

ISSUE 7 | 18 MAY



Charlie Baniias
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School Captains



Learning To Think, Know and Understand



Deborah Harman Principal

PRINCIPAL'S PERSPECTIVE

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Riversdale Inner East Network Principals' Conference – 'Principal Wellbeing, Inclusion and Diversity'
The 2023 Riversdale Network Leadership Conference was held at the RACV Cape Schanck Resort last week. It was fantastic to have this time to learn, reflect and plan together as a principal team, especially given that we have inducted a large number of new staff to the school this year as well as having promoted several of our colleagues to new leadership positions.

We were particularly engaged in the *Trauma-informed strengths-based strategies for student engagement with learning* presentation from the Berry Street organisation on Thursday morning. The session perfectly complemented and challenged our work around optimal classroom environments and the priority for psychological safety for all our staff teams and classrooms.

This was complemented by a session in the afternoon on *Numeracy and Big Ideas in Numbers* presented by Professor Di Siemon from RMIT University. The Department has again prioritised highly effective learning for all students in its goals for 2023, but with a particular spotlight on numeracy outcomes from Foundation to VCE.

On Friday the two sessions were equally interesting. The first involved us considering how we create the conditions in our schools for every student, staff member and parent/carer to feel they belong. *Belonging at the heart of learning: Practical Strategies for Building a Strong School Community*. The synergy with our 2023 school theme – Empathy, Belonging, Connections - was not lost on us!

The conference concluded with an often humorous but nevertheless compelling presentation focusing on *Post-COVID Demographic Trends* and how these influence and impact education. All schools have been seriously challenged with staffing shortages over the past 2-3 years and the presentation provided great insights into what might be the ways in which to encourage more graduates into the teaching profession.

All four presenters over the two days were excellent and incredibly passionate about their subject matter. Our access to such experts was greatly appreciated by our Team and all other schools in attendance.

Dr Tom Brunzell PhD

Tom has experience as a teacher, school leader, researcher and education advisor in New York City and Melbourne. Currently he is the Director of Education at Berry Street. Tom presents internationally on topics of transforming school cultures, high expectations for differentiated instruction, trauma informed practice, wellbeing and the application of positive psychology, and effective school leadership. His research at the University of Melbourne Centre of Positive Psychology investigates trauma-aware pedagogy, positive psychology, positive education and their impacts on workplace meaning.

Professor Di Siemon

Di is a Professor of Mathematics Education in the School of Education at RMIT's Bundoora campus, where she is involved in the preparation of pre-service teachers and the supervision of higher degree students. An active researcher, Di has directed a number of large-scale research projects.

ACKNOWLEDGEMENT OF COUNTRY

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



PRINCIPAL'S PERSPECTIVE Cont.

Dr Kelly-Ann Allen

Kelly-Ann is an Associate Professor and educational and developmental psychologist at Monash University, fellow of the College of Educational and Developmental Psychologists and an honorary principal fellow of the University of Melbourne. With more than ten years' experience as a school psychologist, she currently combines her expertise as a practitioner with her academic research interests of school belonging.

Dr Allen's core work is in direct response to the widely reported global decline in belonging, particularly for students. Her research traces the further deterioration of belonging following COVID-19, and its strong associations with mental illness (both in adolescence and adulthood), wellbeing and academic outcomes, demonstrating that student belonging is an important problem to address. With the study of belonging core to Dr. Allen's research priorities, her projects have built a conceptual and empirical understanding of what it means to belong.

Simon Kuestenmacher

Simon is a Director and Co-founder of The Demographics Group based in Melbourne, Australia. Simon holds degrees in geography from leading universities in Berlin and Melbourne and worked for several years as a business consultant with KPMG Australia.

In 2017 Simon, with Bernard Salt, co-founded The Demographics Group. The group provides specialist advice on demographic, consumer and social trends for business. Simon has presented to numerous corporate and industry audiences across Australia and overseas on demographic trends, consumer insights and cultural change in Australia.

His presentations and quirky observations are enjoyed by groups from the financial services, property, government, education, technology, retail and professional services industries, among others. Simon has amassed 300,000 global followers on social media, reaches over 25 million people every month and ranks as one of the world's Top 10 influencers in data visualisation.

The Principal Team returned to school last week proud that our continuing focus and commitment to student and staff wellbeing, collaboration and teamwork, assessment and reporting, student voice and student centred learning were affirmed throughout the sessions and discussions. Equally our own staff professional learning this year has centred on psychological safety within classrooms and teaching teams, differentiation and learner progress – and these all resonated loudly throughout the two days.

In our absence, the school was ably led by Bernadette Clayton, Chris Land, Justin Hong, and Jennifer Jones and I thank them for supporting our professional learning in this way.

