

ISSUE 13 | 31 AUGUST



Charlie Baniias  
Margaret Obolenski  
School Captains



*Learning To Do*



Deborah Harman Principal

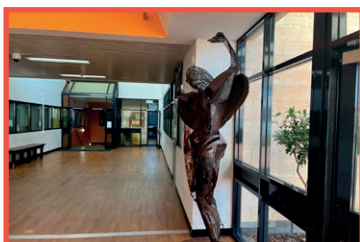
## PRINCIPAL'S PERSPECTIVE

### Establishing Partnerships – Shenton College, Perth

This week I have travelled to Perth to visit one of Western Australia's top government schools with the view of establishing a partnership for ongoing professional learning opportunities, and future staff and student exchanges. The funding for this trip has come as a result of the \$20000 grant as the Victorian Education Excellence Award winner in 2021 for the Colin Simpson Secondary Principal of the Year and I am delighted to be able to share this with my Principal Team colleagues, Sebastian Goder (Business Manager) and Bernadette Clayton (Director of Community Engagement).



We first had contact with Shenton College in 2015 when our Critical Friend, Judy Petch, was working in Western Australia and encouraged their Executive Team to visit Balwyn on their trip to Victoria. At that time they were looking to learn from us as a leading non-select entry government school which has an outstanding record of success through our academic excellence, diverse co-curricular programs, significant leadership opportunities for students and staff, and an ongoing commitment to wellbeing programs and counselling support. Then, and now, we reflect so many similarities on every level – including State Education Awards for Leadership, and we were incredibly excited about spending two days in the school and the various presentations that both schools shared.



### ACKNOWLEDGEMENT OF COUNTRY

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



## PRINCIPAL'S PERSPECTIVE Cont.

### Staff and Student Leadership 2024

I am delighted that our commitment to staff and student leadership continues, and my Leadership Team is now complete following statewide selection processes earlier this term for the Director of Music (Teaghan Gibson), and Learning Specialist positions - Jack Stewart (Middle School Student Engagement and Development) and Tammy Li (Building Practice Excellence – Languages). All three are outstanding educational leaders and will only strengthen our Team as we head into the second half of our Strategic Plan in 2024.

Currently we are preparing for the selection processes for our other leadership positions – SLWMs, non-Leading Teacher Heads of Learning, and a range of Assistant Directors and Program Liaison staff. Every year we are struck by the level of interest there is amongst our staff to take up these opportunities and responsibilities, and I can only continue to reflect on the power and impact of my Leadership Development Program which this year has attracted over 70 aspirant leaders.

Equally Rosie Hilder (Director of Student Leadership/Voice) and I have begun the enormous task of selecting our student leaders for next year. Rosie has addressed year level assemblies to outline the process which, in many cases, involve written applications, speeches to the cohort, and interviews with Rosie, myself and the Director of Sub-school. Never daunted by the formality of these processes, we expect to receive hundreds of applications over coming weeks from our Year 7-11 students.

The successful Year 12 Leadership Team and Middle School Captains will be inducted during our fabulous Presentation Night at Hamer Hall on 5 December. In the meantime I strongly encourage all interested students to consider applying for a position. Best of luck to all of them!

### Alumni Spotlight – Lucy Bartholomew Class of 2014

I recently reconnected with Lucy and was thrilled that she agreed to being featured as part of our Alumni Spotlights in this edition. Lucy is a professional athlete/ultra marathon runner and amongst her many accomplishments currently has 115k followers on Instagram! She is an inspirational role model and has fond memories of her time at Balwyn High School, her peers, teachers and being part of the student leadership team.

Lucy has also been nominated for our Sport Hall of Achievement as part of our Platinum Jubilee Celebrations' planning for next year. School Council will make their final decisions from the various nominations we have received at their September meeting. We are looking forward to naming these alumni next term who will then take their place as inductees in the Balwyn High School Hall of Achievement, and our Music, Sport, The Arts, Science and Commerce Halls of Achievement. Undoubtedly they will be remarkable graduates of our wonderful school community.

Deborah Harman | Principal





## ASSISTANT PRINCIPAL'S REPORT



**Andrew Corr**  
Assistant Principal



**Tegan Knuckey**  
Assistant Principal



**Julien Escurat**  
Assistant Principal



**Hamish Anderson**  
Assistant Principal

### *Learning To Do*

#### **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.

- There is so much information in the continuum – it is difficult to know what to focus on.

As mentioned in the last edition, parents/carers have access to all of the lesson plans completed by their child/children. In the large majority of cases, those lesson plans will feature success criteria that are linked to Compass Continuum, and students should be able to articulate those links. Students should also know, at the end of each lesson, whether they have been successful in achieving the success criteria. It is this degree of student agency that will support students to be successful in their later years of learning.

This semester, parents and carers will notice a small change in how the first comment on each subject page of the Reporting Point is set out. It is hoped that this change, which was a response to feedback from parents and carers, will enable families to better identify where they should look in Compass Continuum. Parents/carers are also strongly encouraged to access the PDF support documents that are distributed on News Feed when reports are released. Acknowledging that looking at Compass Continuum once or twice a term is overwhelming, parents/carers are encouraged to view it more frequently – it is updated at least four times per semester.

#### **Year 12 Graduation Profile**

The final tradition at Balwyn High School is that every graduating student is presented with a Year 12 Profile.

The profiles are completed by Year 12 teachers who reflect upon the individual strengths and personal qualities of each student that will guide their success in life beyond school. Students are able to use their profile as an addendum to their curriculum vitae; as a reference for tertiary study applications; or simply as a memento of their time at Balwyn High School.

Year 12 students will receive their profile at the time of graduation and ahead of their VCE results becoming available, as a reminder that it is not the number of the ATAR that determines their success but the person they become and the values that guide their actions.

#### **Teacher Aide Appreciation Week – Monday 28 August – Friday 1 September**



Australian Teacher Aide Appreciation Week is the perfect time to celebrate the wonderful work of teacher aides in schools. At Balwyn High School Jodie, Sarita, Kristin, Lili and Maria work superbly with our most vulnerable students and those funded on the Program for Students with Disabilities. Community members would see our Learning Support Assistants (LSAs) frequently engage with students, classroom teachers and parent/carers, to ensure all students are able to access learning, as prescribed by the Department of Education's inclusive education agenda.

What might you not know about the LSAs?

The Learning Support Assistants:

- Support the classroom teacher to ensure students can engage with learning
- Connect with external services such as Visiting Teachers, Statewide Vision Resource Centre, Occupational Therapists to support student learning and mobility
- Engage with local Primary Schools to best understand students transitioning to Balwyn High

## ASSISTANT PRINCIPAL'S REPORT Cont.

School, funded as part of the Program for Students with Disabilities

- Meet with a member of the Principal Team to provide updates on student learning progress, engagement and access to learning.
- Engage in professional learning to support the development of their pedagogy, targeted at students with disabilities

The LSAs do such wonderful work for our students and community and we thank them for their advocacy and support.

### Staff Spotlight – Kim Cornell, Marrung Lead

Balwyn High School's Marrung Lead is responsible for monitoring the education of all Koorie students; ensuring they are attending school, engaged in their education in consultation with parents/family and meeting their learning and wellbeing goals as articulated through their Individual Education Plan (IEP).



Marrung Leads achieve this through:

- Providing the main point of contact between the school and the Region/Area team
- Working collaboratively with the local Area's Koorie workforce – Koorie Engagement Support Officer (KESO) and the Area's Koorie Education Coordinator (KEC)
- Collaborating with their school's leaders, School Improvement Team, other school staff (including Koorie Educators) and Area support staff and external professionals

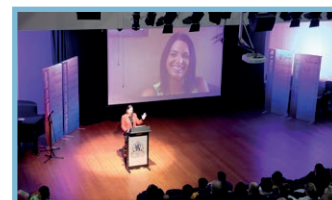
Kim Cornell is one of our wonderful Humanities Teachers at Balwyn High School and our Marrung Lead. Ms Cornell has been teaching for 34 years and loves teaching Humanities subjects such as History, Geography and Law and Politics because it allows students to explore and better understand the world around them. Ms Cornell wants students to think critically and creatively about how human activity has changed the world and what role they can play in their own futures, and in society at large.

Ms Cornell values her role as Marrung Lead in a number of ways. It gives her the chance to meet members of the First Nations community to better understand their perspectives of culture, community and Country and spread this understanding to the Balwyn High School community. Most importantly, Ms Cornell plays a fundamental role in supporting First Nations students and families.

Ms Cornell has been able to network with other teachers and Aboriginal elders to discuss how we can include Aboriginal understandings of culture and Country into the curriculum, monitor the success of our students, and develop a bush tucker garden and landscaping with Indigenous plants due to a Community Partnerships grant. We've also had visits from First Nations performer Majeda Beatty and activities during NAIDOC Week to raise awareness of First Nations people. Ms Cornell frequently posts on New Feed about upcoming events and programs, which celebrate our First Nations community.

### Vision and Values Evening

On 21 August, Balwyn High School welcomed Maree Crabbe at the annual Visual and Values Evening on the topic of Pornography, Sexuality and Young People. We thank all parents, guardians and community members who attended this highly informative event. The night was an opportunity for attendees to reflect on the role which every stakeholder plays in the healthy social and emotional development of young people. In a context where pornography and violent materials are readily accessible on line and children risk to be exposed to those materials from an early age, Maree's presentation highlighted the importance of supporting them to develop their ability to be critical with the media they are exposed to and their ability to give and receive consent. Predominantly, it was evident that the school and the home environment must play complementary roles in delivering consistent messages to children.



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



## ALUMNI SPOTLIGHT

### Learning To Do



**Lucy Bartholomew**  
BHS Alumni 2014

#### Lucy Bartholomew Class of 2014

Since graduating from Balwyn High School in 2014, Lucy has taken her love for running around the world, competing as a professional ultra-marathoner which sees her taking on mountainous trails that extend over the marathon distance, usually racing 100-160km at a time.

While at Balwyn High School, Lucy was known for her love for sports and anything that involved being outside and moving around; however, running at school cross country and athletics day proved to be her strongest passion.

At 15 years old, Lucy ran her first 100km race along Victoria's surf coast alongside her dad, finishing in 12.5 hours and returning to school on Monday. She then competed in the same event a year later, finishing in 9.5 hours and placing second. From there, Lucy continued to make sure running was a part of her lifestyle as a student-athlete navigating early mornings and after-school training.

After finishing high school, Lucy went and represented Australia at the World Skyrunning Championships in Chamonix, France, competing in the marathon distance, where she won the female division and discovered that this sport could turn from a passion into a profession.

Her most significant achievements have been winning the Ultra Trail Australia 100km in the Blue Mountains, winning the Ultra Trail Cape Town 100km in South Africa, and placing 3rd at the Western States 160km Endurance Race in the USA. During COVID, Lucy embarked on running the Larapinta trail, a 231km track in the Northern Territory, finishing in 54 hours nonstop and creating a film called RUNNING OUT. Although not always smooth sailing Lucy has built a reputation for being a happy, smiling Aussie on the scene that shares both the good, bad and ugly as she takes on these challenges and distances with an open mind and a curiosity for what might be waiting around every turn of a trail or every hard patch.



