

ISSUE 16 | 2 NOVEMBER



Charlie Baniass
Margaret Obolenski
School Captains



Learning To Be



Deborah Harman Principal

PRINCIPAL'S PERSPECTIVE

An Extraordinary Fortnight for Balwyn High School

Part One – Making Connections in Vietnam

Over the past two weeks we have experienced some extraordinary events and achievements that reflect the ongoing commitment of our school community to strive for excellence in everything we do.

Following our highly successful conclusion to Year 12 classes and Graduation Night, I was privileged to travel to Vietnam for a week alongside my Assistant Principals Tegan Knuckey, Hamish Anderson and Julien Escurat as well as Director of the International Student Program, Susan Qu, to seek out a sister-school partnership with a school in either Ho Chi Minh City or Hanoi. This trip was made possible by the grant that BHS won as part of the 2021 Victorian Education Excellence Awards for the Dr Lawrie Shears Outstanding Global Teaching and Learning Award. The wait to acquire the grant was well worth it as we were warmly welcomed into two schools in each city and when we presented to key Education Agents to discuss our investment in Vietnamese International students to date. Currently one third of our ISP students come from Vietnam and their experiences of transitioning into the Victorian education system made for wonderful discussions.

As a result of our travels we will now recommend to the International Education Division one of the schools in Ho Chi Minh City that we believe will bring about exciting online collaborations for students and staff throughout 2024, and an inaugural Cultural Tour to Vietnam, incorporating a school visit, in March 2025.



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.



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PRINCIPAL'S PERSPECTIVE Cont.

Part Two – An Alumnae Takes on the World

One of the many emails that was sent to me on Tuesday 24 October was from a brilliant alumnae, Rachel Niesen. Rachel was the Vice Captain in 2017, features on our Honour Roll for that year, and was heavily involved in the SEAL, Music, Sport, Leadership and Debating (including Model UN) Programs.

Her email shared the outstanding news that she had been named as the 2024 Victorian Rhodes Scholar. The prestigious scholarship is given to nine distinguished Australians each year, enabling the recipient to pursue graduate study at the University of Oxford in the United Kingdom. Rachel will travel to Oxford in September 2024 where she intends to complete a Master of International Health and Infectious Diseases, followed by a Master of Applied Digital Health.

Rachel graduated from Monash in December 2022 with a Doctor of Medicine and Bachelor of Medical Sciences, with a Diploma of Languages. As a junior doctor at Alfred Health, Rachel is passionate about health equity across Australia and the broader global community, and is hoping that her study at Oxford will provide her with the knowledge and skills to contribute to sustainable healthcare systems in low-resource settings.

At the Government House Ceremony Rachel shared that *"I view the Rhodes Scholarship as an opportunity to be intellectually challenged to further develop the values and skills necessary to be a global leader, assisting me in my pursuit of a career centred on achieving health equity. By combining my foundation in clinical medicine with an understanding of health policy and research, I strive to become a strong leader capable of addressing healthcare disparities at a systemic level and advocating for marginalised communities."*



Among her many impressive achievements at Monash, Rachel was the Vice Chair External and Acting Co-Chair of the Global Health Committee of the Australian Medical Students' Association; Project Director on the National Student Committee for Doctors for the Environment Australia; the Australian representative at the Global Association of Pacific Rim Universities Climate Change Simulation; and the Chair of Ignite Global Health Group (Monash University).

She was awarded the Monash Centre for Health Education Winter Research Scholarship in 2022, the Eastern Health Clinical School Winter Research Scholarship in 2021, and the Wallace Ironside 'Medicine of the Mind' Prize in 2018. Rachel also participated in the [Monash Minds Leadership Program](#), which provides a leadership development experience for students who pursue excellence, have a passion for learning, and are deeply committed to community service.

Rachel attributed the success of her Rhodes Scholar application to her ability to embody the values of the Rhodes Trust, such as her devotion to her patients as a junior doctor, her advocacy for climate action, her pursuit of social justice, and her adventurous spirit shown through her passion for hiking and rock climbing.

She concluded in her email to us that she "wanted to thank the Balwyn High School community, in particular its inspiring educators, for their part in my journey towards this achievement. I also wanted to let you know as I feel it's important to represent the achievements that are possible from an outstanding public education system."

Congratulations Rachel – we are so proud of you and wish you all the very best for your work and future studies at Oxford!

PRINCIPAL'S PERSPECTIVE Cont.

Part Three – Age is no Barrier

Written VCAA examinations commenced last week and we were alerted by the Department of Education's Media Unit to the fact that one of our SEAL 2 students, Nadia Marikar, was the youngest student in the state to sit the English paper. Nadia was subsequently interviewed and photographed and her story graced the front page of The Age on Wednesday 25 August.



Nadia is an outstanding student and has benefitted from the acceleration opportunities that our accredited SEAL program provides to gifted and talented students – regardless of age. In 2024 we have taken the decision to expand our SEAL classes at Year 9 to two so that students who have previously studied the mainstream curriculum and excelled have an opportunity to experience the nuanced curriculum ahead of a three year expanded VCE

Part Four – 2023 Victorian Education Excellence Awards – Success for Balwyn High School

We were thrilled to receive two significant accolades at this year's Victorian Education Excellence Awards when these were presented last week in a ceremony hosted by David Howes, Deputy Secretary, Schools and Regional Services.

The first of the awards was for our Outstanding Provision for High Ability Students (Secondary) and reflects our commitment to providing excellent opportunities for our students across all classrooms and our renowned co-curricular programs.

Having been successful in this category we become eligible for the ultimate award of the evening – The Lindsay Thompson Award for Excellence in Education. The award is named in honour of the former Premier (1981-2) and Minister for Education who dedicated himself to public life. We were thrilled to receive this award which reflects the collective efforts of all in our school community to continuously work to the best outcomes for our students.

Balwyn High School was represented on the evening by the Principal Team, and key members of the Leadership Team - Nano Alonso, Simon Maher, Jen Jones, Jane Gibson and Teaghan Gibson. Congratulations to all members of our magnificent school community who have contributed to the success that was recognised across the state with these awards. It concluded an extraordinary ten days at Balwyn High School and two weeks that will be remembered for years to come.



Alumni Spotlights – Two Graduates, One Profession

It has been terrific to reconnect with two graduates of Balwyn High School who have taken their leadership experience and commitment to community service into the field of audiology. Zoe McNeice and Whitney Qian are forging wonderful careers and I thank them for contributing to our Alumni Spotlights in this edition.

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 Be

Presentation Night – Tickets

We are excited to celebrate 'Empathy, Belonging, Connections' at our 2023 Presentation Night, on Tuesday 5 December at Hamer Hall. This year, families will be required to purchase their Presentation Night tickets directly through the Arts Centre website, from Monday 6 November 9:00am. Families can access tickets through [clicking on this hyperlink](#). Every year, tickets sell out within a few hours. To avoid disappointment, families should organise for tickets to be purchased at 9:00am on Monday 6 November. Please note that Years 7-12 student award winners, members of the music ensembles, and Year 7 students do not require a ticket. We look forward to seeing you at Balwyn High School's premier community event.

Presentation Night – Year 7 Students in the Finale

We are looking forward to our what will be a sold-out Presentation Night at Hamer Hall on Tuesday 5 December, where all our Year 7 students will be participating in the finale on the main stage!

Performing in this global landmark theatre is a hallmark of being a member of the Balwyn High School community. Certainly, this is a once in a lifetime opportunity for many young people and their families.

Families and students of Year 7 students will continue to rehearse throughout Term 4 and participate in the half day rehearsal on Tuesday 5 December, prior to the evening performance. All details will appear on Compass events. All students are expected to attend and perform, regardless of whether parent/carers can purchase tickets.



Students are required to wear their summer white shirt and school pants for the duration of the evening. We are looking forward to an exciting evening, celebrating Empathy, Belonging, Connections.

Learning and Feedback – Accessing Compass Continuum and Lesson Plans

Families are reminded that if they want to know what students are covering in their lessons, they can view students' Lesson Plans on Compass (in desktop view, not through the app) ; and if they want to see what students have demonstrated an ability to know, understand and do, they can view Compass Continuum. Feedback continues to be collected from many stakeholders regarding the Seven to Ten Assessment and Reporting changes and the feedback indicates that many students have been showing a significant amount of learner agency by interacting with the data in Compass Continuum to support and understand their own learning progress. This is a fantastic outcome and families are encouraged to engage in conversations with their young people around learning progress.

Students can maximise their learning opportunities particularly at home (and during the examination period) through a range of strategies, which have been role-modelled in classes, including:

- Error-logging
- Self or Peer Assessment
- Practising under timed conditions
- Education Perfect or STILE activities
- Reviewing success criteria from lesson plans and completing learning activities, where there are gaps in skills/knowledge
- Seeking support from teachers, peers or parents/carers

When the learning strategies taught at school are applied in other contexts, students nurture the skills and qualities of life-long learners.

ASSISTANT PRINCIPAL'S REPORT Cont.

Co-curricular and Enrichment Reports and Tutorial Reports

Students' Semester Reports not only include information about their academic achievement. As well as this, they include a self-reflection on their learning and wellbeing goals (Year 7 – 10 Tutorial Report). This report is completed by students throughout the semester, as they set goals at the beginning of the semester and then reflect on them at the end. These reports are similar each year though they change slightly to reflect the annual school theme and different aspects of the Graduation Profile.

Further to this, a Co-curricular and Enrichment Report is also included (if students elect to complete it), which lists the clubs, committees and activities students have taken part in. This report acts as a reflection of a student's contribution to the rich culture of the Balwyn High School learning community. We encourage students to get involved in at least one club, committee or activity each year but, more often than not, students are involved in a large variety, enriching the school experience significantly. Students have until 17 November to complete their Cocurricular and Enrichment Reports.

Careers Seminar – Medicine

On 25 October, more than 150 students across Year 9, 10 and 11 attended the Careers Seminar on tertiary medicine courses presented by 2022 Balwyn High School graduate and Honour Board inductee Sepanta Sadafi.

Sepanta shared his experience as a first-year medicine student and his journey in successfully entering his desired courses. He provided valuable advice on how to prepare for the UCAT and the interview process while being able to balance priorities during VCE.

