of the kindness and empathy our Year 7 cohort are demonstrating in their day-to-day interactions. In preparation for the Year 7 Wellbeing periods focusing on empathy and self-regulation, we asked the Year 7 community to share some of the acts of kindness they have experienced. What was clear in all of the responses is that small acts of kindness are noticed and appreciated. Here is a very small sample of responses:



## MIDDLE SCHOOL REPORT Cont.

- *I want to nominate my friend because she is just so kind and understanding. She will listen to you without complain and always tries her best to help and understand. She is nice to her teachers and sets a great example of what it means to be BHS student. I am grateful that she is my friend and she is so sweet.*
- *One of my classmates let me borrow their notes for a class I missed and helped me with the algebra we were doing. thanks to them I have properly caught up and have completed my work with little to no struggle!*
- *I have two students in mind who have shown me kindness by walking with me and playing with me and my friends.*
- *A member of our Year 7 community has shown me kindness this week by asking how I am doing to check on me.*
- *A peer has shown an act of kindness buy helping not just friends and classmates but everyone that needs help.*

**Mercedes Marsh and Shannon Blewitt | Year 7 Student Learning and Wellbeing Managers**

### Year 8 Update

It is a very exciting time for Year 8s in Term 3, as students are eagerly selecting their subjects for next year. Students are making considered choices about their future subjects based on conversations with family, peers, teachers and with us in the SLWM office. We are delighted to see how thoughtful year 8s are being in making these decisions.

This week, we are also celebrating the exceptional achievements of Year 8s. Harry Maddocks has been selected in the Under 15s 2023 Victorian Cross Country Team. He will now compete at the Junior National Cross-Country Championship at Stromlow Forest Park in the ACT on Saturday 26 August.

Finally, we are delighted to share a story of Sithum Weraduwege, who demonstrated exemplary bravery in being an upstander, by helping someone who needed help outside of school. We think this perfectly exemplifies our Year 8 theme of "Making A Difference".

*"I was getting off the bus going home from school at around 5:45pm on a Monday. I had just got off the bus and I saw a car crash into the back of another car. It made a loud bang and around 15 adults were standing around and just looking at the car while it was filling with smoke. The car then began rolling backwards because it was on a hill, and it hit another car behind it. The car alarm began blaring, and I could see the door was trying to be opened from the inside, but it wouldn't open because the front of the car was crushed, and the door was stuck.*

*One of the people in the other car got out and was screaming, "Help her!" I noticed that no one was helping the older woman in the car filling with smoke, so I decided to act. I needed to stop traffic so I could get to the other side of the road where she was struggling, and so I went out on to the road and stopped traffic. While I knew this was dangerous, it was more important to me that someone helped this woman. I then had to pry open the door using both hands as it was very stuck. After much pulling, I finally got the door open and helped the woman out of the car.*

*After that, adults took over and I went home. An onlooker wrote then a letter and sent it to the school because they were impressed with how I acted. It seemed like common sense to me to help someone who needed it."*

**Sithum Weraduwege | Year 8**

**Phoebe Hutson and Jed Miller | Year 8 Student and Learning Wellbeing Managers**

### Year 9 Update

Currently our Year 9 students have been embodying our Term 3 Learning Pillar 'Learning to Do' as they engage in Morrisby Interviews and Subject Selection Interviews for Year 10, and start to reflect on their Middle School Journeys. At our recent Year Level Assembly, we asked Year 10 students Charlotte Herlihy and Maadhav Maheshwaran to reflect on their experiences as Year 9 students in 2023, and to provide some words of advice to our students.

## MIDDLE SCHOOL REPORT Cont.

We would like to thank Charlotte and Maadhav for their inspiring words, and to all of our colleagues and families who have supported our cohort as they reflect on their Middle School Experiences and begin to plan their journeys into the Senior School.

Below is an excerpt of Charlotte's reflection:

*Hello Year 9s! My name is Charlotte. Before I begin, I would like to say, congratulations! You've almost finished your third year of high school. How fantastic is that? It's exciting to think about all the possibilities of senior school, the new challenges, experiences and vast range of opportunities. But before we focus on what is to come in the future, it is important to reflect on our achievements in the past.*

*This is why the My Middle School Experience presentation is so important.*

*My Middle School Experience for me, was the opportunity to share to my peers the journey Balwyn High School has led me on for the past few years. One thing I really enjoyed about the task was that I was grouped with students from my very first class in High School, giving me the chance to see how they have grown individually and vice versa. It allowed me to make stronger connections with my teachers and peers as well as support my journey to becoming an independent learner and creative thinker.*

*Now don't get me wrong, presenting in front of old peers, and parents you've never met is not easy, and there may be people here who are anxious about presenting. It can be tempting to only highlight the achievements and successes. However, a presentation that resonates with others is one that reflects your real experience – the ups and downs, the triumphs and setbacks, the moments of joy and moments of struggle. Your experience is uniquely yours, and no one else can tell your story the way you can.*

*I was asked to give one piece of advice, and it is to embrace your individuality and let your personality shine through in your presentation. Be proud of your growth and learning experiences, and share them with confidence and authenticity.*

*Having taken a moment to acknowledge your achievements, it's now time to cast our gaze forward, ensuring that the choices we make now pave the way towards a successful Senior School journey.*

*As you embark on your My Middle School presentations and subject selections, I wish you all the best of luck in choosing the path that resonates with your passions and aspirations, and may these decisions lead you towards a future filled with growth, success, and fulfillment.*

*Thank you!*

Charlotte Herlihy | Year 10

**Brandon Jones and Bethany Shearwood-Boyd | Year 9 Student and Learning Wellbeing Managers**

### **Year 9 Careers Pathway Inquiry – Term 3 Week 10 Excursion**

After much planning, Balwyn High School is excited to announce the Year 9 Melbourne Careers Pathway Inquiry (CPI), will be occurring in Week 10 of Term 3. This excursion is integral to the Year 9 theme: My Middle School Experience – Past, Present & Future. It will be supported by the work the Year 9s have already done through the Morrisby assessment process, whilst also providing opportunities for reflection when students deliver their My Middle School Experience presentations in Term 4.

All Year 9 students are encouraged to sign up for this experience, which provides in-context opportunities for them to explore their future career aspirations. Student will engage in a variety of activities organised by the school, in addition to a student driven component. These activities include:

- Student-driven route-planning and navigation to and from the city via public transport;
- A guided tour and interactive presentation from RMIT University Melbourne City Campus, exploring the day-to-day of university life, as well as what higher education pathways are available for potential careers;
- Student-driven inquiry-based research on a potential career/pathway they wish to investigate.

## MIDDLE SCHOOL REPORT Cont.

Students will visit sites which relate to their future career's aspirations, collect data and answer personal curiosities;

- Exploration of an industry that supports a range of professions, whilst also enjoying some down-time: Strike Bowling at Melbourne Central and/or QV;
- An Alumni Q&A for students to gain insight into real life career experiences of ex Balwyn High School students

The experience in the Victorian capital will allow students to engage authentically with the Victorian Careers Curriculum, whilst also supporting our students to 'learn to live together' through the structured independence that comes with navigating the city. The Compass events for this excursion will be live from 21st August and payment will be due on Friday 1st September. Get in quick and be sure not to miss out on the event of the Term!

### 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 4 and 5 of Term 3 are below:



**Alvin | Year 7**

Alvin received Middle School Student of the Week after being nominated by a staff member at the Wellbeing House. Alvin was supportive and empathetic towards a student in the house.



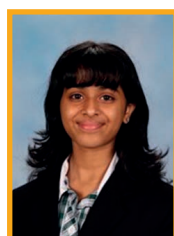
**Coco | Year 7**

Coco received Middle School Student of the Week after being nominated by her teacher. Coco consistently applies herself to her work, actively contribute to class discussions and has been very supportive of her new classmates.



**Mahan | Year 7**

Mahan received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Mahan showed honesty and integrity by handing in a lost laptop to a staff member and ensuring it was connected to its owner. Well done, Mahan!



**Annika | Year 7**

Annika received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Annika was thoughtful and engaged during the Year 7 Wellbeing Day. She was consistently role-modelling positivity and optimism.



**Sithum | Year 8**

Sithum received Middle School Student of the Week after being nominated by the Assistant Principal of Middle School. Sithum showed initiative to support a member of the community when they were in a challenging situation. Sithum demonstrated generosity and selflessness. Congratulations, Sithum!

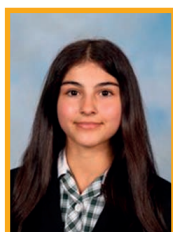


**Aravind | Year 8**

Aravind received Middle School Student of the Week after being nominated by his teacher. Aravind continues to take risks in drama and role model what viewing mistakes as learning opportunities looks like. Good work, Aravind!

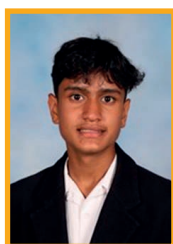


## MIDDLE SCHOOL REPORT Cont.



### Sofia | Year 8

Sofia received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Sofia consistently efforts in upholding the expectations and values of a Balwyn High School student is extremely admirable.



### Ryaan | Year 8

Ryaan received Middle School Student of the Week after being nominated by a staff member. Ryaan demonstrated honesty and integrity by handing over something valuable to a staff member.



### Bryce | Year 9

Bryce received Middle School Student of the Week after being nominated by the Assistant Director of Senior School. Bryce demonstrated a positive attitude, maintained friendliness and a respectful demeanour throughout his subject selection interview.



### Liam | Year 9

Liam received Middle School Student of the Week after being nominated by a teacher. Liam supported a teacher significantly by showing initiative and generosity in his efforts. Well done, Liam!

Chris Land | Director of Middle School  
Sylvie Tang | Assistant Director of Middle School



**Dani Cantor**  
Director of Senior  
School Wellbeing



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



**Gough**  
House Wellbeing Dog

## Learning To Do

### Middle School Wellbeing Events

#### Year 7 Wellbeing Day

The key message for the day was exploring the link between showing kindness, empathy and wellbeing. Students participated in a presentation by Sharon Gardner-Drummond (Director of Wellbeing – Middle School) & Shannon Blewitt (Year 7 SLWM) on Empathy. Students were involved in a range of activities, focussing on ways in which they can show kindness and be altruistic. In addition, they were taught strategies to assist them in self-regulation in various situations.