Alongside her racing, Lucy also released a cookbook to share her love for food, nutrition and following a plant-based diet and runs camps around the world to bring people together with similar passions to spend the weekend running, eating and building connections that last long after the camps are over. She has a particular interest in hosting young females and getting them on to the trails, and finding confidence in their bodies and the strength they harness in their minds.

Currently, Lucy is in France preparing for her most significant race of the season; the Ultra Trail Mont Blanc 160km that circumnavigates the Mont Blanc Massif running through France, Italy and Switzerland. After this race, she will head to Kona, Hawaii, to swim, bike and run at the Ironman World Championships.

#### Reflections of Time with BHS

*Balwyn High School was pivotal in my journey to where I am now. BHS allowed me to spread my wings in a niche passion and showed me how to find balance, learn time management and be constantly surrounded by exceptional students and teachers who could help me learn, listen or lean on. I will always remember the countless athletics days and sports carnivals that let me fully express my love for sports and share it with the cohort. I am still very close with teachers and students from my time at BHS who still think I am crazy but good crazy.*



**Justin Hong**  
Director of Senior School



**Amee Duncan**  
Assistant Director of Senior School

### Learning To Do

In recent weeks students have had the opportunity to engage in discussions around their learning progress through our parent-teacher-student conferences and implement this feedback into their own actions in line with our pillar of learning this term – Learning to Do.

Senior school students have reflected on their subject selection process, learning goals and pathways to re-align their learning behaviours and academic progress as we reach the mid-way point for our Year 10 and Year 11 programs, while our Year 12 students' approach the conclusion of their Unit 4 subjects.

Despite this, our students have continued to engage in a range of co-curricular opportunities like the ICAS competitions, Science week activities, It Takes Two performances, the Year 12 ski day, Victorian Schools Music Festival, Mario-Kart House competitions, and the Victorian Interschool Snowsport Championships.



### Year 12 Ski Day

Fresh snow!? Not at all what we were expecting, given the warm climate across the southern hemisphere. But we got it! Eight centimetres of fresh snow in the preceding 24 hours, falling down to 1100 metres. A top temperature of -2 degrees and snow falling throughout the entire day.

On Friday 18 August, 50 Year 12 students braved the freezing temperatures and sometimes poor visibility at Mt Buller to try their hand at skiing and snowboarding.



The resilience and camaraderie displayed by the group ensured a positive experience for all, whether they were experiencing snow for the first time and just trying to stay standing or they were racing their friends down the newly opened Little Buller Spur.

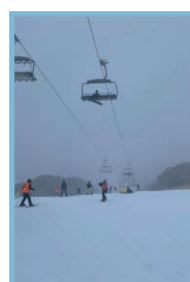
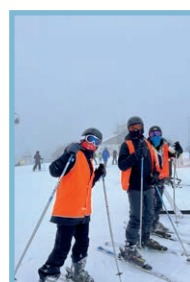
Special thanks to the staff who volunteered to get up at 3am to support our students: Paul Gear, Justin Hong, Julien Escurat, Chloe Erskine, Tessa Evans, Amy Lawson, Jack Stewart, Matt Grylls.

**Nicole Stephens | Snowsports Coordinator**

*After a long drive in the early hours of the morning, from inside the bus to finally glimpse the first flurries of snow drifting down from the sky and blanketing the road and surrounding landscape was truly a magical feeling. Only better was the sense of freedom and release that came with later gliding (maybe not so gracefully!) down the ski slopes, at the same time engaged in a certainly enjoyable battle against the unrelenting fog, cold and wind. Whilst we returned back to school feeling sore and tired after an enormous day, I think many of us wouldn't have hesitated to immediately do it all over again! An enormous thank you to Ms Stephens and all other teachers who made it possible for us to enjoy such a memorable experience.*

**Daniel Stavretis | Year 12**

*The Ski Day was definitely a highlight of my final year as a Year 12 student at Balwyn High School. Set off at 4 am from school, after three hours of driving we arrived at Mt Buller. Snowflakes danced in hazy mist and I was amazed by the stunning view on the mountain. Skillful teachers patiently led us down the run and provided me with great encouragement every time I fell or felt exhausted. This event not only provided me with a fantastic opportunity to do my favourite sport but also honed my body and mind. Furthermore, being able to go snowboarding with new friends and teachers made this experience even more valuable and memorable. Special thanks to all the amazing teachers and schoolmates!*



**Iris Wang | Year 12**



## SENIOR SCHOOL REPORT Cont.

*The ski day was a great way to take a break from SACs and schoolwork and hang out with friends. I had never been skiing before, so it was a new experience to see snow falling down on the bus ride up and then learning how to ski during the lesson. It was easier than I thought it would be to start skiing, however I'm still not quite sure how to stop! This made things a little tricky when little children were around. Don't worry, I didn't hit anybody, but I learnt how to doge by falling over. Overall, it was a fun day and I'm looking forward to trying skiing again sometime.*

Aria White | Year 12



### Year 12 Study Program – Unit 3/4 Revision

Our students undertaking Unit 3/4 subjects are all working very hard at the moment and should be congratulated on the positive and supportive manner in which they are approaching the conclusion of Unit 4. In addition to the ongoing support students receive from their teachers, the following programs and resources have also been offered to support students in their journey towards their final exams.

#### Week Zero

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.

#### Master Classes

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.

It is important that students take the opportunity to springboard their revision from these programs and attend and engage with their final lessons at the start of Term 4 – we know that a truly effective revision program can make a significant impact on the final score.

### Year 10 Mario Kart House Competition

Across Tuesday 22 August and Wednesday 23 August, Mario-fever continued with our Year 10 students having their turn with the Mario-Kart house competition that saw Strathmore take home the win! There was a real sense of excitement as students again 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 hall and 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 Brian La, Dylan den Hartog and Amee Duncan.

We now move onto the senior school students vs staff competition at the end of this term!

## SENIOR SCHOOL REPORT Cont.

### Lion of the Week Awards - Term 3, Week 6 and 7

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.



**Blake | Year 10**

For representing the school with a competitive spirit and sportsmanship during interschool sport.



**Irsa | Year 10**

For representing the school with a competitive spirit and sportsmanship during interschool sport.



**Nirav | Year 11**

For consistently being a positive member of the Year 11 cohort.



**Gloria | Year 12**

For demonstrating strong learning behaviours this term and wearing her school uniform with pride, as a strong model of Balwyn High School's values.



**Zac | Year 12**

For directly assisting students to be prepared for the cohort photo.



**Aurora | Year 12**

For submitting a short story to the VATE writing competition.

### Senior Study Skills Section

This edition's Study Skills was written by Year 12 Students Ted Spanos and Stephanie Doufas. Both students have reflected on how they benefit from an error log in their studies, and how this helps them to view their mistakes as learning opportunities.

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.



## Self-Assessing and Error Logging

The easiest and most efficient way to enhance your exam preparation without needing to wait for assistance or feedback.

### What to do:

- **Complete a Question** - Find a practice question, past SAC, previous exam or external resource to attempt in conditions that mimic an exam.
- **Use a Marking Guide** - Once you have attempted the question(s), use a marking guide and assess your response like you are the examiner. Award yourself marks that fit the criteria and take note of any error or uncertainty in your attempt.
- **Make a Comparison** - Using a sample response, highlight similarities in your answer. Separately add in any ideas or concepts that could strengthen your response.
- **Log your Error** - Create a document or table for your chosen subject and within it, make note of the main topic the question covered, where it is from, your error and how you improved it.
- **Have Another Go** - Attempt a similar question, trying to incorporate any changes you think will better express your understanding and meet the requirements for each mark.

### Helpful Tips:

**Be Harsh:** When marking your own response, do not be generous. Don't leave anything up to chance in your exam, so make changes now before it's too late.

**Do not Copy:** The most important thing about self-assessing is making sure you understand what is needed and why. (Some sample responses are the bare minimum required for full marks, meaning they are not always perfect).

**Reflect and Revise:** Completing an error log makes your progression visible. Use it to find recurring areas of weakness and focus on refining them.

**Use it Post-SAC:** Be sure to log errors you made in SACs too and use your teacher's feedback to strengthen your answer.

**Don't Forget about your Teachers:** Self-assessing can only take you so far. Remember that your teacher is still there to clarify anything you are unsure about or need further guidance with.

### What are the Benefits:

**Faster Recognition:** Self-assessing helps you develop the ability to recognise where marks are and are not awarded for questions of varying style and length.

**Time Saving:** Not only can assessing your own work be completed at any time, but it avoids the need to wait for your teachers to respond to your questions.

**Highlights Weaknesses:** Maintenance of an error log will allow you to identify areas that need improvement. These can be targeted in your revision, ensuring your exam preparation is well-rounded and complete.

### An Example from PE:

#### 1. My Response

##### Question 9 (3 marks)

North Balwyn Cricket Club employ experts to directly coach their under 10's cricket teams. Critique the use of a direct based coaching approach in this situation.

Overall, the direct based coaching approach will be somewhat effective. One advantage of it is that learning will be immediate, and it is time efficient, so the Under 10's, who are likely cognitive learners, will see great improvement quickly in motor skills like batting and bowling and their techniques. However, this style is often boring and an Under 10's team would have short attention spans, meaning that while giving instructions on bowling for example, they may lose focus. Moreover, this approach allows for no decision making of the cricketers, such as where to throw when fielding and where to hit when batting, negatively impacting its effectiveness as a coaching approach.

## 2. Self Assessment

### Question 9 (3 marks)

North Balwyn Cricket Club employ experts to directly coach their under 10's cricket teams. Critique the use of a direct based coaching approach in this situation.

1. Positive (effective for young cognitive learners as coach has control, time efficient, coach can manage safety)
2. Negative (doesn't support game sense or tactical development)
3. Suggestion (could be multiple answers, likely to do with introducing some constraints)

Overall, the direct based coaching approach will be somewhat effective. One advantage of it is that learning will be immediate, and it is time efficient (1 Mark), so the Under 10's, who are likely cognitive learners, will see great improvement quickly in motor skills like batting and bowling and their techniques. However, this style is often boring (1 Mark\*), and an Under 10's team would have short attention spans, meaning that while giving instructions on bowling for example, they may lose focus. Moreover, this approach allows for no decision making of the cricketers (1 Mark\*), such as where to throw when fielding and where to hit when batting, negatively impacting its effectiveness as a coaching approach. **Suggestion Needed.**

\*Either Answer

## 3. Comparison

Overall, a direct based coaching approach will be somewhat effective. One advantage is that it is time efficient, and learning will be much faster, so the Under 10's Team, who are likely in the cognitive stage of learning, will see improvements in motor skills like bowling and batting very quickly. One disadvantage, however, is that this style does not allow for decision making for the cricketers, such as where they should throw the ball during fielding or where to aim when batting, reducing its effectiveness as a coaching approach. One suggestion to improve the coaching of the Team would be to give a demonstration of how the skills could be used in game situations, so the cricketers can start thinking about what decisions to make when playing.

Overall, the direct based coaching approach will be somewhat effective. One advantage of it is that learning will be immediate, and it is time efficient, so the Under 10's, who are likely cognitive learners, will see great improvement quickly in motor skills like batting and bowling and their techniques. However, this style is often boring and an Under 10's team would have short attention spans, meaning that while giving instructions on bowling for example, they may lose focus. Moreover, this approach allows for no decision making of the cricketers, such as where to throw when fielding and where to hit when batting, negatively impacting its effectiveness as a coaching approach.