Our Alumni Spotlights continue – Malcolm Speed AO and Michael Barnett OAM

I am delighted that we have re-engaged with a range of wonderful alumni this year and to share their inspiring stories with our school community. As previously noted, some who have been featured are already inducted into our Halls of Achievement, but we are looking to expanding our inductees ahead of our Platinum Jubilee Gala Concert in September next year. If you believe you know of a BHS graduate that would be an appropriate addition to our Halls of Achievement in 2024 - BHS, Music, Sport, Art, Science or the new Commerce category, please use the link below to submit a nomination which will be considered by School Council later this year.

This week we feature international sporting administrator, Malcolm Speed, who was inducted into the Sport Hall of Achievement in 2012, and Michael Barnett, who was recently awarded an OAM in the New Year's Honours List. The spotlight on Michael deliberately coincides with this week's celebrations for IDAHOBIT Day that we marked on Wednesday.

Both Malcolm and Michael are marvellous ambassadors for our school community, and we congratulate them for the impact they have made in their careers. I hope you enjoy reading their stories.

Deborah Harman | Principal



ASSISTANT PRINCIPAL'S REPORT

Learning To Think, Know and Understand



Andrew Corr
Assistant Principal



Tegan Knuckey
Assistant Principal



Julien Escurat
Assistant Principal



Hamish Anderson
Assistant Principal

Reporting to Parents - Reporting Points 1.2

This week the next set of Reporting Points were released, with Year 9 Reporting Points out on Thursday 18 May. Year 10, VM and VCE Instrumental Music Reporting points are released on 25 May and Year 7 and 8 in the weeks following. The Reporting Points focus on how students can continue to make progress in each of the subjects they are studying. Teachers also provide judgements on Learner Profile Statements which reflect how students prepare for and engage in the classroom. At the moment Reporting points are released, parents/carers are also encouraged to view Compass Continuum for their child as it will be up to date for that point in time. The school recommends that parents/carers read the Reporting Point with their child and support them to identify any patterns in learning behaviour feedback or advice provided by their teachers. Each time Reporting Points are released, a document is made available on News Feed to support families to understand the report and Compass Continuum.

Middle School Information Evening

Navigating Adolescent Relationships and Conflict: Wednesday 24 May, 6pm, David McGrail Theatre

The Term 2 Middle School Parent Information Evening will provide an interactive opportunity to connect with the Middle School Executive Team around navigating adolescent relationships. The focus of the session will be on: understanding how the school nurtures positive relationships; reflecting on student data about managing conflict and resilience; coping strategies and support and; connecting these values to life beyond high school. Please book via the trybooking link. If you book your ticket/s, we ask you to please commit to attending the session, to support organisation and outcomes for our young people.

Supporting Year 6-7 Transition to Balwyn High School

Transitioning to a new learning community is often an exciting and sometimes daunting experience for students and families. Recently, we concluded our school tours and families from Primary Schools were required to submit their secondary school preferences.

In conjunction with this process, members of the Principal and Leadership Team, including the Middle School Executive Team conducted a Learning Walk at Balwyn North Primary School (BNPS), to continue to best support students' transition to the secondary school. The staff involved were warmly welcomed into classes by members of the BNPS community, observing teaching and learning practices, with a focus on differentiation.

Following the learning walk, the observers reflected on the similarities and differences between the Primary and Secondary school experience and established actions, to nurture our incoming cohort of students.

We thank the BNPS Principal and Leadership Team, Staff and Students for their generosity and engagement with us. During the week, Balwyn High School will host BNPS staff to observe the secondary school context.



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

ALUMNI SPOTLIGHT

Learning To Think, Know and Understand



Malcolm Speed
BHS Alumni 1960-1965

Malcolm Speed AO

Order of Australia inductee - 2015

Sporting Hall of Achievement - 2012

As a proud Balwyn High Old Boy, I have been asked to provide some details of my career. I attended Balwyn High from 1960 until 1965 a few years after it commenced classes in 1954.

It was quite a different school in those days. North Balwyn was a developing suburb with many vacant blocks where houses were being built by young families. The school had been built to meet huge local demand - previously local kids went to Box Hill High or caught the tram to Melbourne High or University High.

The school consisted of a main block and several temporary outbuildings. Assemblies were held in an open paved area near Buchanan Avenue - if it rained, they were cancelled. Sporting facilities were very basic. I was a keen cricketer and basketballer. There was a half-length concrete cricket pitch in the middle of a large, grassed area at the bottom of the school and there was a bitumen netball court but no basketball facilities – a far cry from today's excellent basketball centre.

I suspect that by today's standards, classes were large – about 40 in each class. There were several outstanding teachers, including a batch of recent immigrants from war-torn Europe. The curriculum was basic – there were no optional subjects until years 11 and 12.

I was a competent student but not terribly keen on schoolwork as I was more interested in sport. In years 11 and 12, I was heavily influenced by the senior English teacher, Mr Albert Norman, who was an outstanding teacher who recognised that I had ability and pushed me hard to achieve better results. He was a very strict disciplinarian and instilled terror into all of the kids – I don't think his methods would work today but he made a big difference to my life. I also had an excellent teacher in Modern History, Mr Gundars Predietis, who had migrated to Melbourne from Latvia.