*This Wellbeing Day, we learned about the ability to empathise and how to tell the difference between empathy and sympathy. Empathy is showing compassion and understanding how others may be feeling at the time. Sympathy is about feeling pity for others but not doing much about it. As Brené Brown (who we watched a video about) said, "Empathy fuels connection, sympathy drives disconnection." Basically, empathy is feeling with the person, while sympathy can be feeling relieved you don't have the same problems.*

**Mia Seeto | Year 7**

*On Thursday, the year 7 community attended a wellbeing session where we learnt the meaning of wellbeing and empathy. We explored the meaning of empathy and how it differs from sympathy. We learnt how to view things differently and from different perspectives to allow us to have better insight to help others and ourselves to become better people.*

*We learnt how to put ourselves in other people's shoes and be someone that can support others. Wellbeing also allows us to have a positive look on life that allows us to become the best versions of ourselves.*

*Wellbeing affects us in many ways, and it allows us to grow and learn into someone that we'd be proud of. Wellbeing helps us forge healthy relationships and connections with the people around us and help you build a positive community. Learning about well-being helps us understand our emotions and how to express them respectfully. Wellbeing also gives us a purpose to strive to become better and better and allows us to soar in different aspects of our lives.*

*Wellbeing is a big part of our lives and doing wellbeing activities that actively help us connect and reflect on the positive parts of our lives can help us strive to become someone that understands wellbeing.*

**Mingze Chen and Hazel Constable | Year 7**

#### Year 8 Wellbeing Day

The aim of the presentations was for students to understand the link between gratitude and wellbeing. They were fortunate enough to listen to a presentation by Bridget Watt, School Psychologist, focussing on the benefits of positive psychology. In other activities, students were encouraged to meet others within their cohort with whom they shared a common interest. Lastly, they engaged in a tutorial competition and a trivia quiz.

Student feedback was gained from a survey and it was great to see the strength of the message in their responses.

#### Year 9 Wellbeing Day

*On Friday the 21st of July, year 9 students missed period 1 to attend a body image wellbeing day, and I wish I could lie and say that our session was boring, and that we mainly watched the person do Zumba, but only one of these would be true, because it was really, really fun. The comedian and singer that we had was super enthusiastic, passionate, empowering, and she brought up new perspectives to a lot of us.*

*Some of the topics that were brought up in the session included accepting and acknowledging that our bodies are all different, unique and special, that our bodies are designed to change, and also of*

## WELLBEING TEAM Cont.

*the abundance in detrimental advertisements around us, even when we don't realise them, affecting our choices, behaviours and emotions. We also learned more about the different influential factors around us that impact our self confidence, how we view ourselves, and how incapacitating it can be, when a mindset of shaming one's body and desires has been engrained.*

*Kelly Nash created a vulnerable and open space for respectful queries and input, through the many personal stories she shared, such as the analogy of the extremely expensive lipstick that plummeted in price when consumers were deemed to no longer have a large interest in them, and they had gone out of "trend", bringing up the question of: "why should we let our value be defined by what someone else decides?"*

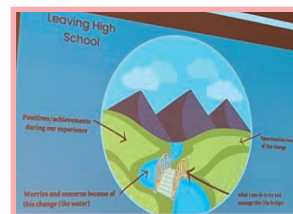
Felix Tan and Tejal Kumar | Year 9

### Year 12 Wellbeing Session: Transitions and Coping with Change.

On Thursday, 3rd August, Year 12 students attended their Term 3 Wellbeing event. It was led by Kids Helpline and the focus was to provide strategies around the fast-approaching end to the school-based learning stage of life.

One of the key take away messages was for students to consider what is and is not within their control. Their feelings were acknowledged and validated. As the presenter said, our emotions serve three important purposes:

1. Give us information about situations
2. Help us know how to respond or behave
3. Help us communicate and connect with others.



### One Foot Forward

<https://www.onefootforward.org.au/how-it-works>

The Black Dog Institute is asking people to walk, run or roll 40km, 60km, 100km, 150km, or a distance that suits you, throughout Mental Health Month this October. By taking part, you can help fund crucial mental health research and support services at Black Dog Institute.

We would love as many members of our school community to sign up and join the Balwyn High School team. All you need to do is decide what distance you would like to aim for and sign up using the link above.

Sign up now and be ready to walk for mental health – yours and others – this October.

### Anxiety is ... a feeling, not a disorder.

From <https://www.heyigmund.com/anxiety-is-a-feeling-not-a-disorder/> by Karen Young.

Anxiety is a feeling, not a disorder. It's a warning, not a stop sign. Language is powerful, and the more we talk about anxiety as breakage or as a deficiency, the more we're going to drive anxiety about the anxiety. The truth is that it's a really normal human experience. In fact, it's probably one of the most human of the human experiences.

For sure, anxiety can really intrude into a young person's life, but the more we talk about anxiety in terms of breakage or deficiency, the more this will become a part of their experience. Especially for young people with intrusive anxiety, there is nothing to be served in pathologising anxiety.

What we focus on is what becomes powerful – so let's shift the focus. Let's stop talking about anxiety as a 'disorder', breakage, or deficiency, and towards normalising it. We won't get rid of it, so let's turn it from a scary beast of a thing, to an ally. This starts with the way we talk about it.

Anxiety does not come from a broken brain. It comes from a strong, powerful brain that is doing its job – protecting them from danger. All brains sometimes work too hard sometimes, and instead of protecting, they overprotect.

Brains can't tell the difference between things that are scary dangerous, and things that are scary safe (new, hard, brave, important things).



## WELLBEING TEAM Cont.

Let them know: Anxiety is a 'just in case' response. Just in case you need to run away or fight, I'm getting your body ready – just in case – but you decide: 'Is this a time to be safe? Sometimes it will be. Or is this a time to be brave?'

Anxiety shows up to check that you're okay, not to tell you that you're not. It's your brain's way of saying, 'Not sure – there might be some trouble here, but there might not be, but just in case you should be ready for it if it comes, which it might not – but just in case you'd better be ready to run or fight – but it might be totally fine.' Brains can be so confusing sometimes!

All young people need to know ...

- Your anxiety is there to check that you're okay, not to tell you that you're not.
- You have a brain that is strong, healthy and hardworking. It's magnificent and it's doing a brilliant job of doing exactly what brains are meant to do – keep you alive.
- Your brain is fabulous, but it needs you to be the boss. Here's how. When you feel anxious, ask yourself two questions:

1. 'Do I feel like this because I'm in danger or because there's something brave or important I need to do?'

2. Then, 'Is this a time for me to be safe (sometimes it might be) or is this a time for me to be brave?'

- And remember, you will always have 'brave' in you, and anxiety doesn't change that a bit.

And finally...

Words are powerful. They drive thoughts, feelings, responses. The more sting the words have, the more sting the experience will have. The way we talk about anxiety won't be the whole story, but it matters. It has to be part of any response.

### Photo Competition for Mental Health



———— Your Health Link ————

## National Photographic Competition

HEALTHY LIFE HEALTHY YOU

Competition opens  
**19 August 2023**

**SAVE THE DATE**

The Mid North Coast Local Health District will open its 2023 Your Health Link National Photographic Competition on World Photography Day 19 August, 2023.

Primary and high school students are encouraged to get ready to grab their mobile phones, tablet or trusty camera and capture images that promote 'Healthy Life Healthy You' for a chance to win a range of great prizes.

Schools are also the big winners with prizes supporting healthy school canteen programs.

For further information contact:  
Tiffany Ball  
National Competition Manager  
MNCLHD-YourHealthLink@health.nsw.gov.au

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

NSW Mid North Coast Local Health District

## WELLBEING TEAM Cont.

### Respectful Relationships

The relationships we have in our lives impact us in so many ways and it's essential that we try to have healthy, respectful relationships with others.

To have healthy, respectful relationships you need to know what respectful behaviour looks like.

Here are some examples of how to show respect to others:

- Be a good listener
- Understand someone's point of view
- Express your needs and wants in a direct, calm and respectful way
- Respond in a timely manner if someone requests something
- Acknowledge what others do well
- Let people know you appreciate them
- If someone shares something intimate and personal with you, keep it private
- Emphasise someone's strengths, not their weaknesses
- Ensure your humour is sensitive to others' feelings and avoid embarrassing them
- Speak directly with others, don't talk behind their back
- Allow someone space if they need it.

Respectful relationships are important because they:

- Contribute to your growth, maturity and sense of self-confidence
- Promote healthy self-expression and awareness of yourself and others
- Enable you to feel accepted, positive and free to be yourself.

Respectful relationships also help you feel safe, encouraged, valued, understood and accepted.

<https://www.qld.gov.au/youth/relationships-safety-sexuality/relationships-sexuality/respectful-relationships>

If you would like more information, visit <https://kidsline.com.au/young-adults/issues/respect-relationships> or <https://kidsline.com.au/young-adults/issues/family-relationships>

### Supporting Autistic Mental Health and Wellbeing

Yellow Ladybugs is an Australian-based, non-government, not-for-profit organisation that delivers face-to-face and online social events for autistic girls and gender diverse individuals, generally between the ages of five and sixteen, in an inclusive, fun and sensory-friendly setting. Our events cater for different interests, experiences, and abilities.

Yellow Ladybugs currently delivers face-to-face events across Melbourne, and deliver high-quality, exclusive Yellow Ladybugs online events to the rest of our membership across Australia. Approximately 200 Yellow Ladybugs attend our face-to-face and online events each month.

Popular events include Minecraft, slime-making and anime drawing workshops. Our unstructured and outdoor events include exclusive and sensory-friendly sessions at trampoline parks, climbing centres, circus schools and fun parks. We also enjoy exclusive access to premier venues including art galleries, museums, zoos, planetariums and aquariums. Our arts and crafts events are also popular and feature regularly on our events calendar. In keeping with the birthday party theme, all our face-to-face events finish with party bags and cupcakes.