One possible way to improve the coaching of the team could be to conduct a demonstration to the Team of how different skills could be applied to game situations, helping the cricketers think about what decisions to make when playing a game.

## 4. Logging The Error

	A	B	C	D	E	F	G	H
1					P.E. SAC Error Log			
2		Topic		Question		Error		Improvement
3		Coaching		Q9 SAC 1 2023		No suggested improvement		Add suggestion (Live Demo)
4		Aerobic ATP Production		Q1 SAC2 2023		Heat is non-fatiguing		Only say "by-product"
5		Aerobic Fuel Consumption		Q4b SAC2 2023		Glycogen depletes during game		Replace "depletes" with "decreases"
6		Energy System Fuels		Q3 SAC3 2023		Primary fuel used in warm-up		Fats or Lipids instead of glycogen



UNIT 3 AOS 1		
Describe what is occurring in the diagram below by explaining this biomechanical principle	Skill based used passed instead of transferred	Use transferred, explain what happens before and after aligned to the definition
Using examples from basketball, explain newtons 2 <sup>nd</sup> law of motion	Skill based	Refer to both parts of the equation, if mass changes then force must stay the same
Analyse relationships between participation, skill development and performance.	Skill based	Refer to the specific types of skills that would be improved with improved skill development.
Explain two sociocultural influenced that may affect participation levels of...	Skill based	Mention what factor is in brackets not just talk about it. Eg. (peers)

Here are some examples of two ways I like to error log. Both involve writing out the question and identifying whether it was skill or content based. Then the first methods involve writing tips and key things to remember for next time the question pops up, as seen in the above image. The second way involves writing out the correct answer to the question, as seen below. A combination of both can be helpful to ensure these questioned are answered correctly for the next time.

Using examples, explain why Noah should keep a record of his training	Content	To monitor his training from a physiological/psychological perspective (overtraining or progression). For <u>example</u> the individual could write down how he felt physically out of ten, <u>r</u> how motivated he felt afterwards.
Describe the stretch shortening cycle that occurs in this type of training	Content	The body completes an eccentric contraction which causes a stretch reflex followed by a rapid concentric contraction
Outline two advantages to the untrained runner of choosing continuous training over long interval training	Content	It has lower intensity and is therefore less demanding, less chance of injury whilst still providing benefits, long interval requires greater knowledge which an untrained person may not have.

Ted Spanos & Stephanie Doufas | Year 12

Justin Hong | Director of Senior School

Amea Duncan | Assistant Director of Senior School

## *Learning To Do*



**Chris Land**  
Director of Middle School



**Sylvie Tang**  
Assistant Director of Middle School

### **Healthy Routines to the End**

We wish all students the very best for the final two weeks of what has been a very busy Term 3! With the holidays in sight, it is very easy to let effective and healthy routines slip as we approach a well-deserved break. Maintaining established and effective routines right to the very end promotes good health, positive self-esteem, positive mental health and wellbeing, pro-social behaviour and ultimately results in good learning progress.

Please see below for some examples of routines that can be negotiated at home to support young people to end the term positively.

Preparing for the day begins the night before!

- Discuss and commit to a healthy bed-time, where your child is removed from devices for at least thirty-minutes before they go to sleep. As a family, making time to 'switch off' together can support young people to form healthy habits around technology use. Devices should be charged in a common area, outside of the bedroom. Instead, young people might engage in private reading, before switching off the light to sleep. Sleep supports students' immune system, but also plays a vital role in the learning process. Students should be getting at least 8-10 hours of sleep each night.
- Students should have their uniform prepared for the next day, to support the early morning 'slower than usual' movement that comes with the morning routine. Having clothes laid out the day before also supports conversations around appropriate uniform.

The morning routine

- Due to the physiological changes occurring during adolescence, families may notice that their teenager struggles to get to sleep and then faces challenges waking up. Establish a wake-up routine based on a scheduled time. For instance, this could involve a family member opening the windows/blinds and a positive good morning greeting. Sometimes 'wake-up' and 'get-up' are two different things for teenagers, so plan your routine to accommodate for these changes.
- Teenagers should eat a balanced breakfast and check their Compass Schedule to make note of room changes, lesson plans and any specific equipment required for the day.
- 'Breakfast is the most important meal of the day.' This could mean that families use this time to check in and to discuss the day ahead.
- The school day
- Where early-morning activities are not scheduled, students should aim to arrive at school by the same time each day.
- Students should take advantage of breaks at recess and lunchtime by stepping away from their computers, getting fresh air, engaging in Clubs and Committees and socializing with peers. Maintaining these healthy habits promotes positive wellbeing and prolongs engagement in learning. Structured lunchtime activities also reduce the chances of students becoming bored and engaging in rough play with friends.

After-school routines

- Make it part of your daily routine to have conversations about learning. Parent/carers could routinely ask, 'What was one new thing you learned today?' Parent/carers may choose to review lesson plans or Compass Continuum and ask students about the specific success criteria from the day.
- Make time for exercise. Whether walking a pet or meeting friends to play a sport, exercise plays an important role in positive mindset, increased energy and overall engagement.
- Create time to consolidate learning, whether through reviewing lesson plans or revising work completed for the day. Young people can develop their agency when they have the tools and structures to support them to critically reflect on their learning.



## MIDDLE SCHOOL REPORT Cont.

- Begin the wind-down. After a day of learning, young people need opportunities for rest. As a family, you may discuss how winding down works and establish routines together like: cooking dinner, device-free independent time etc.

When routines are successful, they establish a sense of certainty and control for young people. Moreover, routines can develop independence as young people become more familiar around the skills associated with contributing to home, learning and wellbeing.

### My Middle School Experience Celebration Day

The Middle School Team is looking forward with anticipation to the Year 9 My Middle School Experience Celebration Day, which will be taking place from 1.50pm to 3.05pm on Friday 10 November (Term 4, Week 6).

All students in Year 9 will be creating and delivering a five minute presentation, during which they will be reflecting on their Middle School journey, celebrating their achievements and reflecting on the ways in which the experience has shaped their thinking regarding future pathways. Students will be presenting to their peers, teachers and families.

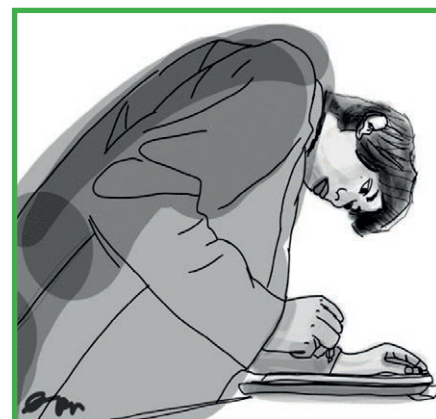
Parents and carers are invited to attend the afternoon and will soon be sent an invitation to register their interest via the Trybooking platform. The afternoon promises to be a wonderful opportunity to celebrate the growth of our Year 9 students. We look forward to celebrating with the students and their families.

### Year 7 Update

This week's assembly focused on the theme of 'role modelling' and was largely coordinated by the most impressive role models in our cohort, our Tutorial Captains. We were extremely proud of Eileen Kim and Kira Uy who gave the keynote speech, and we can't resist sharing an excerpt that we feel summarises the impact of role models in Year 7:

*Role models come in various forms. They can be family members, friends, mentors, or even public figures, and their influence extends beyond their achievements but more the principles they embody... Through my personal journey, I've come to realize that role models come in different forms, each offering unique qualities. They shape our character, inspire us to embrace challenges, and ignite a sense of purpose. As you reflect on your own role models, remember to both learn from them and aspire to be role models yourselves, influencing those around you positively.*

The most important role models students have in Year 7 are their peers. In our assembly we saw this wonderfully demonstrated by tutorial captains like Deepikka Nadesapillai who spoke about sporting and academic achievements in the cohort, as well as Bijan Shahverdi and Chloe Santosa, who spoke about the events in the library, and Stuart Joshi and Anja Bretmaisser, members of our Student Representative Council who spoke about upcoming events around the school. We were also extremely impressed by an expertly prepared (and hilarious) brain break quiz created and hosted by Jae Hao Chan and Sean Li. Well done to Brian Tam, Arana Zhang and Deqi Wang our contestants, and congratulations to Arana our winner. When students engage in their school community, and when they take risks like speaking or performing at assemblies, they are not always aware of the impact they have on others. As SLWMS, however, we know that students are inspired every day by the bravery, creativity and kindness of other students. Our final contribution to the Lion on the theme of role models is this outstanding work of art by Arvin Huang – a portrait of a classmate and friend. In Arvin's work we see what is often unspoken about our friends and peers, the extraordinary impact they have on our lives and our education.



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

## Year 8 Update

At this week's Year 8 Assembly, we were joined by Director of Middle School Wellbeing, Sharon Gardner-Drummond, to discuss the impact of using non-inclusive language. Sharon particularly touched on the impacts of racist language on individuals, and the serious consequences in the real world of using such language. Below is a student reflection on the impact of this presentation:

*"Racism is a topic that needs to be talked about in society today. Derogatory comments diminish a person's confidence, mood and overall wellbeing, which in and out of school doesn't create a nice environment to live in. The whole key message of Ms. Gardener Drummond's presentation was about this. It hurts to hear someone verbally abuse you just for the way you look or for your cultural background or beliefs."*

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

## Year 9 Update

Jem has just returned from attending the World Scout Jamboree in South Korea. Here is his reflection on his experience;

*Over a three-week period from the 28th of July to the 17th of August, I went to South Korea as a part of the World Scout Jamboree, as you may have seen on the news; things didn't go according to plan, but it was an amazing experience, nonetheless.*

*On the 28th we arrived at the airport and went through security before a 4 then 8-hour flight. We arrived in Seoul, South Korea. The next day after settling into the hotels we had 3 days exploring Seoul before the Jamboree began. We spent our time in Seoul exploring, visiting tourist attractions, and trying the local cuisine. Then it was off on a 4-hour bus ride to the Jamboree site where we set up our tents along with the 30,000 other scouts (from around the world). The climate at the site was like an Australian summer, but it was also rather humid which caused a lot of heatstroke around the site in the following days. Our time on site consisted of doing activities (like woodwork and paragliding), meeting people from other countries and trying to beat the heat (with a few late-night raves scattered in between) up until Tuesday the 8th of August when we were notified to pack up camp (at 2 a.m.) by 5 am for an evacuation due to the approaching typhoon. Wednesday morning, we left the site and headed to hotels for the rest of the jamboree. The next day the campsite flooded whilst we were once again exploring Seoul and finding things to do. This continued until the 12th of August when all the scouts gathered for the closing ceremony, which consisted of a two-hour K-pop concert where a lot of popular groups performed). After the closing ceremony, the post-tour started which consisted of 5 days of activities such as visiting the DMZ (De-militarized zone) and visiting a Korean theme park. After the post-tour, we packed up (for a 4 a.m. departure) and drove to the airport for a 4-hour flight then a 6-hour layover then an 8-hour flight home. Although there were some hiccups, the World Scout Jamboree was a once-in-a-lifetime experience that I am glad I was a part of, and I hope the memories and friends I have made will stay with me forever.*



Jem | Year 9

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

The Year 9 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. This excursion will also begin prompting students to consider their choices for Year 10 Work Experience.