Importantly, Sepanta raised the importance of working smartly and following one's passion. The students came prepared with questions and showed their gratitude for this highly engaging presentation.

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

70 Years of Balwyn High School

We are excited to be celebrating our 70th Platinum Anniversary for Balwyn High School in 2024, what a fantastic year ahead!

There are a range of activities planned throughout the year however two important dates to be saved: 17 March and 2 September, we look forward to a wonderful year of celebration in 2024!



SAVE THE DATE

Platinum Anniversary Celebration Events

School Open Day

Sunday 17 March 2024

Gala Concert

Hamer Hall, Arts Centre Melbourne

Monday 2 September 2024

ALUMNI SPOTLIGHT

Learning To Be



Zoe McNeice
BHS Alumni 2013

Zoe McNeice

Class of 2013

Clinical audiologist and educator; PhD candidate

Zoe graduated from Balwyn High in 2013. She had a vague plan to end up studying Dentistry, so began studying a Bachelor of Science as an undergraduate at the University of Melbourne, as a pathway towards Dentistry. This course has a very large cohort and covers a lot of different disciplines. Whilst she enjoyed meeting new people and forming new friendships in each subject, she found that there was a lack of overall connection within the degree. There were so many people, and so many different subjects and class options, it was uncommon to bump into familiar faces. Zoe majored in human physiology during the Bachelor of Science, and decided early on that she did not want to complete another 4 years at uni to study Dentistry.

With very little research or understanding of what audiology involved, Zoe enrolled in the Masters of Clinical Audiology course at the University of Melbourne. Luckily, she really enjoyed it. This course is small – her cohort was made up of about 60 students. All of our lectures and practical classes were held in the same building, which was down the road from the main Parkville campus. Zoe believes these things really contributed to her enjoyment of the course which she did not experience in the undergraduate course. Her cohort was very connected and engaged with each other, and friendships formed during the course remain strong, even as they work in all different locations and with different companies. The two-year degree included many different subject areas, such as anatomy, pathology, acoustics, statistics, with a strong clinical focus on things such as hearing testing, paediatrics, hearing devices, and vestibular (balance) testing. She also completed clinical placements as part of the degree. Co-located with the teaching space, is an audiology clinic. Many of the clinical educators were also their lecturers. She completed many placement hours here which started from week 3 of the course. This was fantastic as there was the opportunity to develop skills right from the start.

During the audiology degree, Zoe was offered the chance to travel to Cambodia where the university has set up an audiology degree with the Children's Surgical Centre. This hospital provides free, or very low-cost services for patients. During her time there, she was teaching some of the local hospital staff how to conduct hearing assessments and interpret test results. She also set up hearing aids for children whilst she was there. This experience allowed Zoe to see many complex hearing losses and ear conditions, which are typically not seen in Australia because they are detected and treated early. This was one of her first experiences teaching in audiology and it was challenging and rewarding to help the staff understand complex concepts, where communication was already difficult due to the language barrier between participants. Zoe was also able to sit, at elbow, with an Ear, Nose and Throat Specialist and observe an ear surgery – something else which she would not have the opportunity to do in Australia.

After graduating, Zoe spent three months with a supervising clinician in Melbourne, and was lucky enough to get her first position as an audiologist in Warrnambool. She worked with adults doing hearing tests and hearing aid fittings. Zoe really enjoyed this time as she was able to develop her own clinical skills in a relaxed environment and enjoyed being able to connect and chat with clients. Something which doesn't typically happen whilst working in metro clinics, is that clients in Warrnambool would often be passing by the clinic on their way back from shopping, and would pop in to say hello, or drop in a bag of fruit from their garden. This isn't what Zoe had imagined as a typical clinical environment, however she thoroughly enjoyed being a part of the local community.



ALUMNI SPOTLIGHT Cont.

After 2 years in Warrnambool, Zoe decided to take up an offer to study a PhD. She relocated back to Melbourne and began studying with a team of great supervisors. As this was happening around 2021 and we were in and out of lockdowns, Zoe spent a lot of time working from home. From mid 2021, she began some teaching work within the department, and also began working clinically in the audiology teaching clinic where she had previously completed many student placements. Her PhD is still a work in progress, however she has found it valuable to see how her research fits in clinically and with her teaching experiences. Zoe has also been lucky enough to help out with other research projects such as school screenings where she has been able to travel to different places. She helped a colleague to develop some audiology training modules for doctors in Tanzania about ear and hearing care. Earlier this year, Zoe had the opportunity to travel to the Gold Coast for the Audiology Australia conference, to attend, and present her own research. These experiences have all been valuable for learning, and also for connecting with others in the audiology space.

'I am hoping to complete my PhD by the end of 2024 and am unsure of what my next chapter will look like. For now, I am enjoying working with a great supportive team and with my mixture of research, teaching and clinical work. Balwyn High gave me the opportunity to participate in a range of extra-curricular activities such as interschool sport, camps, music programs and more. Aside from the actual experiences themselves, balancing these multiple commitments is a hugely important skill I began to develop at Balwyn High. Being able to effectively split and manage your time allows you to say yes, and take up fantastic opportunities, but also allows you to understand when your plate is full'.



ALUMNI SPOTLIGHT Cont.



Whitney Qian
BHS Alumni 2014

Whitney Qian
Class of 2014
Audiologist

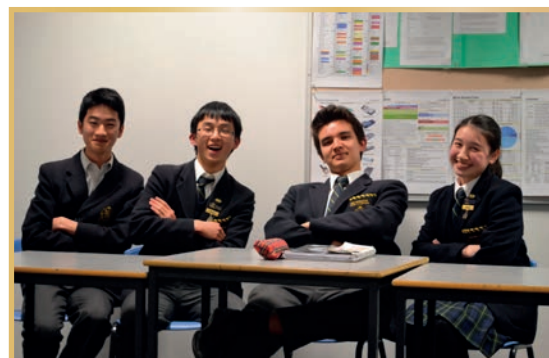
Whitney had always wanted to pursue a career in the health science field, and upon graduating from Balwyn High School, she enrolled in the Bachelor of Science at the University of Melbourne. Towards the end of her undergraduate studies, and after volunteering in a few different industries, Whitney decided that something clinical would best meet her passion in helping people improve their quality of lives. The opportunity to enroll in a clinical graduate program arose, and she took upon it, not knowing what to expect.



She was inspired by the first day of her Master of Clinical Audiology studies, when she discovered that it involved much more than hearing tests and hearing aids, but also paediatric and vestibular diagnostics. Whitney's first job was based in Mildura, where she was able to help provide accessible audiology services to the local community. The opportunity to work rurally helped her immensely in her professional and personal development. She was able to help identify and diagnose some ear disorders that had been missed, due to limited accessibility to medical professionals in the area. Whitney also had opportunities to provide audiology services through site visits in Swan Hill and with the First Nations community around the Mildura region.

Just short of a year later, she took up an opportunity to work back in Melbourne. Whitney currently works at a diagnostic clinic, providing hearing services to children and adults alongside an ENT. She enjoys her job thoroughly as she gets to see her patients' journeys from having hearing and communication difficulties to seeing them regain their confidence and become more socially involved. One of her favourite moments was when a lady with a severe to profound hearing loss was first fitted with hearing aids, and her eyes lit up the moment she realised that she could hear her family without struggling or needing to lipread. Another memorable moment was with a child who had a continuous build-up of fluid behind her ears, and after getting grommets, she was able to hear and pick up so many different sounds, and her pronunciation of words drastically improved at her review appointment.

'Balwyn High provided me with an abundance of opportunities that helped to foster and explore my interests. I was introduced to a wide range of activities that contributed to the development of many skills, which have led me to where I am today. For example, the skills that I developed through the debating program helped me to develop my public speaking skills and confidence when presenting to large groups. I am also able to find a better solution for my musician patients as I could relate to their difficulties from my time as a flautist in the band. All these experiences tied up have made me a well-rounded person to tackle all sorts of challenges!'





Justin Hong
Director of Senior School



Amee Duncan
Assistant Director of Senior School

Learning To Be

Year 11 Volleyball House Competition

On Wednesday 18 October, the Year 11 students played in a Volleyball house competition that was competitive, full of spirit and a welcome social distraction ahead of their examinations. In a very tight contest, we saw Churchill snatch the win with a golden point win after the buzzer.

A big thank you to the Year 11 Student Learning and Wellbeing Managers, Chloe Erskine and Chris Triantafilopoulos, for their work in coordinating the event for the cohort. And to staff that were also in attendance supporting the running of the competition.



Year 10 and Year 11 Examinations

Semester 1 examinations for students in Year 10 and students undertaking VCE Unit 2 will begin soon and run across the following dates.

- Year 11 (Unit 2) Exams – Wednesday 8 November to Friday 17 November
- Year 10 Exams – Monday 13 November to Friday 24 November

These examinations are an important aspect of a holistic education and enable students to demonstrate the knowledge, skills and understanding that has been gained in each subject area. They facilitate the development of effective preparation and study skills as well as preparing students for future state-wide examinations such as VCE exams. All students have been notified via Compass and email of the exam schedule, with information also provided around the expectations and approach towards their exams. We ask that parents and families continue to support their child through this period by ensuring students attend each exam punctually in their full summer uniform to engage meaningfully with this experience.

It is normal and in fact, beneficial, for students to experience some anxiety as they prepare for examinations as part of their development and growth ahead of the final exams at the end of VCE. Students are encouraged to prioritise their self-care practices as part of their study routine during this period. Balwyn High School provides an examination experience as close as possible to the VCAA experience in order to assist students in learning to manage normal exam stress well. If parents feel that students need further assistance in managing examination stress, please contact their relevant year level Student Learning and Wellbeing Managers.

Students and parents should also note the VCE Ignition program that follows the Examination Period:

- Unit 3 Ignition Program – Monday 20 November to Friday 24 November
- Unit 1 Ignition Program – Monday 27 November to Friday 1 December

The VCE Ignition is a critical program for students that lays the foundation of a successful start to their 2024 VCE subjects. Attendance is compulsory as students have the opportunity to make a head start in their learning and set themselves up ahead of next year.