Many of our activities may also be claimable for our NDIS funded members.

They currently have a range of events on offer that you can sign up for at [this link](#). Current events include a Science Party, A Bounce Party, Chocolate Bon Bon Workshop and A Halloween Party

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*

We find ourselves in the middle of performance season in the Music Department, but what an exciting and wonderful time it is! As each performance takes place I am witness to the result of the courage, determination, and work that sits unseen behind every performance, allowing us as audience members to be moved and inspired by the courage of every performer.

Week 5 saw our ensemble program forge new connections through our performance showcase week. As each ensemble performed, students reflected on their own journey within the Music Program; students in our junior ensembles were inspired, members of our senior ensembles reflected on how far they had come since starting their instrument back in Year 7. It was a celebration of all that the Music Program has to offer; with the warmth and encouragement of enthusiastic rounds of applause ensuring that every performer knew that their work and music-making not only matters, but is also celebrated.

### **Winter Concerts**

What an exceptional two nights of concerts we had in Week 4 of term! It was magnificent to see the David McGrail Theatre full with families and friends of our performers to join in such wonderful evenings of music. Congratulations to all of our large ensembles for their performances at the concert series. We are looking forward to welcoming the school community to join us for more performances at our Spring Concerts in Term 4. Thank you to all families and friends who joined us across the evenings, ensemble directors and Music staff, student performers and to Rein Kivivali and Mark Curnow with the Sound and Light Crew for their superb support of the event.





ISSUE 12 | 17 AUGUST

## CALENDAR OF EVENTS

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.



## MUSIC Cont.

### Reflection: Year 12 Musicians

*Winter Concerts marked the final performance for our Year 12 students on the David McGrail Theatre Stage. As our Spring Concerts come around in Term 4, our Year 12 students will already be finished classes and preparing for their final examinations. I had the pleasure of congratulating and honouring the contributions of every single Year 12 student in our program through the presentations at our Winter Concerts, and as each student walked across the stage to shake my hand with pride, I was reminded of the journey of each and every student through the Balwyn High School Music Program. While the impact of each student on the music community at Balwyn High School is seen and noticed every day, these students also reflected on what the Music Program has meant to them over their six-year journey.*

*Winter Concert feels like flies by, while it is my second, sadly, it is also the last. When I was planning my studies in Australia, I always knew that I wanted to engage in the choral program because music is an important part of my life, and as an international student living in a homestay, singing provides me the simplest way to express myself. During our weekly rehearsals, I've made friends from all year levels and learned a lot about vocal techniques as well as Australian culture. I've gained so much from my ensemble experiences and would highly recommend it.*

**Lisa Chao | International Student Captain**

*Music will always be a highlight for me when I reflect back on my high school journey in the future. It has stayed a constant in my life, from year 7 to 12, and you come to realise this when things begin to change during your schooling years. The program has repeatedly allowed me to share my passion for music with like-minded people from across the school, and gain cherished connections with staff and students alike. I have learnt so much from the supportive music community I am part of, and I strongly recommend you start your journey too.*

**Isaiah Chin | Year 12**

*When I first came into the music program here, I knew nothing about music; back then I just followed my friend from primary school in the program. However, as time passes, I've grown to realise the opportunity the music program brings. I have met more people than I could have done without, found a new hobby, and it really adds a brush of vibrant colour to the otherwise stressful school life. To students already in the program, my advice will be to continue all the way through to year 12 as it gets more fun as you progresses.*

**Mingkai Tan | Year 12**

*I was ten when I watched my first Balwyn High School concert. Seeing my brother perform in a big band made me thrilled and impatient to participate in just a couple of years. This past Winter Concert has encouraged me to reflect on this excitement and appreciate how much the ensemble program has contributed to my development as a musician that I look back at each rehearsal with great fondness. Having met some of my closest friends through the music program, I can't overstate the value of forming these connections and being able to grow alongside my peers.*

**Sharmaine Koh | Year 12**

### Celebrating Success: Victorian Schools Music Festival

As the Victorian Schools Music Festival continues, I am beyond thrilled to be reporting more wonderful results for our Music Program. 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 ensemble presented the chosen repertoire in their performance.

The strength of the Balwyn High School Music Program continues, with the following results for our choirs in their relevant sections:

**Senior Concert Choir: Platinum Award (directed by Melanie White and Paul Jones, accompanied by Julia Hastings)**



## MUSIC Cont.



Encore Choir: Gold Award (directed by Melanie White)



Harmonics & Resonance Choirs: Gold Award (directed by Rosie Hilder and Yang Liu)



Congratulations to all of our choirs and their choral directors for their marvellous performances at these events.

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

### Music Scholarship Finals: Congratulations to all of our Finalists!

On Monday 14 August the Music Scholarship Finals took place in the David McGrail Theatre, and what a wonderful evening of music it was! Students from Junior, Intermediate, Senior and Senior Advanced sections presented such spectacular performances on the David McGrail Theatre stage. Each and every student is to be commended on their poise, preparation and the way in which they supported each other throughout the night.



## MUSIC Cont.

Seeing the way in which students congratulated and celebrated each performance as they left the stage was a mark of the connection forged through a performance experience such as this. Knowing that each and every performer was experiencing the same nervous energy allowed a space where students embodied our school theme for the year; showing each other empathy, building connections, and establishing a sense of belonging in our school community.

Congratulations to the following students who were awarded a scholarship on the evening:

Junior Section	
First place	Simonette Wijewardane - Voice
Second Place	Zara Valdez - Voice
Principal's Encouragement Award	Mahan Azizi - Piano
Intermediate Section	
First place	Yuka Tog - Voice
Second Place	Mahee Kudumbur – Voice
Principal's Encouragement Award	Sihan Jiang - Guitar
Senior Section	
First place	Yong Hao Chan - Piano
Second Place	Martin Tran – Cello
Principal's Encouragement Award	Davina Jang - Clarinet
Senior Advanced Section	
First place	Ryan Jiang - Violin
Second Place	Cyrus Cheng - Viola
Principal's Encouragement Award	Daniel Vu - Piano
Composition Section	
First place	Daniel Vu – 'The Final Trial'
Second Place	Matthew Yan – 'A Soothsayers Story'
Principal's Encouragement Award	Fergus Yim – 'Cinematic Approach'

We are grateful for the expertise of Eddie Dorn in adjudicating the evening, providing all of the student performers with feedback that ensures students can celebrate all of the wonderful music-making they do and consider the opportunities for growth in their instrumental music journey.

### Presentation Night: Rehearsals underway!

Preparation for Presentation Night is well underway! Presentation Night is a significant event for our school community where we come together to celebrate success in all of its forms across the school. Symbolically the evening ends with a spectacular finale which features a full 90-piece symphony orchestra, all of our choirs, and a massed choir formed by all of our Year 7 students.

The finale medley for 2023 has six songs for our Year 7 students to learn, and so rehearsals are officially off and racing! Year 7 students are rehearsing as part of their weekly music classes at the moment; pairing up with another class and focusing on building their familiarity with each of the songs. It is shaping up to be an incredible medley filled with lots of energy.

Invitations to perform as part of the Symphony Orchestra went out to students in Week 5. Instrumentalists will start learning their parts as part of their Instrumental Music Lessons over the coming weeks, with the first official Presentation Night Orchestra rehearsal taking place in week 8.

We can't wait to share updates with you as we continue to bring together this spectacular finale.

## MUSIC Cont.



### Vocal Soiree

A key feature of the vocal program at Balwyn High School is the annual Vocal Soiree. At these evenings, the David McGrail Theatre becomes the classroom for our voice students; students bring all of their practice to the stage to focus on their performance skills, experiencing all of the challenges that come with singing on a stage in front of friends and families.

Students were asked to provide a quote reflecting on what singing means to them. We hope you enjoy this selection of quotes as much as we did!

*Singing bring me joy, and travels everywhere with me!*

Zara | Year 9

*I love singing because it creates an environment where I can relax and have fun.*

Diana | Year 7

*I want to sing like the birds, not worrying about who hears and what they think.*

Isabella | Year 8

*When I sing it feels like my mind is clear for just a moment.*

Charlotte | Year 11

*Listening to music is nice, but singing it is always even nicer*

Annabelle | Year 9

*When I sing, I feel comfort and joy!*

Bernice | Year 9

*My limits and boundaries are challenged every time I engage in vocal activities, and as a growing student I believe that these types of situations where your comfort zone is being challenged and put under pressure is very important in the learning and refinery of skills relating to all subjects. I believe singing provides this experience in a very handy way.*

Charles | Year 7

*Music in general has been a large part of my life, and singing is no exception; it changed how I view music as a whole.*

Louis | Year 8

*Singing isn't just music, or some form of instrument. It is a beautiful and expressive way that uses nothing but yourself, and tells a story, gives emotion, or entertains the audience and yourself.*

Rafael | Year 9

*I value singing a lot as it reminds me of all the memories I share with my loved ones*

Jackie | Year 7

It was an absolute pleasure to see each and every student shine in their performance over the two evenings! Equally, it was a privilege to witness the camaraderie between all performers as they congratulated and celebrated each other at the end of each performance. It takes great courage to stand and deliver a song under such pressure, and great empathy to acknowledge and support others as they step into the spotlight.



Thank you to their teachers: Sylvie Tang, Melanie White, Yang Liu and Tiffany Fung for their care, support, and organisation of such a rich learning experience for our vocal students.



Balwyn High School proudly presents our annual Jazz Night: 'In the Groove!'. We warmly invite the school community to join us for a wonderful evening of music, pizza and pasta at Grand Ballroom of The Manningham, Bulleen. The evening will showcase a range of stage bands, jazz combos and vocal ensembles. Tickets can be purchased at the link below and are strictly limited.