This student driven excursion will see students exploring their future career aspirations. Students have already started accessing learning content within their tutorial lessons in preparation for the excursion. All Year 9 students are encouraged to participate in this experience.

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



## MIDDLE SCHOOL REPORT Cont.

11th September Monday: 9F – 9K

12th September Tuesday: 9L – 9S

13th September Wednesday: 9A – 9E & 9X

The Compass event for this excursion is now live via the Compass Parent Portal, consent and payment will close on Friday 1 September.

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



## YEAR 9 CAREERS PATHWAY INQUIRY

A student-driven inquiry-based research on their potential career pathway



Term 3, Week 10  
City of Melbourne

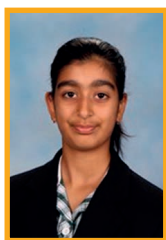


Term 3: Learning To Do

## MIDDLE SCHOOL REPORT Cont.

### Middle School Student of the Week

The Middle School Student of the week is an award given to students for their positive contributions to the Balwyn High School community. This award is decided by the relevant Student Learning and Wellbeing Managers (SLWMs). The students are celebrated by an email to their families, outlining the specific contribution they have made. Well done to all of the students who have received this award. The winners for Week 6 and 7 of Term 3 are below:



**Niharika | Year 7**

Niharika received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Niharika demonstrated kindness and compassion by supporting a peer.



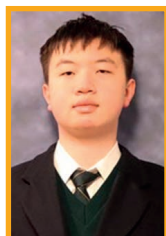
**Cater | Year 7**

Carter received Middle School Student of the Week after being nominated by Assistant Principal of Middle School. Carter's support and advocacy for his peers by contributing to solve a school wide issue. Thank you for your positive contributions, Carter!



**Aarush | Year 7**

Aarush received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Aarush supported a new member of the school community by showing them around the school in their first week.



**Rongcheng | Year 8**

Rongcheng received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Rongcheng demonstrated resilience in an elective subject that he is finding challenging. Good work, Rongcheng!



**Mark | Year 8**

Mark received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Mark demonstrated confidence and courage by performing a wonderful musical item at the recent year level assembly.



**Felix | Year 9**

Felix received Middle School Student of the Week after being nominated by the Year 9 SLWMs. Felix continued to be an active member of the school community, and consistently contribute and participate positively in a variety of co-curricular activities.



**Johan | Year 7**

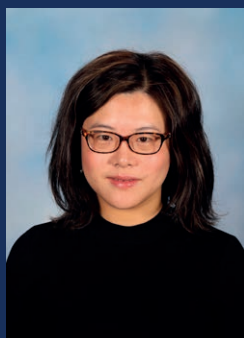
Johan received Middle School Student of the Week after being nominated by his teacher. Johan created and performed an incredible rap as part of the inclusion and diversity unit in PE. Well done, Johan!



**Niharika | Year 7**

Justin received Middle School Student of the Week after being nominated by his teacher. Johan created and performed an incredible rap as part of the inclusion and diversity unit in PE. Well done, Justin!

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



**Susan Qu**  
International Program  
Director



**Jen Jones**  
International Program  
Liaison

## Learning To Do

### Language Centre Excursion to Richmond Football Club Open Training

Since their arrival to Balwyn High School at the start of Semester Two, our Year 9 and 10 Language Centre students have been learning all about Australia. They have been engaging in a subject called Australian Studies, where they have been learning about Australian culture, sport, food, the geographical landscape, and the history of our First Nations Peoples.

On Friday 18 August, the Language Centre students went on their first excursion since arriving in Australia to the home ground of Richmond Football Club; Punt Road Oval. Here, they saw an open training session in action, met players, ate their first sausages in bread from the barbecue, and learned more about the legacy and cultural importance of AFL to the city of Melbourne. Please enjoy below students' thoughtful reflections of their day.



### Ally Green | Language Centre Liaison

*"From the moment we arrived, it was clear that I was about to immerse myself in a culture deeply intertwined with the heart of Australia. With our faces and hands furnished in the team's iconic black and yellow paint, we joined the long line of passionate fans stretching from the entry gates to the grass field...The highlight of the day was undoubtedly getting athlete signatures, a chance to connect with the very players who embody the spirit of Richmond Tigers. This excursion offered me a tantalizing taste of how deeply football culture influences Australia and left me with a profound appreciation for the unwavering passion of Australian fans."*



### Alina Cong | Year 9

*"The players' skills and dedication were awe-inspiring, and it was fascinating to see them in action up close... Overall, the experience was unforgettable, it was a perfect day to bond as a class, develop camaraderie among students and create cherished memories."*

### Amy Hoang | Year 9

*"We students from around the world, did what Aussies do. We went to Richmond together by tram, walked to the football field. We watched the players training in strong wind and rain, eating hotdogs, being shocked by their fantastic techniques. We queued like fans, asked for signatures and photos. In the wind, we yelled "Go Tigers", enjoying the charm, wildness and passion of Australian Football. Today, we go for Tigers."*

### Bruce Huang | Year 9

*"Although it was cold outside, everyone was so passionate about the trip since we were going to watch one of the best Australian football teams, Richmond Tigers' open training... Just after watching the training, we were taught how to kick the ball, and it was the activity that brought most fun to us. We also went to see some statues of great players in history, including Jack Dyer, who was called the "Captain Blood". He was defined as the best player in Richmond Tigers' history. Though it was just a half-day excursion, it definitely is one of the best memories for me in Australia."*

### Eason Zhang | Year 10

*"Looking back, I realize that the AFL excursion taught us valuable lessons beyond the game itself. It taught us the significance of unity, the power of shared enthusiasm, and the beauty of sportsmanship."*

### Erin Pham | Year 10





**Dani Cantor**  
Director of Senior  
School Wellbeing



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



**Gough**  
House Wellbeing Dog

## National Day of Action Against Bullying

On Friday August 18th, staff and students joined together before school and 'winter warmers' hosted by SRC and made pledges in support of the National Day of Action against bullying. As well as making pledges, students were able to have polaroid photos taken framed by our custom made frame. We thank everyone who participated for their support of this very important cause.

## Wear it Purple Day

'Wear it Purple Day' was celebrated on Friday, August 25th. This day strives to foster supportive, safe, empowering and inclusive environments for rainbow young people. Students and staff wore a touch of purple to acknowledge their allyship and the safe and inclusive community that is Balwyn High School.

## One Foot Forward - Walking together. Standing together. Stronger together.

October fast approaches so now is the perfect time to sign up to walk, run or roll a distance of your choice to fund mental health research and support.

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

## Respectful Relationships

### Spicy Words, Big Behaviour ... Why do they do that!?

Our children are no different to us. When their stress tanks are full, they will have limited capacity to think, plan, or tolerate things that aren't serving their immediate needs.

In those moments, needs might disguise themselves as snaps, demands, or big behaviour. Emotion is energy in motion (e-motion). This energy can be dressed up as disrespect, and it might have the urgency and force of a meteor. It might be unpolished, brash, hard, but imagine what it's like from their side, as the ones who are being barrelled by this energy.

When they struggle to understand or say what's happening for them, they will show you. The showing might be awkward and messy and hard to read, but the clue is there in the feeling – angry, frustrated, irritated, sad, stressed.

*'I hate you!'*

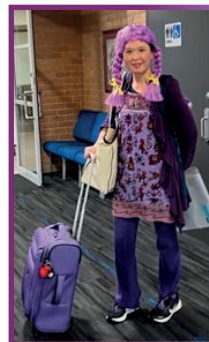
Sometimes finding the right words is hard. When their words are angry and out of control, it's because that's how they feel.

Eventually we want to grow them into people who can feel all their feelings and lasso them into words that won't break people, but this will take time.

In the meantime, they'll need us to model the words and hold the boundaries firmly and lovingly. This might sound like:

*'It's okay to be angry, and it's okay not to like my decision. It's not okay to speak to me like that. I know you know that. My answer is still no.'*

## Learning To Do



## Our mantra

We will walk together in solidarity,  
a community who cares.

We will stand together across this country,  
our stories we will share.

We walk to remember those lives we've lost,  
and honour them each day.

We walk for those people who need us now,  
to help them find a way.

We walk for those we love in our lives,  
and those we've never known.

We walk for Australians living with mental illness,  
to show them they are not alone.

We walk to support research and help change lives,  
we cannot wait any longer.

We're walking in One Foot Forward this October,  
**Because together we are stronger.**



## THE WELLBEING TEAM Cont.

Then, when they're back to calm, have the conversation:

*'I wonder if sometimes when you say you don't like me, what you really mean is that you don't like what I've done. It's okay to be angry at me. It's okay to tell me you're angry at me. It's not okay to be disrespectful.'*

*'What's important is that you don't let what someone has done turn you into someone you're not. You're such a great kid. You're fun, funny, kind, honest, respectful. I know you know that yelling mean things isn't okay. What might be a better way to tell me that you're angry, or annoyed at what I've said?'*

Emotional-regulation takes time and experience ... and it starts with us.

For sure, we want our children to be able to communicate respectfully, but this will take time and experience.

The best experience is from us. Nothing will be more powerful than how we behave when we're stressed. Do we speak to them gently and respectfully? Or do we shout, and get demanding and insistent?

There is a time for teaching, but not when their stress tanks are full. They just don't have the capacity to hear, register, and store the information in a meaningful way. None of us do.

Hold the boundary and attend to relationship (through validation) until they come back to calm. Then, have the conversations that will grow them.

Consequences? Maybe, but maybe not.

There might be a need for consequences if they've caused harm, otherwise, they might be pointless. Remember the whole point of consequences is to put things right, or to teach them a different way to respond when they feel big. They'll learn more by talking with you than any other way. 'What happened?' 'What can you do differently next time,' 'How can I help?' 'How can we put things right?' 'Do you need a hand with that?'

The idea of needing consequences to motivate them to do better is outdated and assuming they aren't already motivated to do better. The problem isn't the want. It's the how. Preserving our connection and seeing through the behaviour to the feelings and needs underneath is key. It keeps their path to us well-lit and wide open.

[https://www.veysigmund.com/emotional-regulation/?mc\\_cid=4da81ec47d&mc\\_eid=e94b70969e](https://www.veysigmund.com/emotional-regulation/?mc_cid=4da81ec47d&mc_eid=e94b70969e)

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*

It is hard to believe that we are already nearing the end of Term 3! While our Victorian Schools Music Festival season is quickly coming to an end, we now enter a wonderful season of smaller events while we prepare for Presentation Night. As this edition goes live, our Unit 4 VCE Music students in both the Repertoire and Contemporary streams are building toward their external Performance examinations that take place early in Term 4. Instrumental Music students are preparing for AMEB examinations, and across all of our Music classrooms students from years 7 – 12 are engaging in music-making in all of its forms.

### **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 concert bands and stage bands in their relevant sections:

A Train Stage Band: Gold Award (Directed by Mal Sedergreen)

Junior Concert Band: Silver Award (Directed by Dave Howes)



Intermediate Concert Band: Silver Award (Directed by Katy Daivis)





ISSUE 13 | 31 AUGUST

## CALENDAR OF EVENTS

**Thursday 31 August**  
VSMF - Symphonic Band

**Thursday 14 September**  
Jazz Night

## MUSIC Cont.

Congratulations to these ensembles and their conductors for their marvellous performances and representation of the Balwyn High School community at these events.