VCAA End of Year Examinations

We are approaching the mid-way point of the Victorian Curriculum and Assessment Authority (VCAA) external examinations, with English and English as an Additional Language (EAL) having kicked off the written exams on Tuesday 24 October. In recent weeks, the Year 12 Study Centre has been buzzing with activity as students have seized the opportunity to collaborate with their teachers and peers.

SENIOR SCHOOL REPORT Cont.

Our students have worked so hard throughout the year and this ongoing and committed presence in the school reflects their dedication to learning. We know that any particular score is no guarantee of a fulfilling and successful life and that the ideals, aspirations and personal values that Balwyn High School has sought to foster will be the valuable and lasting legacies of a student's education. VCAA examinations will continue until Wednesday 15 November and all Balwyn High School community members are reminded to be mindful and respectful of the senior students as they complete their examinations.



On behalf of the Senior School team, we have been very proud of the way that students have approached their examinations, we would like to wish every student the very best for the remainder of the examination period and congratulate those that are finishing their final exams in the coming days. The Student Managers are very effective in balancing the learning and wellbeing needs of our students so if any student or parent is at all concerned, they should make contact with the relevant level office.

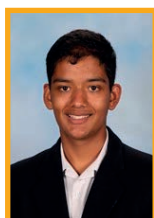
Unit 3 & 4 Results

Year 12 students and Year 11 students who completed a VCE Unit 3/4 subject will receive their results through the VCE Results and ATAR Service from 7:00am on Monday 11 December. VCAA and VTAC offer students a range of options for accessing results including internet, mail, mobile app and email. All details for obtaining VCAA and VTAC results can be found on the [VCAA website](#) and the [VTAC website](#).

Once these results have been obtained, students may be in a position to consider changing their VTAC preferences. There are different periods when students may change their preferences in January and February 2024 before the different rounds of offer. All key dates can be found [here](#). The Year 12 Student Learning and Wellbeing Managers – Viet Bui and Bianca Prendergast, and the VCE Careers Counsellor – Erin Shale, can be contacted to support students in making these important decisions.

Lion of the Week Awards

Term 4, Weeks 3 & 4



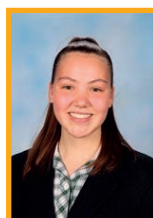
Armaan | Year 10

For the integrity shown throughout the week, when returning lost items to their rightful owners.



Yuka and Asha | Year 10

For their engaging performance at the Year 9 Assembly.



Patrick | Year 10

For showing empathy to his peers.



James | Year 11

For consoling a friend when needed and for taking the time to make sure they're ok.

SENIOR SCHOOL REPORT Cont.

Senior Study Skills Section

This edition's Study Skills was written by Year 11 Student Vanessa Tran. Vanessa is one of our SEAL students that has had the opportunity to manage both Unit 1/2 and 3/4 subjects, and work with peers both in her year and the cohort graduating this year. From this experience, she has reflected on the unique benefits of creating and sustaining study groups to support your learning and revision.

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

The Power of Study Groups

VCE is not a one-person job. You have your teachers, your SLWMs, your peers in class... but when it comes to studying, we often think of it as something you do in isolation. Headphones on, and you're in your own space to revise the entire VCAA Study Design. It's true that studying alone can minimise your distractions and can foster self-discipline, but this doesn't dismiss the vital importance of collaboration. Study groups can be an amazing tool to put your minds together, to work smarter, not harder.

So how do we make the most of study groups?

Choose the right group. It goes without saying that who you surround yourself with matters. Work with people who have similar goals to you, and you'll feel more responsible for finishing tasks, to reach your common objective. Planning tasks in a study session can help to set clear intentions and fulfil group goals.

Do it at the same time. Motivating yourself to physically start can be hard. If you're with people who all want to excel in this subject, doing a paper at the same time can make you feel more accountable, as you don't want to be the only one who's running away from it.

Start a timer and begin together. Afterwards, you can mark the work together, and compare your responses. Giving feedback to other people can also benefit your learning as an individual. It is never humiliating or shameful to get things wrong, especially if you are surrounded by supportive and like-minded people! You should always bring any lingering questions to your teacher, to validate or challenge your conceptual understanding.

Brainstorm together. Five brains will come up with more diverse ideas than one. For the English Language exam, my friends and I would spend lots of time delving into past prompts to consider many directions we could take in our own essays. Whiteboards were a helpful resource which allowed everyone to contribute ideas to our planning. By sharing these ideas, we were supporting each other to extend our thinking in ways we wouldn't be able to independently.

Studying can be difficult. But the collective effort of the right people can make studying easier, more sustainable, and importantly, it can be emotionally supportive. By abandoning a competitive mentality, study groups can promote a motivating culture of strong work ethic, and form lasting relationships, for high school or beyond.

Vanessa Tran | Year 11

Time: 3:00 → 5:30 (2h 30min)

<input checked="" type="checkbox"/>	group essay planning	40 min
<input checked="" type="checkbox"/>	VCAA 2020 ENL (80 min)	
	↳ reading	10 min
	↳ short-answer	20 min
	↳ analytical commentary	50 min
<input type="checkbox"/>	mark SAQ	30 min

TRAN, Vanessa

I think you can go beyond this

- Value of inclusivity towards First Nations Peoples, and for Australia's rich history
- Constructs SPC's identity as someone who is culturally considerate
- Pos face needs of Indigenous Australians to feel respected for culture
- Increase register because of the sincerity and respect towards Indigenous Australians
- ^ Link these together

This is especially significant, since the new migrants have limited knowledge about Australia's past

14 October 2023, 1:33 PM

LIM, Jared

The speech features an informal register that is a reflection of the situational context, however, there are lapses of informality.

SUN, Winston

Phrasing is not the best; you could add element of informality in this part.

Handwritten notes on a whiteboard:

- Speech & Essay Language**
 - in these register details words that mean get on well
 - like "brother"
 - informal behaviour
 - friendly, positive
- PC language**
 - ↳ casual to call to action
 - ↳ "urgently call to action"
 - ↳ "emotional, sincere"
- Excessive PC**
 - brother a brother
 - ocean
 - below normal not standard
 - in allusion, not using word
 - ↳ connect from social human
 - on to emotions that establish
 - ↳ not too far away from
 - ↳ not too far away from
 - ↳ not too far away from
 - ↳ not too far away from

Justin Hong | Director of Senior School

Amee Duncan | Assistant Director of Senior School



Chris Land
Director of Middle School



Sylvie Tang
Assistant Director of Middle School

Learning To Be

Middle School Matters!

Year 9 Examination Experience

This term students in Year 9 and 8S will participate in their first examinations from Wednesday 23 to Friday 25 November. Students will complete examinations for English/EAL, Maths, Science, Humanities (History or Geography) and PE/Health.

To support students with their preparation for exams, teachers have provided the following resources

- Subject Specific Revision Planners
- Lessons on study techniques in Tutorial classes
- Practice exams
- Exam revision time and activities in classes

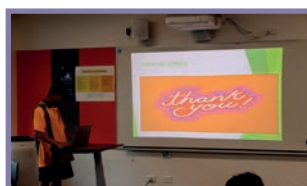
The primary purpose of the Examination Experience is to begin to build the capacity of students to manage extended assessments conducted under examination conditions. Some students enjoy the experience of testing their skills and knowledge under these conditions; many students also experience anxiety.

Whilst the Examination Experience aims to capture the learning of students at a particular point in time, these assessments are no more or no less important than the assessment tasks taking place in all classes every day. At Balwyn High School our Seven to Ten Assessment and Reporting Policy places particular emphasis on the value of learning over time. Classroom teachers have provided students with the opportunity to complete learning activities under timed conditions throughout the year. This process aims to support students to practise the skills of undertaking exams, in the lead up to their VCAA exams. We wish all our students well throughout this process.

My Middle School Experience – Past, Present and Future

The Year 9 My Middle School Experience – Past, Present and Future presentations will be taking place from 1.50pm to 3.05pm on Friday 10 November (Week 6).

Families are invited to attend the afternoon. Attendees must register their interest via the Trybooking platform: <https://www.trybooking.com/CMFBT> (*bookings close on 8 November).




My Middle School Experience
Past, Present & Future

A CELEBRATION OF MIDDLE SCHOOL SUCCESS!

Friday
10th November, 2023
1:50 - 3:05 pm

Balwyn High School
A Wing
B Wing Deborah Harman Centre for Learning
C Wing Wilam-Nganjin
E Wing

MIDDLE SCHOOL REPORT Cont.

Year 7 Update

This Term we have encouraged our Year 7s to continue to hold high expectations of themselves and finish what has been an amazing first year at Balwyn strongly. Along with this, we want to ensure that as we get towards the end of the year, students are still taking risks and trying new things every chance they get.

In our most recent assembly, several of our incredible Year 7s stepped out of their comfort zone to present to the whole cohort. This included Mickey Yang who was our musical performance, playing the theme to 'Howl's Moving Castle' for us, where he brought the crowd to their feet.

This also included several students who spoke to the entire Year level about our theme of taking risks and trying new things. We have included verbatim what these students presented at our assembly:



Risks are those uncertain paths that we sometimes must walk. They can be intimidating or daunting, but they also hold the potential for incredible growth and opportunities.

Think about the first day of school. How many of you felt nervous? It was a risk, stepping into something new, but here we are now, nearly at the end of our first year of high school! We took that risk, and it opened up a world of new possibilities.

Risks aren't always about-facing danger; they're about embracing change. If you never take any risks, you may never discover your true potential. Each one of us here today took a risk, and it brought us to this very moment.

Now let's shift our focus to the rewards – the opportunities. Opportunities are like the gems hidden within the risks we take. They make us stronger, smarter, and more confident.

Maggie Chen | Year 7

Remember when you joined clubs, tried out for sports, or made new friends? Each of those was an opportunity waiting to be seized. And when you grab those opportunities, they can lead to amazing and memorable experiences. These are the opportunities that have shaped our first year at Balwyn.

Why should you seize these opportunities? Think of life like a recipe. The best way to make a dish is to follow the recipe with exact measurements. But what if you spice things up, experiment, change an ingredient or add a little more chilli powder? (But maybe not too much or you'll hurt your younger sibling). Suddenly, things aren't as boring. Sure, it might taste bad at times, but that's completely normal. Changing things and experimenting can have mishaps, but the only way to fix it is to keep experimenting. Opportunities are all around us, every day, in academics, sports, or simply in the way we treat others.