### Spotlight: Year 9 Music

Currently in Year 9 music, we've been focusing on two main components- performing and technical abilities with guitar and piano and creating our very own compositions in a style of our own choice. The freedom of choice is astounding- to enjoy this class you don't need to be brilliant at an instrument or a vocalist with a massive range, nor do you need to put in hours of practice- all you need is a passion for music. I, personally, have been enjoying the theoretical or composition aspect of the class; we've gone through chord structure, lyric writing and researched styles we enjoy, and we've moved on to the bigger project- a composition. From writing more contemporary music like pop or rock or leaning towards a more classical approach, take Year 9 music, you're bound to have loads of fun while meeting a range of people with similar interests.

Mihili Abeygunawardane | Year 9

During year 9 music in semester 2, we've been doing some research on a specific genre and style that we enjoy, later on to write our own song in this genre. We've also been learning how to write music using digital programs like MuseScore and Mixcraft. Along with that, we also have prac lessons where we learn pieces on the piano and guitar. I really like these lessons because I can practice and improve on my skills on instruments. Overall, year 9 music has been fun and interesting, and you should definitely try it out.

Vega Kwok | Year 9

In year 9 music, we work on a variety of different tasks such as composing our own pieces and working in groups to perform songs. Our compositions are created in a style of our own choice, based off a power-point that we presented, mine being heavy metal. In addition to this, there's the practical aspects of this subject. We get to play guitars and pianos in small groups, working on given songs. Playing the piano for me is challenging, because I've lost practise on it and I'm not fluent in it anymore. These main two tasks are really fun, as we get to be creative and work with our friends. There are many things to look forward to as well in year 9 music, such as learning new instruments and how music flows. Overall, it's an exciting and innovative subject that educates us on the wonderful world of music.

Katrina Tan | Year 9

## MUSIC Cont.

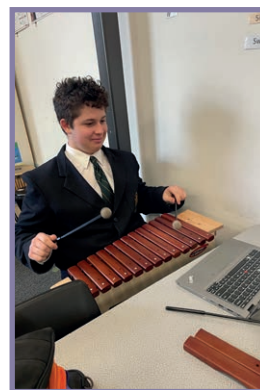
*Year 9 music this semester has certainly been interesting and entertaining. We have been focusing on our skill as composers and lyric writing which gives us a lot of freedom about how we want to shape our composition. In addition to this, we have also been performing some pieces of music, exploring our musical skills in practical lessons. All in all, music so far has been a pleasant experience with more to come.*

**Desmond Widjaja | Year 9**

*This year in music we have been developing our skills as composers, we've explored different styles and looked further into different genres of music, Aswell as improve our skills on the guitar and other instruments, music is really fun because we get to write songs and perform them in front of our class, as well as learn other songs. Music in year 9 has helped me to enhance my skills and really understand music as a composer, it's also been really fun making music with my peers and teacher and I will definitely be doing music again next year.*

**Reana Ariss-Shah | Year 9**

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



**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

[Return to Page 1](#)

## Learning To Do

### State Intermediate Boys Badminton

Congratulations to the Intermediate Boys Badminton team for making it to the semi-finals at State.

The team lost their first game 0-6 to Maribyrnong, who later won the State Title. The team responded winning 6-0 in back-to-back games to Chairi Christian School (Leongatha) and against Marist College Bendigo. The team finished second in Group B and then versed Nossal High School who finished on top of Group A. Unfortunately, the team lost 1-5 but ultimately finished in the top 4 of the State.



### Interschool Sport (Region)

A big congratulations to the Senior Girls Hockey team for winning the Region competition and will now advance to represent Balwyn High School at the State Finals. An update will be made available in the next Lion newsletter. We are excited to find out how both our Senior Girls and Boys hockey teams perform at State this week!

Our badminton teams have continued to play some high-level games at the Region rounds. The Year 8 Girls team should be commended for their performance at Region after winning the entire competition. They will now compete at the State finals later this term! The Year 8 Boys team also put up a strong performance and made it to the Semi Finals. Our Year 7 Boys & Girls Badminton teams both finished as runners up at Region, just missing out on advancing to State. We look forward to seeing how these students go throughout the next few years of their schooling at Balwyn High School.



Well done to the Intermediate Girls Soccer for their competitive performances at the Region round. Our girls were defeated by Rowville SC who ended up winning the entire day, however, the girls played some high-quality football throughout the day.





ISSUE 12 | 17 AUGUST

## CALENDAR OF EVENTS

**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

## TERM 4 DATES:

**Monday 9 October**  
Region Track & Field  
Championships

**Thursday 12 October**  
Year 8 Girls Cricket  
Region Intermediate Boys & Girls  
Cricket

**Monday 16 October**  
State Track & Field Championships

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

### Breast Cancer Network Australia (BCNA) Pink Sports Day

On Thursday 10 August we hosted our first inaugural BCNA Pink Sports Day to demonstrate our support for a hugely importance cause. We saw this as the perfect opportunity not only to fundraise, but simultaneously promoting community engagement and women in grassroots sports.

The total donation amount currently sits at \$4403.29, which is a fantastic result. Our initial target was \$5000, therefore, any additional donations would be appreciated. Donations can still be made here: [BCNA Pink Sports Day - Donate to Balwyn High School](#).

We were fortunate to borrow the inflatable 'Veronica' who will also be on display at the AFL Field of Women game on Sunday 20 August. In addition to this, we decorated the front of the school and had QR codes displayed for donations.

We would like to thank all students and staff that wore pink on the day, those that bought Bakers Delight Pink Fun Buns on the day, those that entered the raffle, and those that either played or watched the students vs staff game of futsal.

We look forward to expanding this as the years go on, while also further strengthening our community connections.



### Goal Girls

Rebel Sport in collaboration with Nike have launched 'Goal Girls' which allows Rebel Members to sign up to access digital football skills tutorials from Ellie Carpenter, receive product offers and gain access to local community events.

Goal Girls is designed to give girls the skills and confidence to hit the pitch in 2024, no matter their level of football experience. It's aimed at 8-12 year olds in particular.

Rebel Sport want to unite thousands of girls around Australia around their passion to play and support their goals on and off the pitch - from fun to competitive.

[Sign up for free here.](#)



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



**Simon Maher**  
Director of Mathematics



**Rikara Ahmat**  
Director of Science



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

## Learning To Do

### Blood Testing Experiment

In Year 10 Forensic Science, students are studying different kinds of evidence that can be collected at a crime scene. In this class, students analysed trace blood evidence collected at the scene of the kidnapping of Slippery Pete, a beloved fish pet. Below are some reflections from our students.

*In forensics, we were able to conduct a PRAC based on a case study. We were able to find the different teachers' blood type with some techniques taught in class. Some things I enjoyed about this PRAC was seeing and understanding how the blood solution agglutinated and clumped up. The method was very easy to follow with clear instructions that all the students were able to follow.*

**Georgia Bell | Year 10**

The blood typing practical provided insightful information on the work that forensic scientists do. Through the reaction between different samples of blood and anti-serum A and anti-serum B, we were able to identify which blood samples had agglutinated. The agglutination indicated the blood type whether that be A, B, AB or O. We were able to conclude that the science teacher was the most likely suspect given their blood type matched the sample found at the scene of the crime.

**Liza Mak | Year 10**

Our case study was to find out who kidnapped Slippery Pete. We had a list of suspects and we had forensic blood evidence. Using the evidence, we found out the suspects different blood types and we had the blood evidence from the crime scene. From the evidence from the scene, we determined how the different blood types reacted to the anti-serums. This helped us find out who kidnapped Slippery Pete. I enjoyed this prac because I got to learn the different blood types and how they react to the A&B anti serums. This was a great start to my Friday.

**Alannah Dialectos | Year 10**



### Egg Drop experiment

In Year 7 Science at the moment, students are studying forces and their effects. As part of their learning students completed an engineering task to create a craft that would allow an egg to be successfully launched from the Science building and emerge intact! Here are some reflections from our students.

*Throughout the experiment of the 'minion escape ship challenge,' students were able to construct an 'escape ship' to support the 'minion' inside as it fell to the ground. Each group was successful in designing and building their minion escape ships which were ultimately tested from a tall ramp in the school as they fell to the ground beside the cafeteria. The experiment represented the characteristics of an egg drop, meaning that the objective was to create a design that would be able to support the egg as it falls. Ideas such as using a plastic bag to increase the amount of air resistance acting on the 'escape ship,' as well as the use of balloons and cushioning inside a basket, for instance, would lower the risk of the egg breaking. In conclusion, this experiment was overall a success and a great experience for all students as they begin their first year in formal scientific studies.*

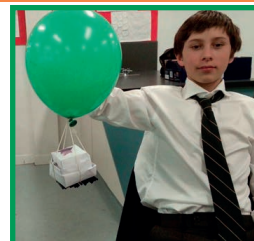


**Sienna Profitis | Year 7**



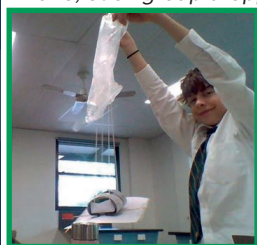
## MATHEMATICS & SCIENCE Cont.

First, it all started with each learning group planning how our minion ship would look like, and labelling how each material would help safely bring our egg(minion) to the ground. To make this challenging for us, we had limited materials and once you used them you couldn't get anymore. This taught us about making wise decisions and using items sparingly. The next lesson, we finally got to create our ship. Each group was busy constructing different parts and modifying things that didn't quite work out. My group's minion ship was made from a balloon, a blown-up plastic bag, string, paper, sticky tape, and newspaper. We used the balloon for a



sort of parachute at the top. A small basket was constructed for the egg to sit in, which was then attached to the balloon with some string. Below the basket was a blown-up plastic bag to provide cushioning for when it hits the ground. The third lesson was the day we dropped our ships with eggs inside off the bridge connected to the D science building. Everyone was so nervous as to whether their egg would survive the fall. Although, more people were probably dreading the cleanup of the broken eggs. One by one, each group dropped their ship while another group member was recording from the bottom. Sadly, my group's ship did not even make it to the ground, except it flipped upside down and threw the egg out. If I was to do this again, I would use the plastic bag as a parachute instead of the balloon. Air resistance would most likely act stronger against it since the air would get caught in the plastic bag. Overall, this task was really fun, and the most exciting bit was most definitely dropping it.