I look forward to bringing further updates following the final VSMF performance from Symphonic Band. We wish them all the best as they prepare for this performance!

### Presentation Night: First Orchestra Rehearsal

On Monday of this week, the Presentation Night Symphony Orchestra came together for the first rehearsal of the Finale under the direction of Paul Jones. F01 was filled with the excited buzz of 90+ musicians coming together to start work on such a huge project. For many of our music students, this style of music is outside of their regular performance repertoire and so these first rehearsals are filled with opportunities to develop the 'nuts and bolts' of the medley; building familiarity with complex and syncopated rhythmic patterns and learning the notes.

It brings much joy to see all cross-sections of the Music Program come together to make music together in this space.



### Jazz Night: In The Groove!

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 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.



**2023**

  
BALWYN  
HIGH SCHOOL

**BALWYN  
JAZZ CLUB**

**In the Groove  
Jazz Night**

**THURSDAY 14 SEPTEMBER**

**JOIN US FOR A NIGHT OF LIVE JAZZ  
FROM OUR JAZZ ENSEMBLE PERFORMANCE  
PROGRAM**

**The Manningham Hotel & Club, Bulleen**  
Doors open at 6 pm, shows starts at 6:30 pm  
Tickets available through the Trybooking link below

**DINNER AND SHOW \$40**

## MUSIC Cont.

### Instrumental Music: Re-Enrolment for 2024

Re-enrolments for Instrumental Music for 2024 are now open on Compass and will close on Friday 13 October. Families are able to make payment via Compass Parent Portal as a lump sum, or via instalments. All details regarding re-enrolment are included in the Compass Event.

Should families have any queries about the re-enrolment process, please contact the Music Office by emailing Tracey Launder (tla@balwynhs.vic.edu.au) or Vikki Divitcos (vdi@balwynhs.vic.edu.au)

For students interested in enrolling into Instrumental Music Lessons at Balwyn High School for the first time in 2024, please be aware that our Music Information Night will be running on Thursday 6 October. Further details, including a registration link and Music Enrolments Information Pack, will be posted in the next edition of The Lion.

### AMEB Practical Examinations:

AMEB Practical Examinations will take place during Term 4 for students who opted to enrol. A rehearsal schedule will be made available over the coming weeks to support students in rehearsing with their accompanists. We wish all of our Instrumental Music students enrolled to take these examinations all the best in their preparation over the coming weeks!

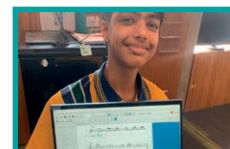
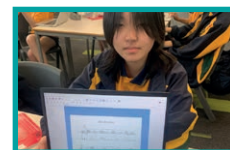
### Spotlight: Year 7 Music

Term 3 has seen students in Year 7 Music exploring the ways that compositions can be developed. Through this unit, students have applied their understanding of pitch and rhythm to create their own composition using music software, developing their critical listening skills to refine their compositions and using their voices and instruments to test and build their ideas. The next step in this unit of work is that students will explore their expressive performance skills and record themselves performing their own composition and will also explore performing these in small ensembles using instruments in class. Students in Ms. Tang's Year 7 class recently reflected on their learning, and students in Ms. Daivis' class were excited to showcase their compositions:

*This term we have been learning about melodies, rhythms/counter rhythms and how to make a song using those. I have enjoyed doing this because we get to listen to our own made music. The melody writing techniques I have learnt this term are: Melodies should begin and end on 'Do', using repeated patterns, steps and skips, use 'so' in small amounts, just one or two pitches when using a tika-tika. These techniques are important because they help produce a nice sounding melody.*

Erika | Year 7

*This term we have been learning how to create our own melody compositions in Musescore 3. We have been looking in depth the different solfa and we have also been working in groups to create small pieces, trying to use a strategy to help us. Some of the strategies that I have explored and have been helpful are breaking up each part of the music, learning each part slowly, clapping out the rhythm and many more. These strategies have helped me learn each part properly, and helps me not mess up any notes.*



Rumaisa | Year 7

*In this semester I have enjoyed learning about how to create my own rhythm and melody. Listening to the rhythm helped me with creating my composition. When practicing my part for a small ensemble performance, it has been helpful to practice my part again and again. It helps with memorising.*

Yayuan | Year 7

*This term we have been learning about how to write a melody and use instruments to play and test it. I have enjoyed playing the instruments. The melody writing techniques I have learnt this term are things are how to make the melody sound right. These techniques are important because it can make it more effective and easier to play.*

Nathan | Year 7

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 Senior Boys & Girls Hockey

Eddie Roscoe and his wonderful coaching of our Hockey teams guided our Senior teams to both make the State Finals. The Senior Girls team won games 4-1 and 1-0 but lost their third game to the school that later won the State Championship. The Boys team drew one game 2-2, won another 3-1 but lost a game to 0-2 to the team that finished as Runners Up. The Girls finished as a Top 3 team and the Boys a Top 4 team in the State, a wonderful way for the Year 12 students to finish their school hockey. Congratulations to all students for their effort and application throughout the three rounds of hockey.



#### Interschool Sport (Division)

The Term 3 Round Robin for our Year 9 and 10 students was held on Tuesday 15 August. The Boys & Girls Table Tennis teams put on an excellent display and the 'A' teams have both progressed through to the next round. The Boys Handball 'A' team played to a very high level and ultimately finished as champions for the day. The Girls Handball team finished as Runners Up but played very well throughout the day. The Girls Hockey team automatically advances to Region, and despite the Boys Hockey team finishing as Runners Up, they have received an invitation to compete at the Region Finals and their Head Coach will also return to duties. The Basketball teams also put up some competitive performances on the day. The Girls team faced some challenging opponents, but they played well. The Boys teams were very strong after 70+ students trialed, and despite the 'A' team winning games by 36 and 21 points, they fell just short losing one game by 4 points.

On Thursday 24 August the Year 8 students had the opportunity to represent Balwyn High School in the Division Round Robin for Hockey, Volleyball, Table Tennis and Handball. The success of our table tennis teams continued with our teams comfortably winning the day. The 'A' team will now direct their focus towards training for the Region round. It is exciting to see the improvements in Volleyball teams with our Boys team finishing as Runners Up to Kew High School and the Girls teams being competitive. Despite there being no progression for Handball, it's amazing to see so many students getting involved in playing this Sport. The Junior Girls teams had lots of success on the day with the 'A' team winning the competition. The Year 8 Boys teams were very strong; however, they fell just short. The Year 8 Girls Hockey team will automatically advance after having no competition from other schools and the Year 8 Boys Hockey team will also advance to the Region round after a 7-1 victory.



ISSUE 13 | 31 AUGUST

## CALENDAR OF EVENTS

**Friday 1 September**  
Mountain Biking Orienteering

**Monday 4 September**  
90ED 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.



### Student Athlete Spotlight

Congratulations to Harry who travelled to Stromlo Forest Park, ACT to participate in the Australian Cross Country Championships. Harry finished 46th in the Under 15 Years 4000m event and he was the 13th Victorian competitor to cross the line. Well done, Harry!

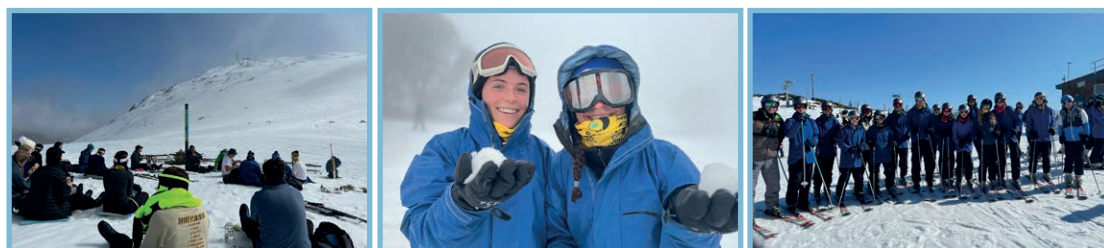
A big congratulations to Zach who competed at the Karate National Championships in WA and won silver in the Individual Male Junior Kata Category after going undefeated (5-0) in the rounds. Zach was just beaten 2-3 by an NSW competitor.



### Outdoor & Environmental Studies – Ski Camp

The Unit 4 students participated in a 5-day ski touring camp in the Bogong High Plains/Falls Creek Alpine Region where they participated in Cross Country and Downhill skiing, and snow camping.

Students also explored the conflicts of interest over the use of the Alpine National Park and evaluated practices and strategies for sustaining outdoor environments.





## National Health and PE Day – Wednesday 6 September

This day is a Nationwide initiative that highlights the importance of Health and PE in the curriculum, and its influence on the learning and development of children. The theme for HPE day is 'Good for Children, Good for Schools, and Good for Communities'. In addition to this, we'd like to raise awareness around the importance of the Balwyn High School community taking care of their Physical Health & Wellbeing and Mental Health and Wellbeing.

On the day, there will be free fruit available for students and staff before school and local community organisations will be running activities at lunch time. Boroondara Youth will be running some mindfulness related wellbeing activities in the Hall and an instructor from The Y will be delivering a Tai Chi session on the Showcourt in the Tony Frizza Stadium. We encourage students and staff to get involved in the activities on the day.

How can Parents / Guardians / Carers get involved?

- Encourage children to participate and get them active and involved in the community by visiting a local club or by playing organised sport.
- Instead of heading straight home after school, go to the local playground, park, oval or beach. Fly a kite or throw a Frisbee. Play games like tag, jump rope or hopscotch in the backyard.
- If the weather isn't great, make fun the focus by having a family dance competition inside, visit an indoor swimming pool, or try a new activity such as rock-climbing or mini golf.
- Teach children new skills to help them be physically active – like how to skip, ride a bike, skating, throwing, catching, or hitting and kicking a ball.
- Walk, ride a bike, or skateboard all or part of the way to school instead of taking the car.
- Be a positive role model and show your children how you plan to incorporate physical activity into your daily routine. Take the stairs instead of the elevator. Get off the bus one or two stops early or take the dog for a walk with the family at the end of the day.

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

### Victorian Challenge and Enrichment Series (VCES) – Maths Games Day

The Victorian Challenge and Enrichment Series (VCES) is a key initiative of the Student Excellence Program that provides enrichment opportunities across the curriculum to extend high-ability students from prep to Year 12 in Victorian government schools.

On Thursday 17th and Friday 18th August the VCES together with The Mathematical Association of Victoria (MAV) run a Maths Games Day at Balwyn High School. We would like to congratulate all 64 BHS students and 152 students from other public schools that participated in teams of 4 on different games and activities throughout the day.