Remember that risks are the first steps towards opportunities. Embrace the unknown, take the chances that come your way, and you'll find that the journey is worth it. So, take each and every opportunity you see and make the most out of them.

Ibtihaz Aryan | Year 7

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

Year 8 Update

Year 8 Tutorial classes are excitedly planning Make a Difference Day which will take place on Thursday 7 December. Naila Mukhlis and Zainab Owusu-Afriye foreshadow below what is in store for the students in what is anticipated to be a very exciting day for the cohort.

Scheduled for early December, Year 8's are preparing for the 'Make A Difference Day,' a student-led carnival made for local kindergarten and prep students. Each Year 8 class will design, organise, and create a stall where every class member plays a role. These roles span from project management to advertising and promotion. Our class encountered a challenge when we found ourselves hesitant to choose between two stall ideas: a sponge throw or an arts & crafts station.

MIDDLE SCHOOL REPORT Cont.

To make a choice that worked for everyone in the class, we compromised and agreed with the idea of a 'pin the tail' game. This hybrid idea combines the idea of aiming by setting up a target, while adding an artistic touch by having us paint our own board for the young students to pin the tails on. This experience has taught me that by collaborating as a whole class, not only have we come up with a range of ideas to assist us, but we have also generated many ways to problem solve obstacles that we have faced. I am looking forward to bringing our stall to life and seeing all the wonderful ideas other classes have produced!

Naila Mukhilis and Zainab Owusu-Afriyie | Year 8

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

Spotlight on the SLWMs! Year 9

Name: Brandon Jones

Subjects Taught: Health, Physical Education & Science

Values: Some of the values I live by whether that be as a teacher or in my everyday life include being compassionate and authentic.

I believe both of these values are important because an individual who can demonstrate both would show a genuine care for the wellbeing of others and this is something I always aspire to do.

What do you like to do in your spare time: In my spare time you'll find me playing either footy or cricket for my local team or barracking for the Carlton Football Club. Sport aside, I always make time to see my family and friends and love spending time down at the beach every Summer.

If you weren't a teacher, what would you be: When I first finished school I wanted to be a physiotherapist but I also would love to work in the field of sports psychology.

Favourite Holiday: When I was still in high school I travelled around Australia with my family in a caravan. So many experiences and memories that I will never forget. Also lucky enough to have visited the United States with two of my best friends.

Highlight of the Year: Besides seeing Carlton win TWO finals games, it would have to be seeing the growth of the Year 9 cohort over not just this year but since I first became their SLWM in Term 3 of last year.

Something people might not know about me: I live with two titanium plates in my forehead as a result of an injury playing footy. You can see my scar that goes from ear-to-ear on days when my hair is nice and short.

Name: Bethany Shearwood-Boyd

Subjects taught: English and History

What do you like to do in your spare time: If I'm not catching up with friends and family, I am usually adding to my vinyl collection, doing a Pilates class, cooking up a new recipe or trying to work through my never-ending 'To Read' list.

Values: This year my values are compassion and vision. For me, these values are about maintaining high expectations for our cohort that are aligned with our school values, while also approaching students with empathy and learning who they are as individuals.

If you weren't a teacher, you would be: A Psychologist. Learning about the way mind works has always fascinated me!

Favourite holiday: Visiting Reykjavik is one of my fondest travel memories, despite the bitter cold. I would love to go back one day to see the rest of Iceland.

Highlight of the year: Getting to know the Year 9 cohort and celebrating in their successes throughout the year.

What's something people might not know about you: Before teaching at Balwyn, I worked for two years in a regional school in the Mallee District.

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.



MIDDLE SCHOOL REPORT Cont.

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 3 and 4 of Term 4 are below:



Barbie and Celia | Year 7

Barbie and Celia received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Barbie and Celia supported their peers in class to engage with their work, which in turn helped to create a positive learning environment for the class. Great work, Barbie and Celia!



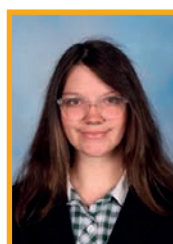
Claire | Year 7

Claire received Middle School Student of the Week after being nominated by the Assistant Director of Middle School. Claire supported and showed care for her peer when they were experiencing a difficult time.



Athena | Year 8

Athena received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Athena demonstrated respect and care for the shared spaces and facilities at school.



Jazz | Year 8

Jazz received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Jazz continues to demonstrate positivity and commitment in her learning. Great work, Jazz!



Naila | Year 8

Naila received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Naila consistently demonstrates excellent leadership skills in the class planning for Make a Difference Day.



Blake | Year 9

Blake received Middle School Student of the Week after being nominated by their teacher. Blake was an exemplary ambassador for the school community during his recent EAL excursion.



Chloe and Catalina | Year 9

Chloe and Catalina received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Chloe and Catalina demonstrated outstanding leadership by reflecting and addressing the Year 8 cohort in assembly regarding a recent event.

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



Dani Cantor
Director of Senior
School Wellbeing



Sharon Gardner-Drummond
Director of Middle
School Wellbeing



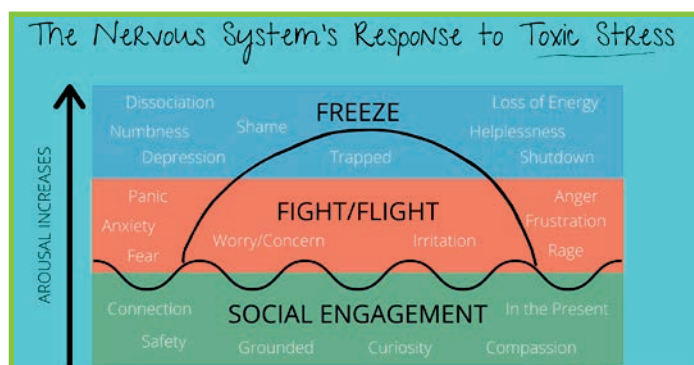
Gough
House Wellbeing Dog

Learning To Be

Year 11 Wellbeing Event: Emotional Intelligence

On Wednesday, October 18th, Year 11 students gathered in the David McGrail Theatre for a wellbeing session delivered by Kids HelpLine on Emotional Intelligence. The goals of the session were to teach students the purpose of emotions; how emotions work in the brain; stress responses, “fight/flight/freeze”; mental health literacy around the difference between mental health and mental illness; coping strategies and emotional self-regulation and the basics of peer support

The Wellbeing Team hope that this session has proved valuable to our Year 11 cohort in the lead up to their exam period and as a precursor to commencing their Year 12 studies in Week 8 with the Unit 3 Ignition Program.

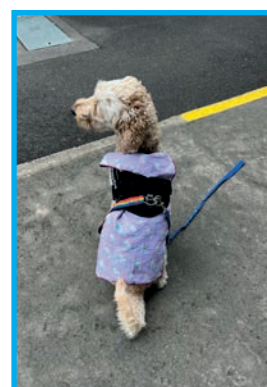


Exam Support

Wellbeing Dog Gough is heavily invested in the success of our Year 12 cohort. Even more importantly, he is committed to doing his best to see that they enter and exit their exams calm, focused and mentally capable of doing their best.

For parents and carers, it can be challenging to know how to best support our young people as they work through the exam period. Clinical Psychologist and Senior Lecturer at Edith Cowan University, Eimear Quigley lists four ways that we can help our young people flourish:

1. Help teens name their feelings - say something like, ‘Studying can be really frustrating. I bet you wish the exams were over.’ Sometimes the child can then breathe a sigh of relief that the important adult in their life sees their struggle, understands their distress, and is able to be there with them in that tough moment.
2. Offer them helpful choices - rather than saying, ‘I’ll get you some water to help you feel better’, a parent could make a slight change to the question by asking: ‘Hey, I could get you some water, or something to eat? Or you could take a break and have a snack with me in the kitchen. What would help you right now?’
3. Support and guide perspective-taking - ‘Tell me all of the evidence that your belief you’re going to fail might be true.’ Then ask: ‘Now tell me all of the evidence that your belief you’re going to fail might not be true.’
4. Self-compassion - next time as a parent you are thinking, ‘I’m such a bad parent, my child is so stressed, I can’t help them, I’m useless’, try to find some words of kindness for yourself. Something like,



THE WELLBEING TEAM Cont.

'Wow, this is really tough. I'm doing the best I can. I can get through this.'

The full article can be found at <https://theparentswebsite.com.au/year-12-exam-anxiety-4-ways-to-help-your-child/>

Year 9 Parent/Carer Catch Up

Week 4 saw another engaging morning with parents and carers, led by Mental Health Practitioner Lincoln Kealy and Chaplain Jeff Lampard and with the support of Year 9 Student Learning and Wellbeing Managers, Brandon Jones and Bethany Shearwood-Boyd.

Discussion centered around subject selection, Campion booklists, technology, motivation, and procrastination.



Respectful Relationships

Applications open for the eSafety Youth Council

Applications are open for the eSafety Youth Council. This is great opportunity for young people to share their voices with industry leaders and government to help us understand what a safer online world could look like, ensuring it resonates with and protects younger generations.

By joining the eSafety Youth Council, young people have the opportunity to:

- Co-design programs, policies and develop content that promotes a safer online environment for their generation.
- Work with government and leaders in the industry.
- Develop their professional skillset through learning opportunities.

We're looking for young people aged 13 to 24 from all over Australia with a range of personalities and backgrounds. Application responses can be submitted in written or other creative form, such as video, audio, poster, song - a great way to engage young people on online safety issues. Applications close 1 December 2023.

To find out more or to submit an application, visit <https://www.esafety.gov.au/young-people/esafety-youth-council/join-the-esafety-youth-council>

eSafety Parent Webinars

For parents who would like to learn more about supporting the safety of their young people online, there are a range of webinars still available between now and the end of the year. Dates and details are available at <https://www.esafety.gov.au/parents/webinars>

Tech Abuse – what to look out for and how to support others

Excerpts from

<https://www.respectvictoria.vic.gov.au/news/red-flags-what-tech-abuse-and-what-should-you-look-out>

Take care of yourself and your friends by getting to know the signs of relationship red flags.