**Karen Hoon | Year 7**



In lesson 1, my group began by drawing out a concept for our ship's layout. We made a rough design of the ship and labelled each component. The entire ship's composition and construction were considered. Now was the time to construct our ship. During our 2nd lesson we assembled our supplies and started constructing the ship. As a team, we went through a lot of trial and error. We used a lot of extraneous parts during testing of the ship, which made it heavier than necessary. After seeing how the test went, we removed some parts from the ship and made modifications to improve its performance. We were unable to get the egg to stay intact when it came time to perform the minion drop. If I were to try this experiment again, I would put something over the egg so that it would be protected in the event that our ship capsized. This experiment gave me a lot of knowledge about the value of force and all of its effects.

**Isabella Pham | Year 7**

The process of designing the design was tedious at first, but once we started to develop an idea, the 'Minion Ship' started to come together. Our design was meant to look and act like a hot air balloon. There was a basket at the bottom that was made from newspaper, a balloon at the top and a plastic bag to tie them together. We also added stabilisers and stuffing (which was newspaper and paper bundled together) to the basket. The stabilisers were meant to stabilise the basket, and make sure it doesn't tip over. The stuffing was there to accompany the egg and attempt to keep it safe from the fall.

Now, it was time for the outcome. We dropped it from above the canteen walkway, and we were hoping it would float softly down to the ground. It didn't. Although the balloon and plastic bag did help decrease the speed of the fall, ultimately, it was not able to withstand the concrete ground. As we fished out the egg from the ocean of stuffing, it had a perfect crack, and the orange yolk came out whole. That's a win in my opinion. If I were to do it again, one thing I would change is using straws to surround the egg instead of a basket because the straws could help keep the egg elevated whereas the basket couldn't really keep the egg from cracking. But no matter the outcome, it was fun anyway and working with my group was great since we could all share our ideas with each other, and experiment with things that might work.

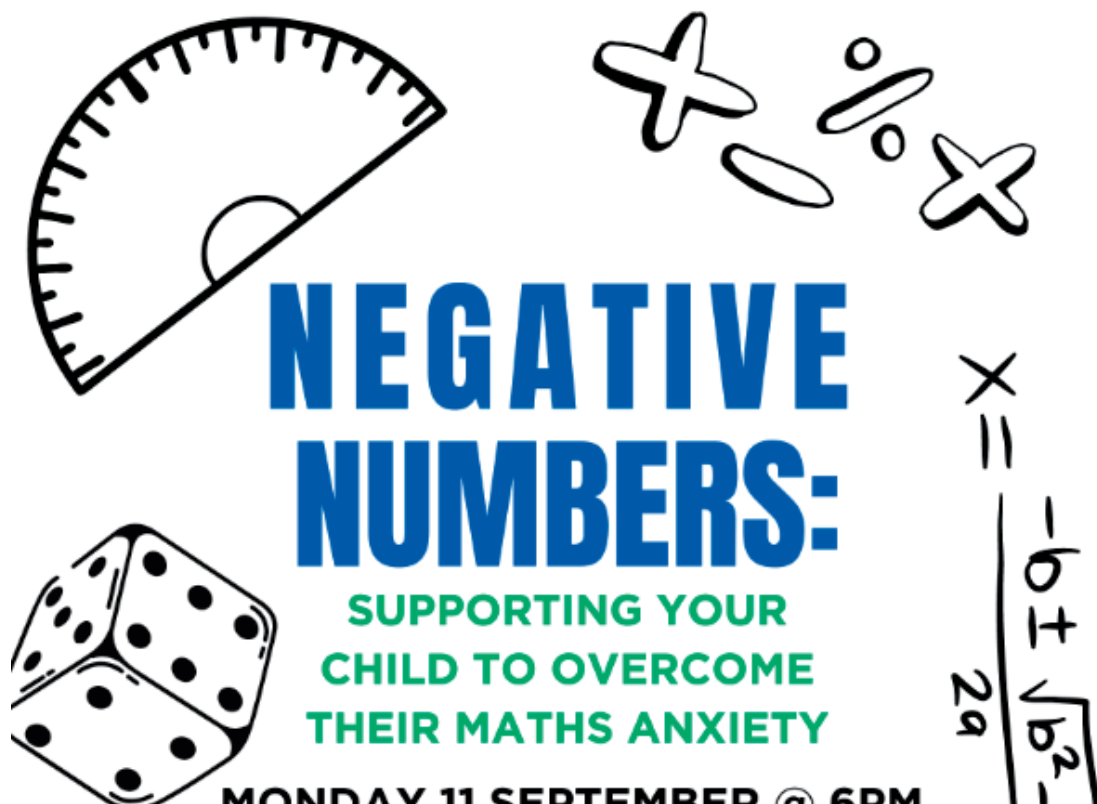
**Sean Li | Year 7**

**Simon Maher | Director of Mathematics**

**Rikara Ahmat | Director of Science**

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





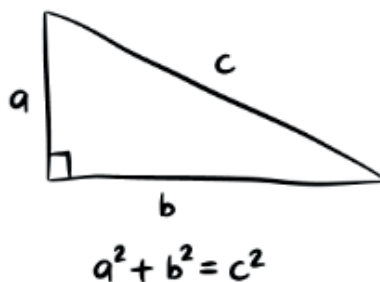
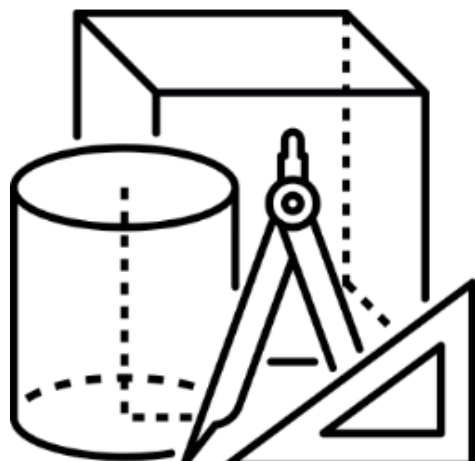
## NEGATIVE NUMBERS:

**SUPPORTING YOUR CHILD TO OVERCOME THEIR MATHS ANXIETY**

**MONDAY 11 SEPTEMBER @ 6PM**  
**DAVID MCGRAIL THEATRE BHS**

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

**WHAT IS MATHS ANXIETY?**  
**WHY DOES IT OCCUR AND WHO IS IT MOST LIKELY TO AFFECT?**  
**HOW TO IDENTIFY IF YOUR CHILD IS EXPERIENCING MATHS ANXIETY AND WHY IT IS IMPORTANT TO DO SO**  
**PRACTICAL STRATEGIES TO SUPPORT YOUR CHILD IF THEY ARE EXPERIENCING TRAITS OF MATHS ANXIETY.**



Register through TryBooking:  
<https://www.trybooking.com/CKPAY>



**Ramona Tilley**  
Director of Visual Arts

## Learning To Do

Thank you to everyone who visited our Winter Salon exhibition. It was lovely to see families enjoying the art, design, and media works in between the Winter Concerts, and of course, all the students and staff who visited during the weekdays. The quality of the work was excellent and the source of much positive feedback. It was sad to see the Unit 2 Art Creative Practice collaborative tape-art installation be dismantled. It was such a striking addition to the exhibition space. However, it will live on in the Virtual Tour which will be published via Compass News Feed this week. We are now beginning the preparation for our Term 4 exhibition which will feature our VCE students' work from Art Creative Practice, Visual Communication Design, and Media, including the Media Screening of outstanding short film, and animation, works in the David McGrail Theatre. Mark 30 October into your calendars because it will be a wonderful send-off for senior students, and a celebration of their achievements, including awards and prizes.

### Life Drawing – Co-Curricular reflection

Our third life drawing session for 2023 was held on 25 July and it was another successful learning experience! Students warmed up with a range of quick 2-minute drawing challenges using their choice of a variety of drawing media. Yet again, it was heartening to see such positivity amongst the students. They are truly supportive of each other and embrace the opportunity to take learning risks and develop their skills. If you are considering following a pathway in the arts, we strongly encourage you to come along and build your skill and folio in a relaxed and supportive environment!



**Merinda Ries | Visual Arts Teacher**



### Visual Arts Society Workshop Reflection

Art Society on 1 August we held a comic strip workshop, where students could make their own narratives and characters through the provided templates. It was a relaxing, creative activity that enabled students to share ideas and collaborate with each other. There were discussions of favourite books and movies while making comics, and it was engaging to hear about everyone's interests. Expressive speech bubbles of 'wow!' and 'boom!' were drawn upon pages, alongside various settings and themes. Students used markers and colour pencils to enhance their narratives. Overall, it was a really creative and interactive activity, we hope to see you at the next Arts Society workshop!

**Ruchini Rupasinghe | Year 12**

**Ramona Tilley | Director of Visual Arts**



**Jane Gibson**  
Director of Humanities



**Brooke Jacobs**  
Assistant Director of  
Humanities

## Learning To Do

As we cross the threshold of midpoint of Term 3, Humanities students and staff have much to celebrate as we move through the busy term living true to our values and embodying this term's Pillar of Learning – Learning to Do. Recently, we have seen a range of engaging opportunities for our students to enhance the teaching and learning and continue to foster curiosity in our young people.

### Q and A BTN Livestream

On Wednesday July 20th, a group of ten students from Global Politics classes and the Student Leadership Team, accompanied by Dani Cantor, attended the Livestream of Q and A's BTN (behind the News) edition. The audience was comprised entirely of high school students – teachers were locked away to watch on screen. The panelists were: Amarley Bron, Biripi Worimi woman, Year 12 student and First Nations activist; Leo Puglisi, Founder and chief anchor, 6 News Australia and Year 10 student; Aud Mason-Hyde, Activist, speaker, poet and actor; Will Shakel, Founder, Nuclear for Australia and Year 11 student; Laura Strawbridge, NSW Youth Parliament and Year 12 student and Dr Anne Aly, Minister for Youth.