Please, join us in celebrating their outstanding results:

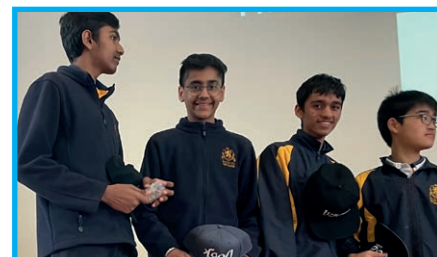
Yr 7/8 Gold	Yr 7/8 Bronze	Yr 9/10 Bronze
Aravind Ramanathan	Adam Hsu	Leo Xu
Johnny Chen	Ben Zhang	Purney Bansal
Tanish Joshi	Leon Zhang	Quan Pham
Taran Soi	Ryan Huang	Zuben Khan

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

*The Maths Games Day was an exciting and memorable event that not only tested our math skills but also strengthened our teamwork and collaboration skills.*

*Students were allocated into teams of four, and alongside their peers, needed to work together to complete various challenges to gain "tokens". The aim was simple, whichever team had the most tokens at the end won a prize. The competition itself was a thrilling rollercoaster. Each round challenged us with intricate problems that required quick thinking and solid teamwork. The pressure was intense, but our collective determination and support for each other helped us persevere. When we solved a particularly tough problem, the sense of accomplishment was exhilarating.*

*Where it came particularly interesting was when you could play different games with other teams to steal their tokens. These activities gave us the chance to interact with students from other schools and to make friendships that were otherwise improbable. Playing these different games were a blast, as you felt that you were rewarded for careful, strategic and skill-based gameplay. Overall, The Math Games Day turned out to be a fun and educational experience that skilfully combined mathematical learning with entertaining games. We would also like to thank the people at Think Square for all the hard work they put in creating these fun and exciting math puzzles and like to thank our teachers for making this day possible.*



### Aravind, Johnny, Taran and Tanish | Year 8

*The Math Games Day on the 17th of August was an interactive session that enabled us to interact with a diverse range of students in the unique language of Math. Before the session, we arrived, anticipating boring, tedious math problems and many arduous worksheets. Instead, we were met with a whole lot of challenge and fun!*

*It was structured through a fierce competition with various games, gradually gaining gems for every big and small victory. Our unanimously favourite game was the card game, with multiple cards to acquire the goal of 100 million dollars. It was a game of prediction and theories, in contrast to the other luck-based games.*



## MATHEMATICS & SCIENCE Cont.

Our second favourite game was the snake and ladders game, where you could apply the four operations of addition, multiplication, subtraction, and division to move to the end point.

There were multiple schools, and even our own peers, who challenged us in every way possible. This led to experiences with new people and distinctive strategies that they possessed.



Although there were many obstacles we faced, nevertheless, we somehow pulled out as 3rd place and obtained a souvenir to remember these memories. We could never forget this momentous event!

**Ben, Adam, Leon and Ryan | Year 8**

On Friday 18th August, excelling mathematicians in the Balwyn High cohort were invited to participate in the Math Games Day, where numerous schools from across the state were welcomed to collaboratively tackle mathematical challenges on a full day.

As a group with a diligent work ethic, we were lucky to finish 3rd place in the event. Through this hands-on experience, we realized that Math has a lot to do with solving real-world problems and collaborating with others to find solutions. It helped us understand that Math is not a solitary activity, but something that can be engaging and fun when done with friends and peers.

This event also made us realize that Math is not as intimidating as we once thought. Witnessing our collaborative approach to problems, characterized by creativity, uniqueness, and teamwork, created a unique learning experience.



The friendly event organisers went the extra mile by designing immensely enjoyable and competitive games that created interactions among participating schools. These games demanded not only enthusiasm but also a sharp sense of logic and reasoning, adding an extra layer of excitement to the event.

Overall, this Math Games Day was extremely fun and eye-opening, and we would definitely encourage any future invitees to participate in this event.

**Leo, Purney, Quan and Zuben | Year 10**

### Science Week 2023

What a wonderful week of activities we had to celebrate Science Week. Students were treated to some amazing films from Scinema on Monday; on Tuesday, students enjoyed launching rockets in the courtyard. Wednesday involved at home activities. On Thursday, there was a flurry of activity and much excitement as students completed experiments and solved puzzles in the Escape room: Hydrogen, Fuel of the Future. The week culminated in the highly competitive teachers versus students Science Kahoot! Congratulations to students for their resounding victory over the teachers!

Thank-you to all the staff who supported the Science Week activities and the marvellous work of our science captains, Shwen Chong and Nicole Chen and science ambassador Hayley Gao.



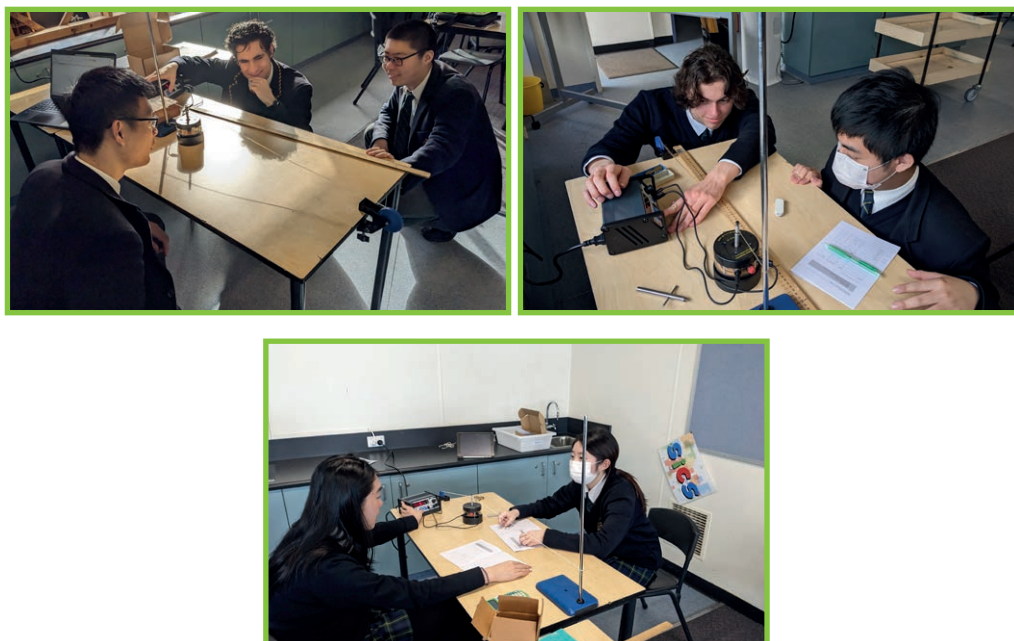
## MATHEMATICS & SCIENCE Cont.



### Year 12 Physics Investigation

Year 12 Physics students are presently engaged in their Extended Practical Investigation. Within this assignment, students receive an array of equipment and are tasked with comprehensively designing, executing, and analysing the outcomes of a practical investigation. For this year, the equipment provided has centred around the topic of waves. Similar to the vibrations produced by plucking a guitar string, the waves traveling along a string are subject to numerous influencing factors. Our students have devised their experiments to examine one of these factors closely. In the upcoming week, they will finalise their reports.

Michael Opray and Melissa Co | Year 12 Physics Teachers



Simon Maher | Director of Mathematics

Rikara Ahmat | Director of Science

Amanda Clarke | Assistant Director of Mathematics and Science





Ramona Tilley  
Director of Visual Arts

## VISUAL ARTS

### *Learning To Do*

#### Classroom focus: Year 9 3D Art

A recent 3D Art project saw students create a 'relief tile' in response to the prompt 'life under the sea'. Using the versatile medium of air-dried clay, and with acrylic paint and glossy finishes, they depicted underwater scenes exploring texture and depth in art.

Susanna Palermo | Art Teacher



#### Classroom focus: Year 10 Art

The Year 10 Art students have been exploring the world of art with a focus on watercolour techniques. Their inspiration comes from Kate Beynon's artistic style and her exploration of identity, culture, and symbolism. The students have created portraits of spirits surrounded by protective 'cloaks' using symbols to convey their own sense of identity and cultural background. It's been fascinating to see the diverse range of creative responses to this artist's work.

The first of three workshops has taken place, with the upcoming sessions set to cover acrylic painting led by Vincent Namatjira and oil painting guided by Belynda Henry.

Olivia Cooke | Art Teacher



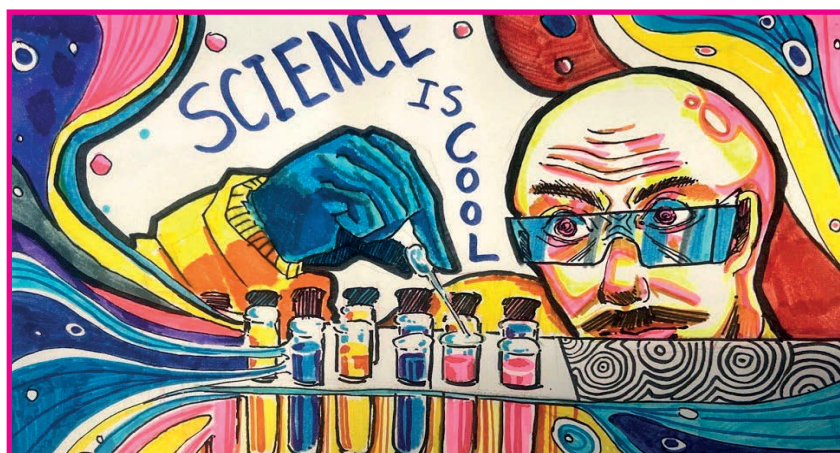


## VISUAL ARTS Cont.

### Visual Arts Society: Science Week Competition

For Science Week, the Visual Arts Society prepared an art competition for artworks responding to anything science-related with the winner receiving a gift card or art pack! Students were able to express their creativity with collage materials provided and had the freedom to digitally create their artworks on their laptops. Some students personified elements of the periodic table or created a poster of a science topic. There was great competition from everyone, and the lunchtime was lively but calming. The winner is Judy Wu from 10P.

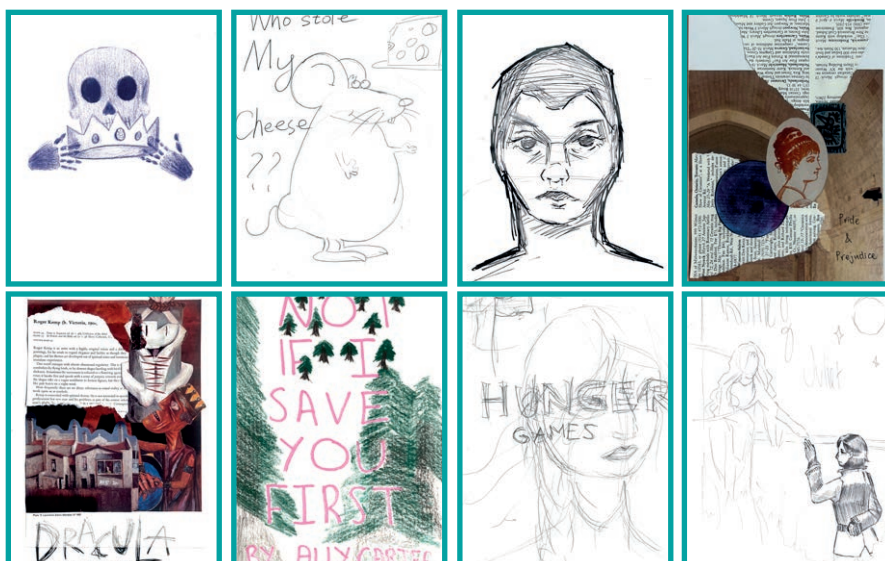
Lily Tran | Year 9 Committee Member



### Visual Arts Society: Book week workshop

On 22 August the Visual Arts Society held a book-cover redesigning workshop for Book Week. Students were able to redesign book covers digitally or through collage, drawing, and painting. By redesigning these covers, students were able to engage with different aspects like characters, settings, incidents of the narratives and highlight them by portraying them at the forefront. Students redesigned a range of genres including classics to young adult novels. Overall, this workshop encouraged students to think about visual representations of narratives and how they can be portrayed. We hope to see you at the next Visual Arts Society workshop.