The eSafety Commissioner describes tech abuse as something that's become a key part of family violence, with more than 99% of Australians who have experienced family violence also experiencing tech abuse.

So what does tech abuse from a partner or ex look like? Broadly speaking, it's using technology to harass, stalk, impersonate or threaten. It can include:

- Sending abusive or threatening messages

THE WELLBEING TEAM Cont.

- Persistently calling you, even when you've made it clear you won't or can't answer their calls
- Tracking your location, with or without your knowledge
- Hiding cameras to watch you
- Cyberstalking
- Gaining access to your online accounts – like email, social media and bank accounts – to Monitor what you're doing, impersonate you or lock you out
- Sharing (or threatening to share) intimate videos or photos of you.

How to talk to your friends about tech abuse and tech facilitated violence

If you're worried that someone you love is experiencing tech abuse, there are a number of ways you can support them.

Remember that being too direct about your concerns, or what you think they should do, can actually be unhelpful and push them away. Prioritise listening to and believing your friend. Make it clear that you care and will be there for them, in the ways they ask.

When they are ready to hear it, remind them that tech abuse is abuse. They do not have to wait for something "worse" or physical to happen to seek help from specialist support organisations, the eSafety Commissioner or the legal and justice systems.

If they are worried about their online activity being tracked, help them safely access the eSafety Commissioner's tips for protecting themselves. Offer to let them use your phone or computer when needed, and agree on "passwords" or "codewords" that their abuser wouldn't recognise if intercepted.

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 Be

It is at this point in Term 4 that we start to see a year of work come to fruition across many aspects of the Music Program; performance exams come to a close, students across our Classroom Music program begin to see some larger projects take shape and enter into the refining process, performance projects are starting to develop cohesion and explore more expressive concepts. It is an exciting time!

Presentation Night: Rehearsal Update

As we edge closer and closer to Presentation Night (Tuesday 5 December), rehearsals continue to get bigger and bigger! Our choirs have now joined with the orchestra for rehearsals, alongside the soloists, and our Year 7 cohort are making wonderful progress with their singing rehearsals in classes. This week we launched the beginning of a series of massed choir rehearsals for our Year 7 cohort in preparation for our week of intensive rehearsals in Week 9. Our Year 7 cohort play such a significant role in the finale for Presentation Night, and we are so excited to feature their hard work on the stage at Hamer Hall on Tuesday 5 December as an integral part of the finale to Presentation Night.



Congratulations: VCE Unit 4 Performance Exams

Over the past month, students in Unit 4 Music Contemporary Performance and Music Repertoire Performance have presented for their final externally assessed Performance exams. For these exams, students were required to present a program of 20 minutes in length featuring a range of styles, instrumental techniques, and exploring their own personal interpretation of these works. These exams are the culmination of a program that has been developing since the beginning of the year (in some cases the end of last year!), hours of practice, and a commitment to responding to feedback to reflect on progress and support musical growth.

Congratulations to all of these students!

Congratulations: AMEB Practical Exams

Since the beginning of Term 4, students across all year levels and instruments have been presenting for their examinations with the Australian Music Examinations Board (AMEB). This Friday sees the last of these onsite examinations take place. Students are to be commended for the way in which they have presented for these exams, and the work, preparation, and dedication they have shown in preparing for these across the year. Congratulations!

Teaghan Gibson | Director of Music

Spotlight: Year 10 Music – The Art of Performing and Composition

This term, our Year 10 elective students have been exploring Music Language in both creative and practical performance applications. Students have been investigating the music of their chosen genre by exploring relevant historical context and analysing key musical characteristics that identify the style of music. They then used this knowledge to inform their own arrangements and have worked in groups to rehearse and perform arrangements. They have been learning common chord progressions to help develop and support their musical ideas and practicing and performing for one another.



MUSIC Cont.

Here are some reflections from our Year 10 elective students:

Throughout our Year 10 Music, The Art of Performance and Composition, we've had the privilege of experiencing a very practical and exciting musical journey. We've dived into identifying and creating chords and basslines as well as expanding our understanding of rhythm and melody. We've practiced our composition skills by creating melodies and experimenting with drum grooves. This semester has increased my confidence in music theory and application, and I feel incredibly prepared for the challenges of VCE Music from the fantastic support of my teachers and peers.

Charlotte | Year 10

In the Year 10 Art of Performance and Composition, we studied a range of different things including the basics such as reading the time signature, treble and bass clef, all the way to constructing your favourite song in a different genre! This is also the task I had the most fun, and challenges throughout the semester. It is really interesting to hear everyone come up with different ideas on their songs, even if some of them literally sound nothing like the original piece! If you are a big fan of music, what are you waiting for? It is an opportunity to meet up with people with the same interests as you, to learn what's charming about music and also strive towards your goals and dreams!

Jacky | Year 10

During Year 10 Music in Semester 2, we've been exploring a range of different music genres, composing our own music pieces on Musescore, and performing different songs in groups. We are able to use a variety of styles, including pop and jazz, as well as techniques that we learn to arrange, such as using chords writing techniques and composing a bassline. Personally, I enjoy working with Musescore to work with different instrumentations and learn more about musical chords, their functions, and creating harmony. Furthermore, this subject taught me how to work effectively in a group with my peers to perform a song. We practice our performances for a certain amount of time, that allows us to give helpful feedback to one another regarding our areas of strength and weakness. This helps us all perform better overall. However, what I found challenging in this subject was listening analysis tasks that I wasn't familiar with, and I should continue practicing. Overall, I've had an amazing time exploring music this semester.

Aram | Year 10

The Art of Performance and Composition this semester has been great for refreshing my previous theory knowledge. I'm glad it also covered areas I wasn't familiar with, adding to what I've learnt. I enjoy composition tasks the most. I think they allow my creativity to shine. With Arrangement 2, I took my time both in and out of class to capture the sweet tunes of Esther's Waltz through the Woodwind Quartet and addition of Marimba. This arrangement in Musescore has been a great learning opportunity for me to experiment with multiple instruments.

Neil | Year 10

We hope you enjoy listening to some of the compositions students have developed through this unit!

['Esther's Waltz' - arranged by Neil](#)

['Everlong' - arranged by Charlotte](#)

['Scarborough Fair' - arranged by Sophia](#)

['Way Less Sad' - arranged by Jacky](#)

Katy Daivis | Teacher: The Art of Performing and Arranging



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

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Learning To Be

Interschool Sport (Region)

This year, our Hockey teams have been successful at the Region Finals and for the Year 7 teams, this was no different. The Year 7 Girls Hockey team worked well together on the day and managed to claim multiple 1-0 and 2-0 victories on their way to winning the Region Competition. They now advance to the State Finals that will be held in November. The Year 7 Boys team participated in a round robin format and won their games before playing in the last game of the day against a school who was also undefeated. Our team was leading 2-1 against one of the strongest school teams in the State and unfortunately, the other school scored in the final 5 seconds to level the game at 2-2. This meant that despite having the same number of wins and draws, our team finished as Runners Up based on goal difference. Despite this, the team has received an invitation to compete at the State Finals and we are excited to see how they go. This means that 7 out of a possible 8 teams have advanced to the State level for Hockey in 2023, a truly remarkable achievement! We look forward to seeing how our remaining teams go at State.



Our Year 7 Baseball and Softball students had been practicing extremely hard in preparation for the Regional Finals, despite there being a large period between the Division and Region competitions. It is extremely exciting for our Year 7 Girls Softball team who won the Regional Finals and have advanced to the State Finals! The Girls team participated in a 5 team round robin and won all 4 games that they played in. The Year 7 Boys Baseball were also competitive on the day; however, they will not advance. We hope that the Baseball team stays together and gives it another shot in 2024.



Historically we've had lots of success with our Table Tennis teams with many progressing through to State Competitions. Recently, we had four teams compete at the Regional Finals. The Year 8 Girls team has continued their success from 2022 by winning the competition and will now prepare for the State Finals with the hope of winning back-to-back State titles. Unfortunately, the Year 8 Boys, Intermediate Boys, and Intermediate Girls teams faced challenging oppositions, and some were unable to advance past the Semi Finals. We'd like to commend all students on their representation of Balwyn High School at the Regional Finals.



Our Year 7 Boys Tennis team this year is very talented and were well prepared for the Region Finals. The team played some high-quality tennis on the day and advanced to the Final. Unfortunately, the Box Hill team that they came up against was outstanding and extremely talented, meaning that our Boys finished as Runners Up on the day.



In Term 4, we had our Intermediate Boys & Girls Cricket teams and the Year 8 Boys Cricket compete at the Regional Finals. The format requires teams to play in a quarter final and if successful, they advance and play more finals in the one day. Unfortunately, all three teams were scheduled to compete against Rowville in the Quarter Finals. Despite some resistance from our teams, Rowville was too strong for our teams. We look forward to seeing the development of our teams as the years go on.

ISSUE 16 | 2 NOVEMBER

CALENDAR OF EVENTS

Friday 3 November

Region Final Year 7 Girls Tennis

Wednesday 8 November

State Final Intermediate Girls Hockey

Thursday 9 November

State Final Year 7 Girls Softball

State Final Year 8 Girls Softball

Friday 10 November

State Final Year 8 Girls Hockey

Monday 13 November

State Final Year 7 Girls Hockey

Victorian Spikeball Metro Challenge

Tuesday 14 November

State Final Year 7 Boys Hockey

State Final Year 8 Boys Baseball

Wednesday 15 November

State Final Year 8 Girls Table Tennis

State Final Year 7 Girls Table Tennis

State Final Year 8 Boys Hockey

Friday 17 November

State Quarter Final Year 7 Girls
Cricket

Friday 24 November

State Final Year 7 Boys Table Tennis

National Cheerleading

Championships

HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

Interschool Sport (Division)

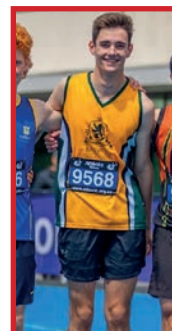
The final Division competitions were played this term with our Year 7 & 8 Girls Cricket teams competing. The competitions were in align with the Cricket Australia Stage 1 and Stage 2 formats that includes a staged approach to help kids develop the required skills in a fun and action-packed way. It aims to encourage players to participate at the stage that is appropriate to their ability level and supports the development of their skills. The Year 7 Girls team participated in Stage 1 and put on a wonderful display of cricket. The team has advanced to the Region round and is competing this week. Unfortunately, the Year 8 Girls cricket team did not win their game, but they played extremely well together, and we look forward to these girls participating in the Intermediate competition next year.