*'I found the program to be really engaging and thought-provoking. There was certainly a diverse range of panellists and some very interesting and topical questions!'*

*I really enjoyed the wide range of perspectives offered by the different panellists for each question, I felt it broadened my horizons and sparked interest in topics I was previously less familiar with.'*

**Niki Partovifar | Year 12**

*'Observing Q+A opened our eyes to a range of social issues in Australia today. It was agreed that one of the best aspects of the experience was that we heard a variety of viewpoints from students our age right across Australia, from Melbourne to Sydney and Brisbane. For me, the event personally linked well with my English Language studies through the exposure of many linguistic styles of the youth panelists from a diversity of backgrounds, such as Amarley Bron who identifies as a Biripi Worimi woman as well as Aud Mason-Hyde who identifies as a non-binary trans queer person.'*

**Charlie Banias | Year 12**

*'Our participation in the ABC Q+A Youth Special as part of the audience proved to be a thought-provoking experience, offering us insight into the contemporary issues affecting youth such as the increasing presence of AI, Australia's energy crisis and the proposed lowering of the voting age.'*



## HUMANITIES Cont.

*The diverse panel of young leaders and political members sparked compelling discussions that left us with a better understanding of today's rapidly changing world.'*

**Margaret Obolenski | Year 12**

*'The broad range of perspective from the panel and the audience at Q+A really prompted us to consider different angles of approach to topics that will affect us young people from now into the future. As a media student, it was also a valuable insight into how production of live television operates, and the discussions of social media and its effects on politics and social issues was highly relevant to our current unit on agency and control of the media.'*

**Emma Ho | Year 12**

*'An episode of Q&A focused specifically on youth issues was a first, not just for me and my peers, but for the ABC itself. In that sense, we were part of history. Nonetheless, it was particularly encouraging to see so many young people participate in Australia's democratic processes - by asking questions, being part of the panel, or indeed, watching live in the audience or online, where this special episode was streamed. Hearing different perspective on important and pertinent issues, from nuclear energy to AI, and seeing the open mindedness and tolerance demonstrated by the audience, qualities notably lacking in some voters, was great to see coming from the future leaders and guardians of Australia's evolving liberal democracy.'*

**Chith Weliamuna | Year 12**

*'Our experience as part of the studio audience for the ABC's 'Q+A' gave us the opportunity to hear from fellow young people who are advocates for social issues affecting our society. We listened to valuable contributions and insights from panellists and came out better informed on the big social and political issues that Australia is facing, including the upcoming referendum for an Indigenous Voice to Parliament.'*

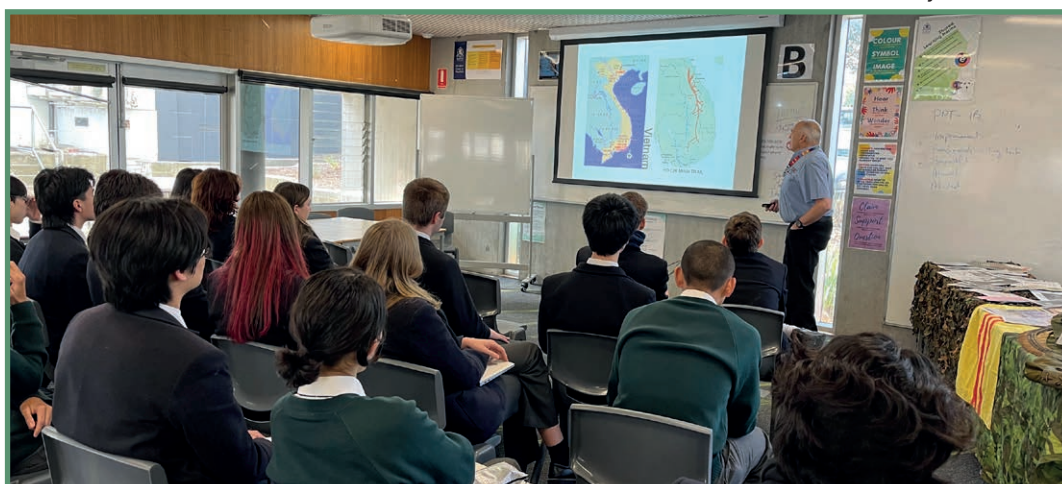
**Fearghas Bennett | Year 12**

The screening can be accessed at [https://www.youtube.com/watch?v=X\\_cdZpslffFo](https://www.youtube.com/watch?v=X_cdZpslffFo)

**Dani Cantor | VCE Politics Teacher**

### Interviewing a Veteran in Unit 2 Modern History

On Tuesday 8th August, Year 11 Modern History students participated in a presentation and Q&A with Vietnam Veteran Grant Coultman-Smith. Students in Modern History are currently studying the causes and consequences of the Cold War, and this was a remarkable opportunity to talk with someone who has a primary perspective on the content students have been studying. Grant spoke about his experiences serving with the Australians in Vietnam discussing the conditions that he experienced during his time of service. Students participated in a Q&A with Grant where they collected evidence they could use in their upcoming SAC regarding the experiences of soldiers in the Vietnam conflict. Below are some student reflections on the event and their reflections on Modern History so far.



## HUMANITIES Cont.

*'We were lucky enough to have a Vietnam veteran give a presentation to the class - a primary perspective from what many would believe to be an archaic, long-forgotten conflict. The veteran provided an insightful and informative view, helping to distil myths surrounding the war - highlighting its true significance to Vietnam, the soldiers who served, and the wider global community. The class was also exposed to a variety of items, including a day's rations, a pack (all empty, and still quite heavy!) and a myriad of photographs, artworks, and propaganda straight from the time. It was as if the 1970's media had been laid out on the table before all of us. This was an eye-opening experience exclusive to the Modern History 1/2 class, and I'm sure that the whole group was grateful for the veteran's generous time-giving, as well as the heaps of information we all acquired.'*

**Matthew Yan | Year 11**

*'I haven't been a history kid for long, only since the end of 2022 but ever since then, I have taken such a deep interest in the subject. From competing ideologies to the nuclear arms race, it's all very fascinating. Eventually, my curiosity got the best of me, and I kept asking myself: Why is there only one history class in 2023? With amazing, engaging, and interesting content and the brilliant history teachers Mr Wilcockson and Ms Gibson, the answer was never clear, and it still isn't. However, the question became an even harder one to answer on the 8th of August 2023 when Grant Coultman-Smith, a Vietnam War Veteran came to speak to the Year 11 History class. Not only me, but the class was captivated by his stories and words. Grant discussed his life before, during and after the war telling us things, you'd never find in a textbook making the incursion more useful and interesting and I wish there were more of us to hear Grant's stories. I cannot recommend enough that younger students consider taking history in years 10 and 11 so they don't miss out on the history that brought us here today.'*

**Dionysios Bishard | Year 11**

*'Listening to him recount his experiences during and after his period of serving painted not only a fascinating picture of the political pressures and societal attitudes influencing the war itself, but also revealed how it affected the lives of everyday soldiers, especially those in the conflict not fighting for their country but, as Mr Colman-Smith put it, 'making the soldiers on the other side fight (and die) for theirs'. Later in the session we were able to ask him questions, further broadening our knowledge of the topic. Overall, the incursion proved to be an engrossing and invaluable resource for the context and authentic perspective it provided on the Vietnam war.'*

**Polina Li | Year 11**

**Luke Wilcockson | VCE History Teacher**

**Jane Gibson | Director of Humanities**





**Amy Wood**  
Director of English and  
Literacy



**Orah Rothberg**  
Assistant Director of  
English and Literacy

## Learning To Do

This term, the Year 8 students have been studying *The Outsiders* (1967) by SE Hinton. The novel explores themes relating to friendship and family, class difference, loss of innocence, and being part of a group versus standing as an individual. Although first published in the 1960s, the issues of navigating the world as a teenager in difficult circumstances still connects deeply with the students today. Reading and analysing texts provides an opportunity for students to critically analyse how an author constructs meaning, in conjunction with exploring their own opinions and values on the world around them. Through studying *The Outsiders*, students are being guided to develop their analytical writing and develop their critical thinking skills. Furthermore, students will be encouraged to view their own experiences as teenagers with more empathy and insight, considering the many factors which influence and shape their lives as they grow up.

**Orah Rothberg and Sue Apak | English Teachers**

*From the moment I turned the first page of "The Outsiders" by S.E. Hinton, its words gripped my heart with an intensity that I hadn't expected. As I journeyed through its pages, I was drawn into a world that echoed the struggles and emotions of its characters, and I found myself absolutely sobbing by the end of it. This novel is an emotional roller coaster that expands on the idea of what it's like growing up in a world full of prejudice, where all you have is your friends, and for our year 8 cohort, this book isn't just a casual read, it's a vital exploration of themes that touch the very core of who we are. Through its pages, we traverse the intricate pathways of identity, and the need to fit in, due to its exploration of themes such as identity, belonging, social class, and inequality. The novel encourages empathy by portraying diverse characters navigating friendship, loyalty, conflict, and communication in relatable and authentic teenage voices. Its narrative style introduces readers to literary elements while fostering critical thinking and discussions about historical contexts. In this literary journey, we encounter not only the lives of the Greasers and Socs but a mirror reflecting our own lives. As we listen to the voice of a young and impressionable protagonist, we are gently nudged to introspect our own existence. The tale offers a canvas upon which we can paint our own experiences, the book provides a platform for young readers to reflect on their own lives, consider the impact of socioeconomic differences, and ultimately gain insights into human nature and the complexities of relationships in a way that is both timeless and relevant.*



**Amaia Mercer | Year 8**

*"The Outsiders" remains a timeless and fascinating novel that schools read and study every year. This book holds a very engaging plot while teaching about the idea of right and wrong, morals and what separates different groups of people. We follow Ponyboy through his life as a 'Greasers' and the relationship he has with his gang, and he explores what is really keeping them apart from the Soc's (the higher class). I think this is a very striking text for young people as S.E. Hinton herself wrote this when she was just a teenager, so it has a raw and honest representation of how young people think. What I enjoyed most about 'The Outsiders' is how I got to see what young people were experiencing in the '60's and how it compares to the lives we live today.*