Ruchini Rupasinghe | Year 12 Committee Member



Ramona Tilley | Director of Visual Arts



**Jane Gibson**  
Director of Humanities



**Brooke Jacobs**  
Assistant Director of  
Humanities

## Learning To Do

### Spotlight on Business Management

Our Unit 4 Business Management students have just completed their final area of study, focusing on how businesses implement change to improve their performance. In this topic, students are required to apply their knowledge of Business Management theories to a contemporary business case study. Our students have been researching and applying the changes implemented by Woolworths to meet the goals of their 2025 Sustainability Plan. Students analysed key performance indicators from Woolworth's annual report and have recommended strategies that could be implemented to improve their performance.

To support students to understand the strategies that Woolworths can implement to respond to key performance indicators we completed a collaborative revision activity. Students worked in groups and moved around the room to various 'stations' where they wrote down what they could recall. As they rotated around each station students could add to each other's responses to build on their knowledge. This collaborative activity allowed students to support each other to access their prior knowledge, before moving into a class discussion to deepen their understanding.

To support students to develop their exam skills we have completed many activities requiring students to break down VCAA style exam questions by creating a marking guide and working collaboratively with their peers to mark sample responses at various levels. These activities support students to develop their metacognitive skills and support them to develop the skills required to self-correct their own responses as they complete practice exams during the exam revision period.

We now head into our final exam revision and are excited to work with our students over the coming months to support them for their final exam.

### MANAGEMENT STRATEGIES BRAIN DUMP

- Around the room are A3 pieces of paper with the name of a management strategy. Most of these strategies have been covered in previous topics.
- Your task is to spend one minute at each station and write down whatever you remember about that strategy.
- As you move around the room continue to add at least one thing to each strategy.

#### Ideas of what to add to each page

- Description of the meaning of each term
- Sub strategies that come within that topic
- Advantages or disadvantages of the strategy
- You could add to the response that someone else has written.
- You can tick someone else's response if you agree with it (however, you can only do that 3 times within the activity). You also need to add writing to each page.

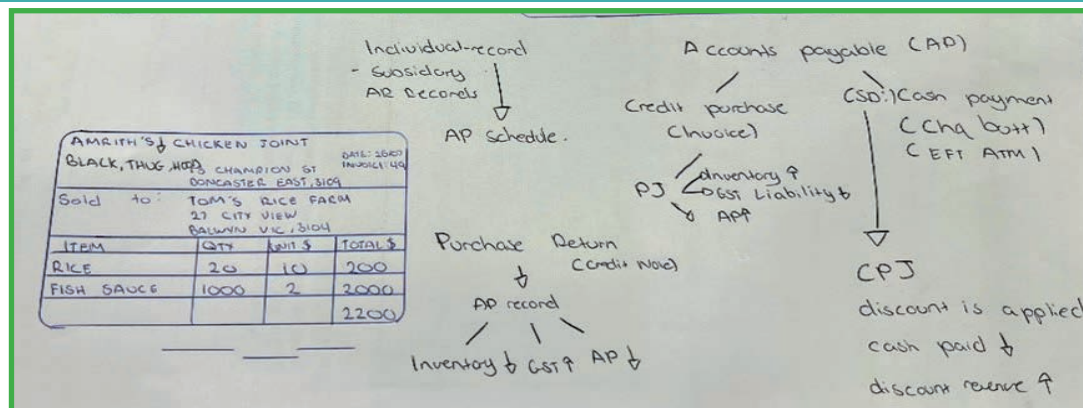
- Staff training
- Staff motivation
- Change in management styles or management skills
- Increased investment in technology
- Improving quality in production
- Cost cutting
- Initiating lean production techniques
- Redeployment of resources (natural, Labour and capital) innovation
- Global sourcing of inputs
- Overseas manufacture
- Global outsourcing

### Spotlight on Accounting

Students in the Year 11 Accounting class are currently learning about diverse transaction types and the vital documents that accompany them, while also mastering the art of accurate record-keeping. An engaging facet of this experience involves students creating their own drawings of source documents, unravelling the significance and components within them. Furthermore, their understanding is deepened through the use of a knowledge map, helping them unravel the intricacies of accounting terminology such as "Accounts Payable" – connecting the dots between transactions and the correct way to document them. As students embrace this subject, they're not just learning theories, but developing essential life skills. These skills include the ability to categorize, organize, and analyse financial data – important tools for navigating the complexities of the real financial world. In essence, the Year 11 accounting class isn't just learning about numbers – they're building a foundation for practical financial competence.

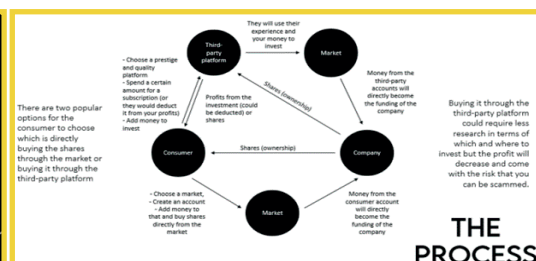
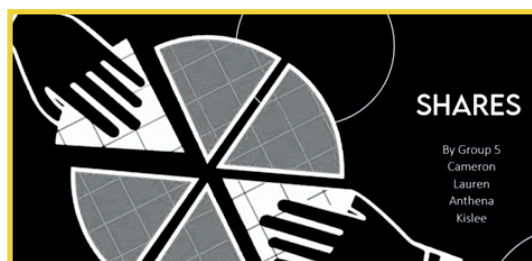


## HUMANITIES Cont.



### Spotlight on Investing in Success

In Year 10 "Investing in Success" class, students are currently engaged in group presentations focusing on various investment options. For example, a selection of students has chosen to delve into the realm of shares, providing a comprehensive breakdown encompassing its essence, operational process, distinguishing attributes, associated risks, and potential returns. These presentations thoroughly explore the target audience of potential investors and lay out a detailed analysis of diverse risks involved. Noteworthy is the remarkable spirit of teamwork demonstrated by the students, who collaborate to deliver well-crafted presentations. A pivotal facet of this course involves nurturing crucial skills, encompassing data collection, interpretation, and graph analysis. As they unravel the intricacies of investment, students are not just gathering insights, but also nurturing vital capacities that will stand them in good stead for the future.



## EXAMPLE OF THE INVESTMENT

For example, let's say you have a 1000\$ and you want to independently invest in Apple's shares. These are some steps that you need to do.

**Step 1:** Choose the market in that you want to invest (the two famous platforms in Australia are ASX and Etoro) and make an account there.

**Step 2:** Decide your investing strategy, short-term (surfing) or long-term.

**Step 3:** Put your money into the market account (if it requires) or just start to research the company that you want to invest in and buy shares from them.

**ASX Limited Full Year Results**

The ASX stand for Australia Security Exchange is the most popular market platform in Australia though it's fee per trading is quite high (20\$ per trading for both buying and selling)

**193.62**

You can either read the financial statement of the company or read the growth in the share price of the company to determine the value of the investment. In this example, the price of Apple's shares is growing gently, and the statement is clear without any bad debt although their cash availability is less than their liabilities.

Jane Gibson | Director of Humanities





**Amy Wood**

Director of English and Literacy



**Orah Rothberg**

Assistant Director of English and Literacy

## *Learning To Do*

Our English teachers love Book Week because they love to read! Inspired by our Year 8 text, *The Outsiders*, our English team braved the fashion crime of double-denim to showcase the life of a Greaser. The Greasers are tough kids from 1960s America, and are our main characters from *The Outsiders*. See if you can spot a Ponyboy, Darry, Johnny, Dally and the Soc, Cherry in our photos! We also had a Hermione Granger, Julius Caesar and a character from *The Very Hungry Caterpillar*!

See below some of our English teachers' favourite books to add to your holiday collection:

- To Kill A Mockingbird, Harper Lee- loved by Lisa Blanch
- Oryx and Crake, Margaret Atwood- loved by Briallen Darlow
- East of Eden, John Steinbeck- loved by Orah Rothberg
- The Tin Drum, Gunter Grass -loved by Evan Lazarus
- Pride and Prejudice, Jane Austen- loved by Sharon Gardener-Drummond
- The Great Gatsby, F. Scott Fitzgerald- loved by Josephine Wright
- Tomorrow when the War Began, John Marsden -loved by Sarah Ward
- Cloud Atlas, David Mitchell- loved by Cameron Croese
- A Man Called Ove, Fredrik Backman- loved by Kelly Nolan
- The White Castle, Orhan Pamuk- loved by Sue Apak
- Homegoing, Yaa Gyasi- loved by Phoebe Hutson
- Circe, Madeline Miller- loved by Amy Wood

The English Department hopes everyone had a happy Book Week and celebrated by reading something great!

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





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



**Charlie Bantias &  
Margaret Obolenski**  
School Captains

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

**Fearghas Bennett &  
Emma Ho**  
SRC Presidents

## Learning To Do

The Student Leadership process for 2024 has begun launching in all year level assemblies, with applications opening in Week 8 via Compass Newsfeed. All interested students are encouraged to read through the available resources, particularly the provided role descriptions, Leadership Compact and the BHS Student Leadership Handbook. The BHS Student Leadership Handbook was created by a passionate group of leaders, in order to support other students with tips for writing applications, writing speeches for their cohorts, and preparing for interviews. Regardless of your experience in leadership, all students are encouraged to apply for a position in the student leadership team for 2024. The applications will close at the end of Term 3, with successful applicants to be notified of the next stages in early Term 4.



The search for the winning artwork front cover for the Balwyn High School Student Planner for 2024 continues this week, with all details around the requirements of the artwork available on Compass Newsfeed. The Student Planner will be available for purchase during Term 4, via Compass, and be an invaluable learning resource for all students.

The Student Representative Council hosted another Winter Warmers event, and this was in conjunction with the Wellbeing Team, in support of the National Day Against Bullying and Violence. The SRC fired up the BBQs bright and early, and served Pancakes, Toasties and Hot Chocolate for our school community. As always, it is a wonderful way to start the school day, and a fantastic opportunity for staff and students to mingle and create important connections amongst our school community.