Student-Athlete Spotlight

Congratulations to Sunny Plant who has recently been selected to the Victorian Metro 14-player squad for the Under 19 Female Cricket Championships. Sunny will now prepare for the championships that will be held in Brisbane, QLD, from 14 December to 21 December. Good luck, Sunny!

Well done to Harry Maddocks, Darcy Nixon and Kamil Hegazi who competed in Week 1 of the Athletics Victoria All Schools Track & Field Championships. After finishing first in his 1500m heat in the Prelims, Harry qualified for the final, along with 14 other competitors. Harry then finished 7th with a time of 4:26.33. Kamil also competed in the 1500m where he finished 14th in the final, with no heats required. Darcy finished 4th in his 100m heat, just 0.38 of a second behind first place. Unfortunately, only the top two competitors qualified for the final. We look forward to seeing how our students go in Week 2 of the Championships.



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

Balwyn Skyraiders Cheerleading

On Sunday the 22nd of November, the Skyraiders Cheerleading team competed at the AASCF Spring Carnival competition. The students wowed the crowd with their best performance so far this year! All the stunts hit due to their dedication and countless hours of early morning trainings paying off. Next month the Skyraiders will be competing at the AASCF Nationals in the Melbourne Exhibition Centre. Please wish them well.

Paulina Makarova | Cheerleading Coordinator





Simon Maher
Director of Mathematics



Rikara Ahmat
Director of Science



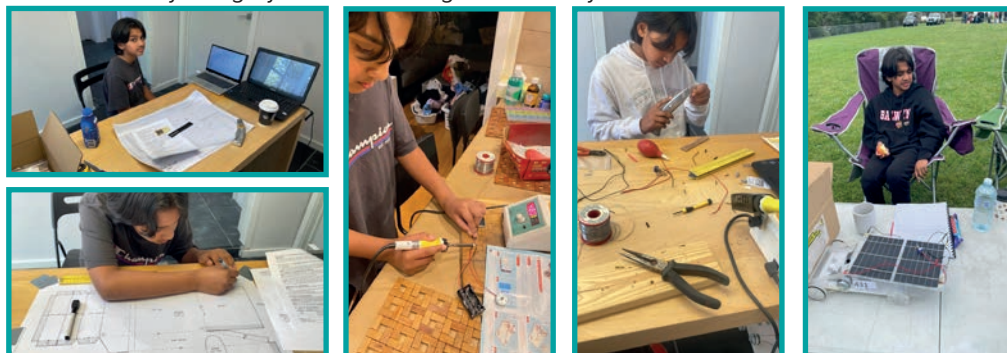
Amanda Clarke
Assistant Director
of Mathematics and
Science

Learning To Be

Congratulations to Dylan Arachchi!

The Victorian Model Solar Vehicle Challenge is an engineering competition undertaken by hundreds of students across Victoria, from Year 1 to 12. Students design and construct their own vehicle, be it a car or boat, powered only by the sun! They learn real skills in design, engineering, troubleshooting, sustainability and teamwork.

In the challenge, Dylan built a Sheridan kit Car, a belt driven model car with a small solar panel; and he entered a "pursuit"-style race. Dylan chose to make a solo entry to the competition and built his first ever kit car model with precision. Dylan loves all things STEAM related and was delighted to win the best first entry category for his car. Congratulations Dylan!



Revision Techniques in Mathematics.

Everyone has their preferred ways to revise. As we come up to the examinations, there are some helpful ways that students can prepare and others which can be time-consuming, but not targeted to the students' individual needs. Students often study by re-reading their textbooks, highlighting information, and/or reviewing their notes. In these situations, the focus is on getting information "in," with the hope that it sticks. In order for a topic to be committed to long term memory students need to engage in deep thinking.

A great strategy to try is called 'retrieval practice'. This technique is exactly as it is described. The student tries to remember what has been taught. Because retrieving information requires considerable mental effort, students can mistakenly think they are not doing well if they struggle to remember something. Sometimes it can feel like progress is slow, but that's when the best learning takes place. The more difficult the retrieval practice, the better it is for long-term learning. Retrieval practice should be something that students do regularly as part of their learning. At the end of each lesson, each week and each topic, time invested in retrieval practice helps students remember and understand their mathematics.

Retrieval practice is still a great way to prepare for exams, even if your child hasn't been doing it as part of their regular homework routine. The student should create a list of questions from mixed topics and try to answer these without consulting their summary book or their textbook. When students find something challenging, they should look up the process in their books and practice that particular skill. They can also record this supporting information in their summary book to assist later. Retrieval practice helps students quickly identify where their strengths and weakness lie so that study time can be maximised to the areas of greatest need.

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

Simon Maher | Director of Mathematics

Rikara Ahmat | Director of Science

Amanda Clarke | Assistant Director of Mathematics and Science



Nicole Houlihan
Acting Director of Visual Arts

Learning To Be

Classroom focus: Year 8 Media

I am pleased to share a summary of our recent Year 8 Media excursion to the Australian Centre for the Moving Image (ACMI). Our students embarked on an educational journey, exploring various facets of the world of media. During our visit, the students had the opportunity to view a selection of captivating animation shorts. These shorts not only entertained but also provided valuable insights into the art of animation.

In addition to this, our students engaged with an interactive exhibition that chronicled the history of the moving image. This exhibition served as a window into the evolution of visual storytelling, from its earliest beginnings to the modern, sophisticated techniques employed today. One of the highlights of our trip was the hands-on workshop, where students learned the intricacies of creating stop motion animations using cut paper. This practical experience was aligned with their ongoing project, in which they are tasked with producing a stop motion animation based on an existing fable, Dreamtime Story, or other cultural narrative.

We anticipate that the knowledge and skills acquired during this excursion will greatly benefit our students as they delve further into their media projects in the classroom.

We would like to extend our heartfelt congratulations to our students for their enthusiastic participation. We are also deeply grateful to our supervising staff, including Olivia Cooke, Celia Giorgilli, Renee Calabretta, Lucy Rimmer, Bianca Prendergast, Phoebe Hutson, Luke Wilcockson, and Lily Pook-Ryan, for their dedication and support throughout the excursion. Furthermore, we would like to express our gratitude to the Middle School team, facilities staff, and administrative personnel for their invaluable support and assistance in making this excursion possible.

We gathered some feedback from our Year 8 Media students, which we would like to share:

I liked watching the stop motion because they were very entertaining.

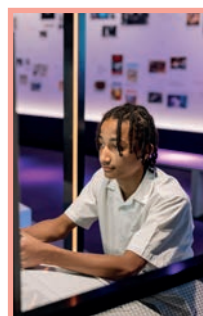
Max | Year 8

I thought the excursion was fun. I got to play video games. It gave me an insight as to how the games are made. I also enjoyed making the stop motion.

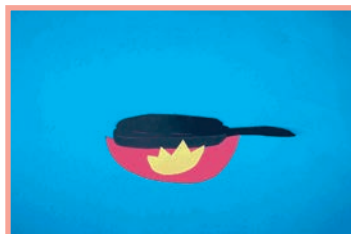
Yeechern | Year 8

I enjoyed watching all the stop motion in the cinema because they were funny. It gave me inspiration for my own stop motion.

Fletcher | Year 8



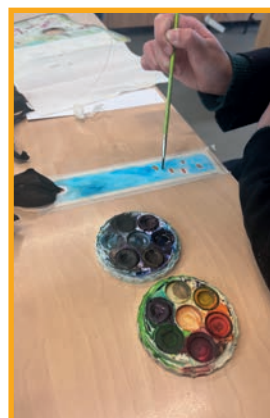
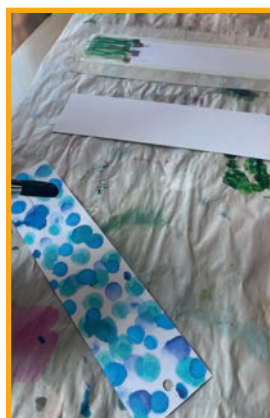
VISUAL ARTS Cont.



Visual Arts Society: Ink and Watercolour Bookmarks

On the 17th of October, the Visual Arts Society hosted an Ink/Watercolour bookmark workshop. The many bookmark designs that were created were both stunning and colourful. The materials provided were fine liners, ribbons, beads or sequins. There were even texters, coloured pencils, markers and watercolours. We noticed that there were many students from varying year levels who got together and found other students to make bookmarks with. Many chose to create designs based on nature, galaxies, flowers, black and white artwork and even fruits! Overall, it was another fun day for the Visual Arts Society team. We thank everyone who joined in for the fun of designing their own Ink or watercolour-based bookmark and we hope to see more of you at our other upcoming events. Make sure to always refer to Compass when you want the latest updates from the Visual Arts Society team. Thank you!

Rosamund Ka Cheng | Year 10 Committee Member



Nicole Houlihan | Acting Director Visual Arts



Jane Gibson
Director of Humanities



Brooke Jacobs
Assistant Director of
Humanities

Learning To Be

Unit 2 Fieldwork

Recently, the Year 11 Geography class went on a fieldwork excursion to the Dandenong Ranges, to explore the causes, impacts and management strategies of tourism in this area of high tourism traffic. Students visited Ferntree Gully Picnic Grounds (the location of 1000 Steps), Grants Picnic Ground, Dandenong Ranges Botanic Gardens and Sassafras Township to assess the human and natural impacts of tourism at each location. As part of the students' studies in Unit 2: Tourism, exploring the Dandenong Ranges has given students new insight into the impacts and responses of tourism in these areas. What follows is a reflection from Indra Talwar in terms of how the fieldtrip changed her understanding of tourism in the area.