**Sarvenaz Alizadeh Mansouri | Year 8**

*While studying *The Outsiders*, we explored the hardships and challenges that teenagers face growing up in a prejudiced world, through the ideas of innocence, individual identity, empathy, and divided communities.*



## ENGLISH

*It was with these ideas in mind, that we were able to delve into the story, and begin to connect with the character experiences. These connections enabled us to understand the decisions that the author made in order to write a novel that would connect to teenagers around the world. To me, the novel represented the unbalanced divide between the higher class and the working class, and the challenges that come with being born into either.*

**Hannah Roscoe | Year 8**

*The Outsiders, written by S.E Hinton is an incredible book for Balwyn High School students to relate to and appreciate. Hinton, as a 15-year-old herself when she began writing this book, realistically depicted the importance of brotherhood and how impactful socioeconomic status can really be, which significantly affects our lives in modern day society. This captivating story follows the rebellious and emotional delinquent, Ponyboy, as he discovers his true identity within the rival gangs, the socs and the greasers. This book left me speechless as I flicked to the last page; the plot, character development and self-discovery moved me in an indescribable way. This breathtaking adventure is a truly unique experience, and I have learnt so much critically thinking and actively reading this book.*

**Jolyna Guo | Year 8**

*S.E. Hinton's The Outsiders is a significant book for young people because it explores topics that continue to influence throughout time and have an immense effect on reader's experiences and feelings. The book contains prominent themes of identity, belonging, socioeconomic standing, and the struggle to find one's place in a society that frequently seems to be split along social conventions. As a reader, I was inspired to consider the acceptance of human challenges and the confusing lines between good and bad through the relatable lens of the young characters, which I believe Hinton was able to communicate because she was only 15 herself when she wrote the novel. A quote that moved me was "Stay gold" which is a line from the poem mentioned earlier in the novel "Nothing Gold Can Stay", this line implies that all good things must come to an end and young innocence cannot be preserved from the harsh truths of life. The story not only teaches critical thinking about the structures and prejudices that mould our lives, but it also promotes empathy and compassion for others from diverse backgrounds. We were motivated to think about our own lives, choices, and the value of compassion as they relate to the character's feelings and challenges. The Outsiders has been a vital and memorable novel for decades because it provides a compelling platform for young people to explore their own identities, values, and beliefs.*

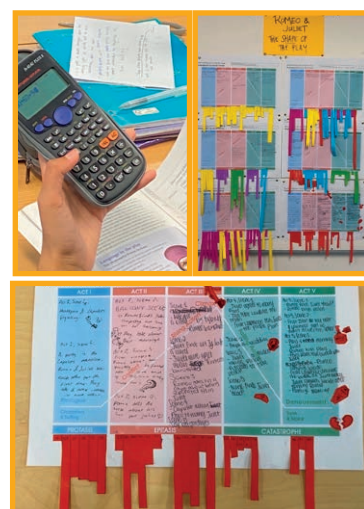
**Olivia Nedanovski | Year 8**

### What's currently happening in our SEAL English classrooms?

Currently, the primary connections between our 7S, 8S and 9S English classrooms is an unexpected pair: Shakespeare and Maths.

As the accompanying images illustrate, our 8S students have recently drawn upon their numeracy skills to better understand and represent the structure of Romeo and Juliet. Our 7S students are currently studying the novel The Curious Incident of the Dog in the Night-Time, which has mathematical components, and our 9S students are in the midst of their study of another of Shakespeare's play, Macbeth.

Regardless of the text our SEAL students are studying, they are being used to develop students' literacy skills and understanding of their world.



**Jen Jones | SEAL Coordinator**

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



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



**Charlie Balias &  
Margaret Obolenski**  
School Captains

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

**Fearghas Bennett &  
Emma Ho**  
SRC Presidents

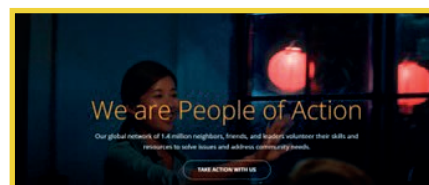
## Learning To Do

Throughout Term 3, students have continued to follow their passions and thrive outside of the classroom through opportunities offered through the enrichment program, formerly clubs and committees. It is such a pleasure to visit many of the clubs and see firsthand the connections made between students and the dedication liaison staff who support these programs weekly.

As part of feedback provided through student leadership and voice, it became clear that the reintroduction of the Balwyn High School Student Planner for 2024, was a necessary learning tool that would support the ongoing work around learning and wellbeing strategies that are being implemented in the classroom. With the support of School Council, the process to develop and implement the planner begun, with input from both students and teachers in order to create a tool to support all learners and create opportunities to develop organisational tools. From Week 6, there will be a competition running for students to submit artwork for the front of the 2024 planner, and interested applications are encouraged to follow Newsfeed for announcements around this. The planner will be available to purchase from Reception in Term 4, and we look forward to all students having the opportunity to use this important learning tool in the classroom.

In this edition, we hear from members of the Interact committee, and their reflections on attending the International Rotary Convention as well as reflections from the House Carnival which run across five days in Week 4, and well done to Churchill for winning the House Carnival overall! Thank you to liaison staff Anastasis Tsambras (Interact), Paulina Makarova (House Coordinator) and Shaun Bowes (Director of HOPES) for their ongoing support of these programs, and for providing these special and important opportunities for our school community.

### R.O.T.E.R.Y International Convention



On the 28th of May, a few Interact club members along with myself had the honour of attending the Rotary International Convention held at the Rod Laver Arena as flag bearers for the opening ceremony. This convention saw Interact members fly in from all parts of the globe; France, Switzerland, Germany and the Czech Republic to name a few, and it was an amazing opportunity to meet likeminded people from so many exotic locations. The ceremony itself was quite a thrilling experience – the atmosphere created by the audience cheering proudly for not only their flag, but others as well was nothing short of heart-warming. Overall, it was an honour to be given the opportunity to collaborate with so many new people and take part in this memorable and significant occasion.

**Nadia Marikar | Year 11 Interact President**

The long-awaited day had arrived - the Rotary International Convention Opening Ceremony, in which 14000 Rotary members and participants from over 120 countries had come to our home town to exchange ideas on how to improve lives and bring positive change, under the theme, "Imagine What's Next!"

A whole gamut of feelings engulfed me – proud to be an Interact member of Balwyn High; excited I was going to be a part of this "mini-United Nations" event which hadn't happened in Melbourne for 30 years; yet nervous I might trip over the flag.

The moment I put one foot into Rod Laver Arena, the feeling was sublime, almost magical. The cheers



## STUDENT LEADERSHIP AND VOICE Cont.

*from the crowd as the flags were introduced almost deafening, the kaleidoscope of energy unrivalled and the excitement palpable – like being at the Commonwealth Games Opening Ceremony! I felt so privileged to meet people from around the world and be a flag bearer on an international stage.*

*Afterwards, as I stepped outside into the dreary Melbourne drizzle, reality hit – a full week of exams and SACs, with English and Maths the next day. But I definitely had no regrets...opportunities like this are one-off and not to be missed.*

**Jessica Lee | Year 11**

*The flag ceremony for the rotary clubs of the world was such a wonderful experience. I have learnt so much about the jobs and history of the rotary club and met so many passionate people. This has inspired me to keep on contributing to this so I can help make a positive difference. Being able to represent a country, and hearing the cheers for it as I waved the flag in the air, created an overwhelming feeling of pride and joy. Many cameras flashed and smiles lit up as we walked past them holding up their flag. Throughout the two-day experience, I was able to meet many Rotary club members (all of them being super sweet), and better understand why they sacrifice their time for this cause.*

**Ella Yap | Year 7**

*On 28 May, in Rod Laver arena, Nadia, Jessica, Rita, Tina, Ella and I got the honour of participating in the Rotary International Convention, where Rotarians from all over the world came together. We were involved as flag bearers in the ceremony, walking upon the stage carrying flags of the countries part of Rotary international. After 30 years it once again happened in Melbourne- a truly once in a lifetime opportunity. We met others from different countries such as France, New Zealand, and Brazil, as well as different parts of Australia including Tasmania, Queensland, etc.. As beginners, we were well supported and welcomed by awesome Rotarians and heard about the works and efforts of this community through the informing speech of the president- Jen Jones, who revealed the efforts to end polio in the world. It was an overall amazing experience to represent Balwyn High under the dazzling lights to the world as a whole in this Convention.*

**Neha Basu | Year 9**

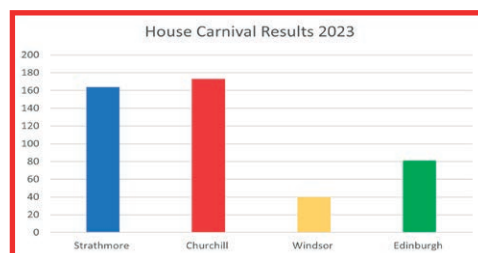
**Anastasia Tsambras | Interact Coordinator**



### House System Update

The annual House Carnival occurred during Week 4 this term. Every lunchtime during the week, the House captains ran different events to engage students across all year levels in sporty, brainy and craft activities. The events included: Origami, Rubik's cube, Vertical Jump, MultiBall, Trivia and a Chess Competition. Congratulations to Churchill for taking the win.

Additionally, for the first time ever, senior school students also participated in a Mario racing competition in the Theatre for House points. This gave students an opportunity to engage in a new fun House competition. So far, the Year 11 and 12 students have competed, and, in a few weeks, it will be the Year 10 student's turn. The winning House from each year level will have an opportunity to compete against the teachers later this term.