*On selected frosty winter mornings throughout the terms 2 and 3, the Student Representative Council (SRC) roll out our barbecues to prepare and present a delectable spread of freshly cooked pancakes with a generous drizzle of maple syrup, grilled cheese toasties and piping hot chocolates. Known as 'Winter Warmers', this event never fails to warm up what would otherwise be an ordinary frosty morning, bringing staff and students from all year levels together. Through this event, the SRC is proud to help foster a strong sense of unity, camaraderie, and belonging amongst the BHS community.*

**Ranisha Devadason | Year 11C**

*Partaking in Winter warmers, including one held in support of the National Day Against Bullying and Violence, was an amazingly heartwarming experience. The cozy morning gathering offered an array of comforting treats like pancakes, cheese toasties, and hot chocolate. Not only did it provide a warm respite from the winter chill but also a wonderful sense of community among students in the early mornings of the school day.*

**Athena Xu | Year 10**

*Winter Warmers was a great opportunity to get the BHS community together, and it was wonderful to see so many staff and students appreciate the toasty breakfast with smiles that morning.*



## STUDENT LEADERSHIP AND VOICE Cont.

*I didn't expect that showing up for school early to flip pancakes would be as a rewarding and enjoyable of an experience as it was!*

Annabelle Yong | Year 11

On Thursday 17th August, Interact held our annual talent show 'It Takes Two' during lunchtime. Whilst featuring a seemingly small number of 6 performances, there was a range of acts from vocal duets, dance, to trombone quartets, perfectly encapsulating the several talented members of the Balwyn High community. As all those who attended can probably affirm, the show was a great success, completely filling the theatre with students and teachers alike who were keen to watch the incredible skills people had to offer – even a line of hopeful spectators formed outside!

With each act respectfully allowed the space to perform and received with the outstanding sound of cheers and applause, 'It Takes Two' was a wonderful display of the undeniable solidarity and close connections within Balwyn High.

Of course, the success would not have been possible without the invaluable people that helped make it happen. Nadia and I would like to express our gratitude to the Interact volunteers that helped ensure a smooth process, sound and light crew members for their expert lighting of the stages, the MC Stuart Brown, the 3 judges for the day – Amee Duncan, Josh Tan and student music captain Amy Lin, as well as all the performers:

1. Rosie Hilder and Sylvie Tang
2. Ivy and Matthew
3. Matthew and Daniel
4. David Howes and Gilbert
5. Meenu, Asha, Gilbert and Zuben
6. Reana and Sarah



We congratulate Reana and Sarah for winning the judges' 1st place choice but undoubtedly, all performances were an incredible display of courage and brilliance.

Nadia and Joanne | Interact President and Vice President  
Anastasia Tsambras | Interact Coordinator

Rosie Hilder | Director of Student Leadership and Voice







Tammy Li  
Head of Chinese



Melinda Facey  
Head of French

## Learning To Do

To further expand the teaching and learning of Chinese and stimulate the enthusiasm of students with non-Chinese backgrounds, as well as to truly promote the development of Chinese language teaching and learning in Victoria, Balwyn High School has supported Year 7-9 Chinese Second Language students to participate in the 2023 CLTVA Years 7-9 Chinese Reading Competition. The initial competition took place at school between 10 July to 21 July. Hyorin Woo from Year 7, Shanisha Rajmohan from Year 8, and Charlie Dotson from Year 9 have been awarded High Distinction and selected to represent Balwyn High School at the state final. Congratulations to these students!



On 28 July, Hyorin Woo and Shanisha Rajmohan represented our school and took part in the 2023 CLTAV Reading Competition at the University of Melbourne.

Here is her reflection:

*As a second language speaker, participating in the Chinese reading competition was a wonderful opportunity for me to improve my skills. Through practice, I was able to enhance my fluency in reading and speaking, as well as learn to distinguish the difference between tones. The dedication and hard work put in by all participants to learn a new language was clear and truly inspiring. Although speaking in front of such a large crowd made me feel nervous, listening to everybody read made me feel motivated to continue learning Chinese.*

Hyorin Woo | Year 7

Tammy Li | Head of Chinese





Erin Shale  
VCE Careers Advisor



Melissa Co  
Years 7-10 Careers  
Advisor



Margaret Uren  
Headstart Co-ordinator

## Learning To Do

Overseas Exchange. Where? Why? Which University is the best?



Going overseas as part of a tertiary course is available at every university and every TAFE institute. Most institutions have links on their websites where students can see the long list of partner universities in countries all around the world. Some programs are semester long, others can last for 2-3 weeks or several months. Students simply need to Google 'Exchange programs at Swinburne' or 'Partner Universities at La Trobe' to find information.

### What are the benefits of overseas exchange?

The benefits of participating in an overseas exchange are many. It is often the most memorable experience students have in their tertiary journey and can enrich studies in countless ways. In addition to offering insights into a particular course of study, the personal benefits are priceless. Students gain insights into another culture, learn greater self-reliance, independence, self-confidence and maturity. They learn how to problem-solve and develop better communication skills and intercultural awareness. Apart from the many great employment, life and interpersonal skills developed through overseas exchange, students also often gain new insights into careers they would like to pursue.

### Which university offers the best overseas exchange?

Larger universities such as Monash and The University of Melbourne may have a longer list of exchange options but the experience that may make a student's eyes light up may be offered at a different institution. As always, students should check all institutions to see what experiences are offered. Most institutions offer various overseas exchange opportunities as well as Study Tours, internships and volunteering experiences. Many students elect to complete several of these over their time at an institution. These experiences certainly make graduates stand out from the crowd when they are facing interviews for their first full-time graduate position.

### Finally...

More than ever, graduates need to be able to make themselves stand out as attractive potential employees. Good academic results are a given but Resume additions such as a stint volunteering overseas, a unique Study Tour or an Exchange involving the completion of a subject in an overseas institution can make all of the difference in the world. And to top it all off, students have an unforgettable experience that will enrich their studies, employment prospects as well as personal development. I cannot overstate the importance of considering overseas exchange and encourage all students to start researching these and also saving toward the costs. Sometimes students can receive a grant from their institution to help toward costs but there will be some costs to cover. Overseas experiences are worth every cent.

Erin Shale | VCE Careers Counsellor





**Katrina Dawson**  
Head of Library



**Kelly Nolan**  
Teacher Librarian

## Learning To Do

### CBCA Book Week 2023

Read, Grow, Inspire was the theme for this year's Book Week. Under the leadership of the Student Library Committee, there were a lot of inspiring activities in the BHS Library this week. The week started off with a Literary Scavenger Hunt. Teams were given clues to find in the library books with the winning team of Year 7 students Alannah Lee and Akeyla Jayasinghe.

The Reading Vine, created by Caitlen Chen, Sienna Feng and Maggie Paragreen gave everyone the opportunity to write the title of their favourite book on leaf and add it to vine. By the end of the week the vine was full of a lot of wonderful reading recommendations.

Students also voted for the most popular book by adding a star to a jar. The winner for this year was *One of Us is Lying* by Karen M. McManus. During lunchtimes the classic stories *The Very Hungry Caterpillar*, *The Places You'll Go* and *The Gruffalo*, were shown on the screen in the library. There were also lots of news books available to borrow, inspiring many to try something different. Many students took part in the judge the book by its cover competition. The students had to predict which would win the Older Readers Book of the Year award. Three students were correct in guessing it was *Neverlanders* by Tom Taylor and Jon Sommariva. The Readers' Cup was run during Friday lunchtime. There were nine teams, testing their knowledge about four popular books in a Kahoot quiz. The winning team was The Golden Ones. Paula Velasco Villamil, Gayle Tam, Senuli Wijayabandara and Ju -Ya Tsai are to be congratulated on their success.

The Library Captains, Gabrielle Lim and Seraphina Tass are to be commended on their preparations and implementation of the Book Weeks events. The Student Library Committee also did a wonderful job supporting the captains.



**Kelly Nolan | Teacher Librarian**

This year's Book Week, Read, Grow, Inspire, encouraged BHS students to immerse themselves in the joys of reading and explore new authors and genres. To celebrate, the library hosted a variety of reading-related activities, competitions and displays throughout the week. The scavenger hunt on Monday had teams solving a sequence of clues to locate books in the Fiction section. Participating students had a blast working together and putting their collective book knowledge to the test. From Tuesday to Thursday, the Star in the Jar Competition was running, with students voting for their preferred book. This activity sparked fierce debate and book discussions between students. Finally, on Friday, the library held the much-anticipated Readers Cup, with ten teams going head-to-head in a Kahoot quiz on four renowned Young Adult books. It was tense competition between teams, and in the end a group of year eight girls emerged victorious. The phenomenal success of this year's Book Week is attributed to the extraordinary work of Ms Nolan, Ms Dawson, and the lovely library team who assisted the Library Committee in organising these immensely enjoyable events. Thanks to all who participated, it has been wonderful observing so many students reignite a passion for reading.



**Seraphina Tass | Library Captain**



## LIBRARY Cont.

Book Week was a big hit throughout the school! We started off with “wear red for ‘Read’ the book”, and many students were seen sporting red accessories alongside their school uniform. During lunchtime on Monday, the library hosted the ceremonial Read, Grow, Inspire Reading Vine, and the twinkling lights creates the perfect setting and transformed the corner of the library into a mystical land, where students could share their favorite books and watch the vine grow.

The English teachers were showing off their denim apparels, in honor of the Year 8s’ reading the book ‘The Outsiders’. On Wednesday, there was a New Book Extravaganza, where students had a first look at the new books that had arrived at the library. With a table laid out with books, the students had a chance to fall in love with a book they may not have read before. All in all, Book Week contained many exciting and fun-filled events, and we can’t wait to see what happens next year.

**Gabrielle Lim | Library Captain**

Book Week was a huge success! This week was filled with fun book-themed activities every day for all book fanatics to enjoy. On Monday, lots of students and teachers wore red to say they ‘read’ the book and at lunchtime, there was a fun scavenger hunt between 5 teams all fighting for the win. The other activities consisted of the Star in Jar competition, new books added to the library collection and stories being read out loud on the TV. The week ended with the Readers Cup, with teams answering questions about four books to win special prizes. The Library Committee had so much fun planning these events and we can’t wait for next year’s Book Week.

**Paula Velasco Villamil | Student Librarian**

Book week was terrific in encouraging participation and re-fostering the joy of reading. It was an experience full of competitions and activities that were immensely enjoyable for all.

**Caitlin Chen | Student Librarian**

**Katrina Dawson | Head of Library**



## GENERAL NEWS



Jeff Lampard  
School Chaplain

### Chaplaincy Second-Hand Uniform Shop News

It's time to purchase your Summer Uniform!

Summer Uniform is now available in our shop and is to be worn Term 4

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

Open every Thursday, during school terms, 3.00 – 5.00pm

STEP 1 - check if your short sleeve shirt, shorts and/or dress still fit. (Don't leave it until the last minute.)

STEP 2 - if they don't fit bring them in and we will sell them for you. Make sure they are clean and tidy with no damage. You receive up to 70% of the sale price.

STEP 3 - buy uniforms the next size up from us and save \$

Don't forget - Sports caps also need to be worn Term 4

### How to Buy

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

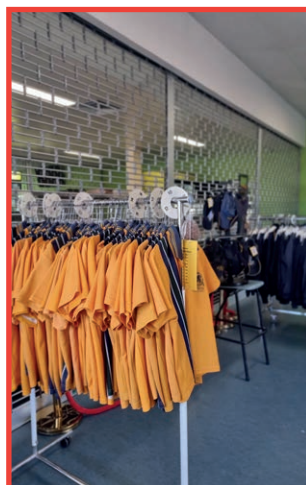
### How to Sell

Bring your uniforms in when we're open. You receive up to 70% of the sale price when they are sold. 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)

### 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 just 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)

Help us recycle and support Chaplaincy at Balwyn High School





## 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

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

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

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