"Throughout this semester in our Geography course, we have extensively explored the world of tourism. We have delved into the motivations driving individuals to travel and closely examined the complex impacts this industry has on the environment and the economy. As I looked forward to my visit to the Dandenong Ranges on Monday 2 October, I expected a serene environment with little activity. However, my initial assumptions quickly proved to be incorrect upon our arrival at our first destination.

Our adventure began at the base of the 1000 Steps Walk, where we saw numerous families and couples starting or finishing their hikes. We then proceeded to Grants Picnic Ground, where there was a busy cafe, filled with tourists enjoying their meals and the stunning view.

Continuing our journey, we explored the Dandenong Ranges Botanic Gardens, where we had the chance to witness the popular Chelsea Garden Display, which attracts both local and international tourists every week. Our last stop took us to the Sassafras Shopping District, where we conducted interviews with local shop owners and discovered that a significant portion of their customers were international tourists.

Many thanks to Robert Handreck and Julia Pickwick, our Parks Victoria Ranger Guide in supporting an immersive and insightful experience for our Year 11 Geography class.

"Overall, the day was a lot of fun and we learnt a lot about how tourists act in the Dandenong Ranges and what draws them there."

Indra Talwar | Year 11
Viet Bui | VCE Geography Teacher



Year 10 Saving planet Earth Fieldwork

Year 10 Saving Planet Earth students also undertook fieldwork this past fortnight in Melbourne CBD. The aim of this fieldwork was to evaluate how our urban environment is meeting, or not meeting the needs of the people in relation to Human Wellbeing. Students worked in small groups collect data and attended a homeless non-for-profit to determine if the environmental, economical and cultural factors have an impact on the overall wellbeing of a population in a developed nation.

"The excursion has provided many of the enjoyable experiences such as exploring the different parts of the city by the tram, learning about the very good to know prevalence of homelessness and the multiple factors and the multiple solutions for it and analysing the park and dissecting the question of how the government has continuously tried to make their multiple facilities more comfortable and liveable for the residents that live in the area has been interesting.

HUMANITIES Cont.

Out of all of the activities such as the homelessness speech, the walk across the side of the large and running Yara river and the multiple short trips to the different places where we try to find the economic factors, social factors and environmental factors that make that place good to live for the people of Melbourne the most enjoyable has got to be learning about homelessness as it widened my knowledge on a subject I barely knew anything about."

Daniel Chong | Year 10

"The youth homelessness session was the most insightful part of the day. Front yard services educated us about how youth homelessness is dealt with in Melbourne. It gave me insight into how young people deal with homelessness at a young age and how it is mostly unnoticed by the larger community. Frontyard provided us with an understanding of where to get help if we experience homelessness or someone we know does. They informed us with how specialists deal with people who come in daily to get help and provide a safe space for young people."

Nataysa Layson | Year 10 Geography Student

Chloe Erskine | Geography Teacher



Year 9 SEAL Fieldwork

Year 9 SEAL Humanities students recently completed their fieldwork at Cape Schanck and Mornington Beach, investigating coastal processes and management in the region. Their task was to analyse the two locations, collecting data, interpreting the data and reaching a judgement about the management needs of the location and the ethical dilemma of developing the area for private tourism opportunities or protecting the natural flora and fauna. Geography rocks!



Jane Gibson | Director of Humanities



Amy Wood

Director of English and Literacy



Orah Rothberg

Assistant Director of English and Literacy

Learning To Be

Exploring Argument in Year 11

Students have been studying the Exploring Argument Area of Study in English. The importance of this Area of Study is not lost on students who understand the gravity of being able to effectively analyse types of arguments presented in our increasingly “fake news” world.

In this Area of Study, students learn how to analyse arguments and information presented on the issue of Vaping and learn to analyse the techniques that are used by authors to convince audiences of their position on the issue. Developing these skills helps them in the real world to identify misinformation on social media for example, and contributes to making them ethical global citizens.

Students were also expected to present a persuasive oral presentation on a topic of their choice, in order to put their understanding of effective argument strategies into action. Students chose to write on a range of topics this year. For example, students presented perspectives on the following questions:

- Has the women's World Cup demonstrated that women's sport is just as popular as men's?
- Should the voting age be lowered to 16?
- Is it time to leave fast fashion in the past?
- Is climate litigation a solution in the fight against climate change?
- Should Classic Childrens Books be Rewritten to Suit Modern Audiences?
- Is our generation becoming desensitized?



Student samples of visual aids used to engage and persuade audiences of their perspectives on contemporary issues.

Year 11 students will have another opportunity to develop and refine their capacity to analyse and present arguments in Year 12, leading to more effective communication and decision-making in all areas of life.

Phoebe Hutson and Isobel Madden | English Teachers

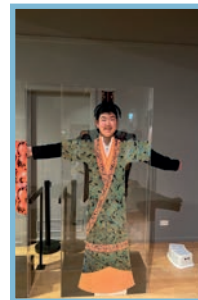
Amy Wood | Director of English and Literacy

Learning To Be

9EAL & 9 Language Centre Immigration Excursion

Starting our school day at the number 48 tram stop on Doncaster Road made for an interesting change to the Thursday morning race for classrooms Year 9EAL students are used to. Both excitement and anticipation filled the air on the tram as we made our way to the first stop of the day – The Immigration Museum. Here students engaged in an education program related to the experience of refugees who have sought asylum in Australia for more than 100 years.

Our next stop was the National Gallery of Victoria – Ian Potter Centre. Here we were met by the Year 9 Language Centre team and participated in an education program designed to explore Australian identity and culture.



After a break for lunch and some time to explore the city, we met for our final stop of the day – The Museum of Chinese Australian History.

'I think this excursion really helped me to learn about what is to be an 'Aussie', it also helped me a lot to learn about Australian history.'

Wei Lim | Year 9



'The excursion was a great opportunity to learn about Australian identity and culture, Chinese history and about the seeking refuge. I saw a lot of fantastic artwork in the NGV. This linked back to our study for the term: Growing Up Asian in Australia.'

Tiffany Lin | Year 9



'The best part of the excursion was the NGV. I saw many excellent drawings about Aboriginals and how life used to be in past.'

Parto Dolati | Year 9

'I loved visiting the National Gallery of Victoria. I saw a lot of amazing art pieces and learnt more about the life/ the experiences shown in the art.'

Matthew Jiang | Year 9

'I think the best part of the excursion was the Chinese museum.'

Harry Lin | Year 9

'Learning about the Chinese culture and history in the Chinese museum was the best part of the excursion. I was impressed and interested to see how Chinese people have interacted with the local Aussies, and how they have introduced their culture into what we see today in busy Chinatown.'

Miles Zhou | Year 9

'The City Excursion was overall joyful and provided all of us a magnificent chance to learn more about the immigration history of Australia. Essentially, the whole excursion was based on learning about the reasons and the ways people chose to migrate to Australia in the previous few centuries. Moreover, the excursion relates to our term 4 unit of "Growing up in Australia as a migrant" to a great extent. It consolidated students' understanding towards this topic.'

Chenyi Liu | Year 9

Lisa Blanch | Head of EAL





Rosie Hilder
Director of Student
Leadership/Voice



**Charlie Balias &
Margaret Obolenski**
School Captains

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

**Fearghas Bennett &
Emma Ho**
SRC Presidents

Learning To Be

The Balwyn High School Student Planner 2024

As a result of need garnered through student voice, we are so pleased to offer the Balwyn High School Student Planner to families in 2024. The planner has been created specifically for students of Balwyn High School, over the course of the past twelve months, with its features thoughtfully developed in conjunction with many stakeholders in our school community, including students, families and teachers.

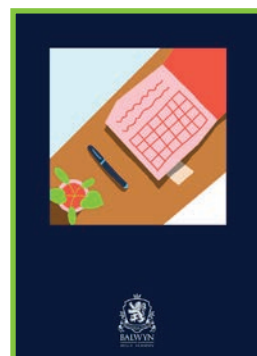
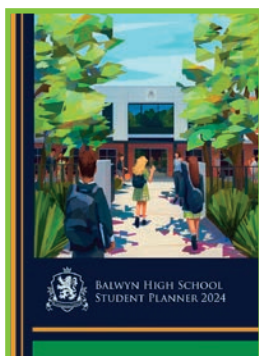
Part of the process of developing the planner was a competition that was run in order for students to have the opportunity to design the front and back cover, and we are so pleased to announce that the winner of the front cover design was Annabelle Yong (11N), and the back cover design was Angelina Kwok (12E) – congratulations to both of these students for their wonderful designs!

A key focus of the planner is wellbeing, with mindfulness and wellbeing strategies embedded throughout, and with links to the Balwyn High School Tutorial and Respectful Relationships Programs.

You can also find a range of key features and information including:

- School policies and procedures such as; Bell Times, School Map, Shared Learning Norms, Student Code of Practice, Graduation Profile, Learner Profile Statements, Uniform and Homework policies, information relating to key contacts at school much more.
- A Homework Planner - to assist students with understanding time management and creating individualised study planners.
- Tools to support Goal Setting and Resilience - Students learn to set goals that will stretch their abilities, and practice resilience skills that enable them to respond well to challenges.
- A Feedback Log – A specifically created space for students can record feedback from their teachers and peers and list actions they may take to improve their performance based on this feedback. This is a learning reflection tool that is utilised in classrooms at Balwyn High School.
- A Weekly To Do List - Including a daily check in/reminder for students to consider how they are feeling, and if they are eating and sleeping well.
- Wellbeing and mindful activities, including understanding social and emotional learning, building relationships, resilience and empathy, Term goal setting and much more.

We are so pleased to offer families the opportunity to pre-order a Balwyn High School Student Planner ahead of 2024 and in order for Unit 1/2 and 3/4 Ignition later this term, and details can be found via Compass Events. If you are interested in viewing a sample of the planner, these can be found at Reception.





ERROR CODE LOG / FEEDBACK LOG - Subject Specific		
DATE:	FEEDBACK: What did my teacher/peer say?	ACTION: How can I improve my work? What do I need to do next time?
1/2	I received verbal feedback from my teacher that I did not use a placeholder when completing a long multiplication exercise.	I will show my working out when completing exercises, and next time when using placeholder, I will ensure to multiply the sum by 10.