## STUDENT LEADERSHIP AND VOICE Cont.

*Our annual House Carnival was a thrilling success! Over the course of one-week, different events were run each lunchtime, with crowds attracted from a variety of interest groups and year levels. From a Rubik's Cube competition to the Vertical Jump and Chess Knockout, everyone had the opportunity to participate and win house points. It was great to see those who supported their peers in such events, and congratulations to everyone who took part.*

**Nina Angelkovik | Year 12**

*As we finished our annual House Carnival, all I can say is great job Balwyn High! During this one week, every lunch time we were able to work such a crowd that brought people together with such an amazing house spirit. We all loved the participation when it came to competitions such as chess, MultiBall and so much more, and can't wait for next year's house carnival. Well done to everyone who gave each house comp a try and to those who won!*

**Anjali Prakash | Year 10**

*Leading up to the event, the Year 12 cohort was buzzing with excitement over the introduction of the Mario Kart competition. It was great to see so many different people, particularly from those who weren't as keen on sporting events. Truly, this competition brought a lot of new faces to the house competition, and we're so excited to welcome many more in the future.*

**Aria McCallum | Year 12**

**Paulina Makarova | House Coordinator**



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

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## LANGUAGES - CHINESE AND FRENCH



Tammy Li  
Head of Chinese



Melinda Facey  
Head of French

### *Learning To Do*

Congratulations to Paula V on her efforts in the Education Perfect Languages Competition this year. She received the highest score in the school which was an outstanding accomplishment. Paula has continued to work diligently on her French and continues to achieve excellent results in the subject.

Students studying French at Balwyn High School regularly use Education Perfect tasks in class in order to practise all the key skills involved in language learning: listening, reading, writing, speaking, grammar and vocabulary.

The tasks are suited to all levels and students are encouraged to explore units outside of the topics they are studying in class to make progress in the language and find content that suits their own interests and needs.

The team at Education Perfect has also recently released some tasks for students interested in completing the DELF exams with practice exam style questions. Any student wishing to work on language exam strategies could benefit from these activities.

Should students wish to seek out other opportunities to practise their French, they are welcome to come along to the French club which meets on Mondays at lunchtime in C03.



Melinda Facey | Head of French







Rachelle Heath  
Head of Theatre Arts

## Learning To Do

### Miss Peony – Theatre Reviews: Endless Entertainment and Excitement for all



On Wednesday August 9th the year 12 Theatre studies and Year 9 Drama classes went to the city to see Miss Peony by Michelle Law at the Arts Centre. A play steeped in culture, family, and friendships, it was a joyful and highly entertaining experience reinforcing the power of storytelling and theatrical experiences. The entire audience were thoroughly engaged, and the energy went through the roof as we all sang, laughed, and clapped together. This actor/audience relationship was at the heart of the play, as we felt connected to each of the characters, allowing us to feel like we were a part of the show, possibly the judges of the Miss Peony Pageant. We were rooting for each of the characters competing in this energetic and competitive pageant that was both hysterical and horrifying with Sabrina being a crowd favourite.

The costumes were a mix of traditional Chinese cheongsam and elaborate modern runway dresses with rich fabrics and colours in pink and purple hues. The actress, Gabrielle Chan, who played the protagonists grandmother Poh Poh was fabulous in her role, speaking both English and Mandarin throughout the play she was spectacular in one of the most poignant moments of the play whereby she went up in smoke that appeared from the neck of her dress slowly oozing out as she vanished.

Overall, this was an exciting and engaging performance that highlighted why cultural representation is so important. It was brilliant to experience such a fantastic final show as our last Theatre studies event for the year.

Charlotte Whitten-Ooi | Year 11

The Miss Peony Excursion was one of my favourite excursions that I attended this year.

Much like other plays we've seen, Miss Peony allows for a better look into different types of theatre, and the effect of the choices made by actors, directors, and stage designers to keep the audience enthralled through laughter and good story telling. Additionally, I think this play did an amazing job of building an actor-audience connection through their choices, such as subtly including the audience into parts of the performance through singing, dancing and supporting the pageant.

We enjoyed a short tram ride into the city, followed by lunch and a small tour around the National Gallery of Victoria before the show. This was a lovely excursion that was engaging, informative and fun.

Overall, it was a great experience to see another contemporary play, and I cannot wait for the next one as I continue my journey with Drama at Balwyn High School.

Charlie Dotson | Year 9

### Drama Club – Tuesday lunch times in the Theatre

This term in Drama club we have seen so much growth in confidence and skills as students explore how to creatively interpret and present scripts in preparation for our Middle School Theatre Arts night in Term 4. Drama club is an inclusive, collaborative space where everyone is welcome, no matter how much experience you've had. Therefore, if you are passionate about performing on stage or being behind the scenes' you can still join us. We run every Tuesday lunchtime in the theatre, and it is a fantastic time to engage with your peers, play games, develop unique stories and characters through acting, and ultimately have fun and make friends. We hope to see you there.

Ella Woods and Harry Blood | Theatre Arts Captains

Rachelle Heath | Head of Visual Arts





**Erin Shale**  
VCE Careers Advisor



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



**Margaret Uren**  
Headstart Co-ordinator

## Is a GAP Year a bad idea?



A GAP Year is certainly not a bad idea. It can be a year that students remember as one of the most exciting years in their lives. Now that Covid-19 concerns are settling down worldwide, students are again starting to consider taking a GAP Year rather than going straight into full time study or work after completing secondary education. If it is planned well, a GAP Year can be a wonderful option for students.

## What does a GAP year involve?

A GAP year allows students to complete a variety of activities before committing to full time employment or further studies after leaving secondary school. Sometimes university students take a GAP Year during their studies. They often take a year off after completing one year of their degree.

## What activities do students undertake in a GAP Year?

Students are free to complete whatever they choose in the year. It is, however, unfortunate if the year is not used well. There are so many wonderful options such as...

1. Some students work full time and the money they save can help them complete overseas Study Tours or placements when they return to tertiary studies.
2. In addition to completing some work, this is an opportunity for young people to complete short courses such as gaining qualifications as a barista or completing short sport or Folio building courses.
3. Many students complete some voluntary work as part of their GAP year.
4. Travel was almost always a part of a typical GAP Year and this is returning as a viable option.
5. Most students complete a combination of work, voluntary work, some studies and some travel.

## What do students gain from a GAP Year?

A GAP Year allows young people to grow and mature as they broaden their horizons. They can develop priceless interpersonal skills as well as life, employment, social and emotional skills. Many students benefit from a break after Year 12. They recharge energy and then feel more positive about getting back to studies. Being a year older than most students in a course is never a disadvantage. In fact, having worked, travelled and learnt how to juggle commitments can set students up for greater success in the tertiary scene.

## Will universities allow students to defer while keeping their course offer for the following year?

Yes, students can defer almost all courses apart from Medicine (unless there are very special circumstances). Students must follow official procedures and formally defer as directed by the institution making them an offer. Officially students defer for a year, however, many institutions now allow students to take up their course in semester two if they apply to do this approximately mid semester one. So, the GAP Year can become a GAP Semester.

## Finally...

A well-planned GAP Year can help students enormously and is certainly an option worth consideration. Students should discuss this with their families and start investigating work, volunteering and other possibilities.

**Erin Shale | VCE Careers Counsellor**



Katrina Dawson  
Head of Library



Kelly Nolan  
Teacher Librarian

## Learning To Do

This year has been very eventful for the Library Committee. We've had many events happen in the first half of this year, like Swimming Carnival, Australia Reads Day, Athletics Carnival, Carnival Day, IDAHOBIT Day and even a special visit from an author, Nova Weetman, who wrote the books Sick bay, The secrets we keep, Change of heart, The edge of thirteen and many more.

There have also been jigsaw puzzles that have been put out in the library every Tuesday, which was very popular with the students of Balwyn High. There is now a jigsaw puzzle to complete most lunchtimes and sometimes at recess.

Book Week is coming up in Week 7. The Library Committee has many exciting activities planned, such as the Readers' Cup, a Scavenger Hunt and more. There will be more information to come, so keep an eye out for a Newsfeed post.

After working together for half the year, Serafina and I are so proud of what the Library Committee has accomplished and look forward to seeing the things we will do for the rest of the year.

Gabrielle Lim | Library Captain



## Year 9 Literature Circles

The Year 9 English students recently visited the library to select their Literature Circle books. The Literature Circles books, ranging from classic to contemporary novels, provide the students with an opportunity to read and discuss a book with their classmates. The students will be focusing on their texts for the remainder of the term. It's a great opportunity for students to discover different books and to examine a book in detail.



## Soccer World Cup in the Library

If you are a huge soccer fan, then the library is the right place for you! There is an extensive collection of books dedicated to the world's most beloved sport. From a range of tactical analysis strategies to biographies and soccer literature you can find almost anything. With the Women's World Cup currently taking place (in Australia and New Zealand), you can catch up on the Matildas and read some books on display. Make sure to also check out the display on the world map and extend your knowledge.

Elika Baygan | Year 9

Katrina Dawson | Head of Library

Kelly Nolan | Teacher Librarian

## GENERAL NEWS



Jeff Lampard  
School Chaplain

### Chaplaincy Second-Hand Uniform Shop News

**We want your uniforms!**

**Bring in your unused uniform items to sell!**

**You receive up to 70% of the sale price when sold**

We have new and existing families looking to buy your good quality uniform items. We sell over 2,000 items a year and as we are entering into our busy period we need more stock!

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 care 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 BHS 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 BHS website. Click on the 'Our Community' tab and follow the links to 'Second-hand uniforms' [https://www.balwynhs.vic.edu.au/?page\\_id=2334#2xu](https://www.balwynhs.vic.edu.au/?page_id=2334#2xu)

**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. A map is on the website. Look for our signs.**

### Volunteers Wanted

We urgently require volunteers for our Thursday openings and some Tuesdays in Term 4. Thank you to the parents who have already come forward with offers of assistance but we still need more volunteers 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 at [secondhanduniforms@balwynhs.vic.edu.au](mailto:secondhanduniforms@balwynhs.vic.edu.au)





## BOB STEWART

*Our family serving you since 1925*

### ***Kew Store***

 **203 - 207 High Street,  
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)*