Rosie Hilder | Director of Student Leadership and Voice

LANGUAGES - CHINESE AND FRENCH



Tammy Li
Head of Chinese



Melinda Facey
Head of French

Learning To Be

Students studying French have been completing dialogues and role plays in class to improve their speaking skills and to develop correct pronunciation. This has allowed them to learn the language in an authentic context with real world applications.

The Year 10 classes participated in role plays at the doctor and pharmacy as part of their work on Health and wellbeing. Students were able to play both roles asking for and giving advice using a broad range of vocabulary and language structures. Some students were able to respond spontaneously to unpredictable responses and apply what they have been learning to their conversations with considerable success.

The Year 8 students produced a dialogue between a student and a careers advisor. Using their knowledge of work and careers vocabulary with new verbs vouloir, pouvoir and devoir, students came up with very creative and interesting discussions. They performed these role plays in front of the class who were able to answer questions about the content. Students who wish to further practise their speaking in French are encouraged to attend French Club on Wednesdays at lunchtime in C03.



Melinda Facey | Head of French





Erin Shale
VCE Careers Advisor



Melissa Co
Years 7-10 Careers
Advisor



Margaret Uren
Headstart Co-ordinator

Learning To Be



Importance Of Networking For Students

As adults, we often hear about the importance of having a professional network and the many benefits this can bring to our careers. Contacts we make in our career may alert us to new career opportunities or support us as apply for promotions or new positions. LinkedIn is booming. Networking makes a positive difference. Students need to know about the benefits of networking and it is never too early for them to start.

I distinctly remember a Year 12 student approaching me several years back with quite a dilemma. He needed a recommendation from a teacher and was honest in telling me that none of his teachers had a very good impression of him. He was not confident in approaching any of his current or past teachers for a glowing reference. We had a long chat about this. I advised him to ask the employer from his part time job to write the reference but the scholarship really was seeking a teacher recommendation. Students need to know that their relationships with teachers, employers and everyone they meet are important. The impression others have of us matters.

How can students start networking?

1. Students should be aware that their teachers are here to support them but teachers must be honest when writing references. Positive relationships with teachers are important not simply in relation to references, but they also create an environment where all students benefit socially and academically.
2. Students can make invaluable professional contacts through all of their extracurricular activities both in and out of school. Making a positive contribution, showing maturity, reliability and honesty makes it easy for students to ask adults to support them with references or help them access areas such as work experience.
3. Participating in tertiary workshops and online seminars provides opportunities for students to obtain contact details of presenters who can then be contacted for course advice. Often these people are involved in the selection of students. Creating a good impression really can pay off.
4. Having a part time job can pay great dividends. Apart from the employment, social and life skills gained, employers can provide important references for students applying for many courses and scholarships.

Finally...

In essence, students need to be aware that conducting themselves with maturity and integrity in all interactions with others builds up their network of contacts who can support and advise them in many important areas in life – not simply with careers or employment. But above all, it is the right thing to do and makes the world a happier place for everyone.

Erin Shale | VCE Careers Counsellor

Vocational Major mock interviews

To conclude the first ever year of VCE Vocational Major, some of our students were able to finish their Year 11 commitments by sitting for a mock interview for the type of roles they will be seeking when they fully enter the workforce. These interviews took place over two days and were conducted by Assistant Principal Julien Escurat, Careers Team Leader Erin Shale and Head Start Coordinator Margaret Uren, with support from current and 2024 Middle School Careers Advisors Melissa Co and Tanya McHenry. Offering students mock interviews conducted by familiar teachers provides them with a unique opportunity to gain invaluable experience while fostering a supportive and constructive learning environment. These encounters not only simulate real-world job interviews but also offer a safety net of trust and familiarity. Students can build confidence, fine-tune their interview skills, and receive candid feedback, allowing them to refine their responses, body language, and overall presentation. This process bridges the gap between academia and the professional world, equipping students with essential skills that will benefit them throughout their careers. Such practice ensures they are well-prepared and self-assured when they step into the workforce, ready to meet the challenges of real interviews with competence and resilience.

Stuart Brown | Workplace Skills Teacher



Katrina Dawson
Head of Library



Kelly Nolan
Teacher Librarian

Learning To Be

The End of the Chapter for the 2023 Library Committee

The Library Committee wrapped up the year during their last meeting. This year, the committee was very successfully lead by the Library Captains Seraphina Tass and Gabrielle Lim. The committee members reflected on the year and their many achievements. Lots of new activities were introduced and many of the favourites continued. Book Club was an opportunity for students outside of the committee to join in and share their love of reading. Book Week was a huge success with different activities taking part every day of the week. As they reflected on the year, the students said the best part of being on the library committee was meeting new people and sharing a love of books.

Kelly Nolan | Teacher Librarian

This year I have enjoyed being part of the library committee so much! I got to be part of an amazing group of like-minded students, and we all had a great time, especially when organising events. Book Week and the stall at the swimming carnival were definitely activities I enjoyed. I am proud of speaking at the assemblies and assisting in the organisation of events. Overall, it was very fun to be a part of!

Elika Baygan | Year 9

Even though I've been on the library committee since Year 7, each and every new year never fails to be more enjoyable than the last. A few highlights from this year include helping run stalls at events such as Swimming Carnival and Welcome Night, meeting author Nova Weetman, and having the opportunity to run an activity (The Reading Vine) during Book Week with the help of the library team and my fellow library committee members and friends. It been a wonderful experience, thank you so much to the library team, and especially to our amazing Library Captains Seraphina and Gabrielle.

Caitlin Chen | Year 10

Being in the Library Committee has been one of the best experiences I've had during my time at Balwyn High. Meeting the many new wonderful people, participating in various events and bonding over our shared love of books and the library has been one of the many highlights of my entire year! It has truly been a marvellous year with the Library Committee, jam-packed with fun activities and amazing people!

Thanishka Rajmohan | Year 10

Being the captains of the Library Committee this year has been a wonderful experience. We have gained so much enjoyment from working alongside Ms Nolan and our brilliant committee and are incredibly grateful to all our committee members for their hard work and dedication. The memories we have made together throughout this year will stay with us forever.

Seraphina Tass and Gabrielle Lim | Year 11



Katrina Dawson | Head of Library

GENERAL NEWS

Movember at Balwyn High School

As November approaches, a group of staff are gearing up for an exciting opportunity to make a difference by raising awareness and funds for the Movember Foundation. In 2022, our Balwyn High School Movember Team achieved an outstanding milestone, raising an astonishing \$5200 throughout the month. This year, we're aiming to surpass that achievement.

The Movember Foundation's primary focus is on men's health, specifically addressing issues such as prostate cancer, testicular cancer, and mental health and suicide prevention. Our staff members are ready to take on the challenge – whether it's growing a moustache, participating in movement activities like walking or running, or setting their own unique Movember challenge to help raise awareness and funds.

If you're interested in learning more about the Movember Foundation or wish to contribute to our Balwyn High School team, you can find additional information and donation links here:



Movember Foundation: <https://au.movember.com/?home>

Balwyn High School Team: <https://movember.com/t/balwyn-high-school>

We extend our heartfelt gratitude to our staff, families, friends, and the entire school community for your unwavering support and generous donations to the Balwyn High School Movember Team. Together, we have the power to make a significant impact on men's health and well-being.



Mr Rikki Toet | BHS Movember Team Captain

Balwyn High School Team for 2023



Lincoln Kealy



Jeff Lampard



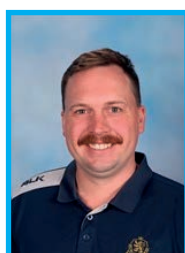
Shaun Bowes



Simon Maher



Chris
Triantafilopoulos



Shannon Blewitt



Jack Wells



Luke Wilcockson



Dylan Den
Hartog



Yunkai Wang

GENERAL NEWS



Jeff Lampard
School Chaplain

Volunteer Opportunity

Wanted: New Volunteers

After many years of service to the Balwyn High School community, our Volunteer Secondhand Bookshop Manager, Verna Woods, is retiring, and we are looking for someone to continue this excellent program.

Verna will be available to support your transition as you learn the ropes and begin to make your mark on Secondhand Bookshop. For further information about Secondhand Bookshop at Balwyn High School, please go to <http://balwynbooks.blogspot.com/>.

If you are keen to recycle, help others to save money by recycling, to support fundraising for the Chaplaincy program at Balwyn High School, or if you would like more information on what the position involves, please contact Verna on secondhandbooks@balwynhs.vic.edu.au.

Chaplaincy Second-Hand Uniform Shop News

The Chaplaincy Second-Hand Uniform Shop opening times

Trading Hours Term 4, 2023

Thursdays: 3 – 5.00 pm

Tuesdays & Thursdays from 14 November: 3 – 5.00 pm

Final Day for 2023

Thursday 7 December: 3 – 5.00 pm

First openings in 2024

Wednesday 24 January: 12 – 2.00 pm

Thursday 25 January: 12 – 2.00 pm

Normal Thursday trading resumes

Thursday 1 February: 3 – 5.00 pm

(Open every Thursday during school terms)

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

Payment for items purchased from the Second-Hand Uniform Shop can be by cash, cheque or through Square we can process credit cards, EFTPOS and Apple Pay. All Square transactions attract a 2% fee. We do not exchange or refund. We recommend having your child check the fit of garments in our change rooms. Our friendly volunteers look forward to assisting you

Year 12 Students and Families

On behalf of the Second-Hand Uniform Shop and the Balwyn Chaplaincy Support Group we would like to thank you for your support and your business during your time at Balwyn High School and wish you all every success in the future. As you finish school we would like you to consider selling your uniforms via the Second-Hand Uniform Shop. Full instructions are on the school website. Click on the 'Our Community' tab and follow the links to Second-Hand uniforms. https://www.balwynhs.vic.edu.au/?page_id=2334#2xu A 'Seller Sheet', available on the website, is to accompany the uniform items you wish to sell. We sell everything from small items like sports caps and scarves right up to blazers.

Uniform Shop Volunteers required

We require volunteers available to assist us on any of the above dates and times, also on Mondays from 2.30pm sorting clothes. If you feel you may be able to help please send us an email with your availability to secondhanduniforms@balwynhs.vic.edu.au

Help us recycle and support Chaplaincy at Balwyn High School

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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.

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