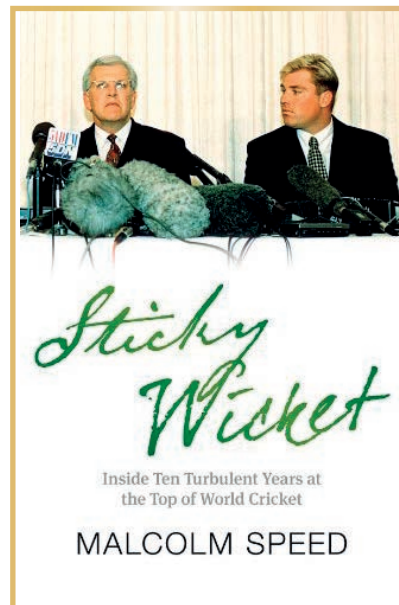
I was a prefect in year 12 and House Captain of Windsor.

Balwyn High in the 60's had a strong population of Greek and Italian migrants and I clearly recall the arrival of the first few Asian born students. Peter Tan who was from Singapore and a year ahead of me was the first. David Wong from Hong Kong was in my class and was quite a novelty. He spoke very little English at first but fitted in well. "Wongie's" family bought a fruit shop and he was a very popular and competent student. He would be very proud of the multi-cultural school of which he was a pioneer.

In year 12, (it was called Matriculation) I achieved better than expected results – good honours in English Literature and Modern History and won a Commonwealth Scholarship to Melbourne University to study law. I was 17 and had never met a lawyer. There were only two or three Balwyn High graduates in the Law faculty. Robert Richter KC was a couple of years ahead of me and went on to become one of Australia's leading criminal lawyers.

At the age of 22 I was admitted as a Barrister and Solicitor and for the next 25 years worked in the law – for the first 11 years as a solicitor and thereafter as a barrister. I worked in the field of litigation in both the criminal and civil areas. It was an excellent grounding for my subsequent career as a sports administrator.

When I was 30yo I was elected as President of Basketball Victoria and in following years became Chairman of Basketball Australia and the National Basketball League. Basketball was booming and it was a great time to be involved. I learnt a lot about sport and how to run meetings involving difficult people.



ALUMNI SPOTLIGHT

Learning To Think, Know and Understand

In 1997 when I was 48, I was head-hunted for the job as Chief Executive of Cricket Australia, arguably the best sports job in Australia. It was a great time to be involved in cricket – the team consisted of Mark Taylor, Steve and Mark Waugh, Shane Warne, Glenn McGrath, Brett Lee, Adam Gilchrist, Justin Langer and several other great players. My time at CA involved many crises involving player payment disputes, corruption, chucking, sponsorship and player behaviour. I was often in the media and had a very public and prominent role.

In 2001, I was again head-hunted, this time to be CEO of the International Cricket Council which was based at Lords' in London. My wife Allison and I then lived in London for four years before the ICC moved to Dubai where we lived for 3 years. It was great timing for us as our three daughters were in their 20's and we were able to leave them and the dog behind and live overseas for 7 years.

The job as CEO of ICC was very demanding and challenging. I was involved in contract negotiations for huge media and sponsorship contracts and running large events such as the Cricket World Cup and other major tournaments. I was heavily involved in cricket's fight against corruption and was challenged by issues surrounding technology, chucking, racism, the emergence of India as a superpower and the arrival of Twenty 20 cricket. Women's cricket also grew rapidly during this time.

I travelled to the Indian sub-continent about 30 times and in one very busy year travelled to 25 countries. I met many interesting and famous people including Queen Elizabeth, Nelson Mandela, Sir Donald Bradman and Rupert Murdoch.

In 2008 we returned to Australia and I was appointed to a number of sports boards - Golf Australia, Richmond Football Club, Victorian Major Events Company, Cycling Australia, Sports Environment Alliance and several other boards. I have also lectured in Sports Law and Sports Administration at Melbourne and Deakin Universities.

Allison and I now live on the Mornington Peninsula and have 7 grandchildren who all live in Melbourne. I am happily retired (apart from the occasional lecture or speech) and my major interests are playing golf at Sorrento, walking, reading and spending time with grandchildren.

My life has been interesting, challenging and extremely rewarding - the shy 11 year-old boy who turned up at Balwyn High in 1960 has enjoyed a fascinating journey.



ALUMNI SPOTLIGHT

Learning To Think, Know and Understand



Michael Barnett OAM
BHS Alumni 1984-1986

Michael Barnett OAM

In January this year I was awarded an Order of Australia “For service to the LGBTQI community”, the pinnacle of 27 years of dedication to improving the lives of same-sex attracted, trans, gender diverse, queer and intersex people.

I had never planned this trajectory for my life. I was driven to it because through the entirety of my school years I was bullied mercilessly for being perceived to be gay, and didn’t want anyone else to have to go through the horrors of what I experienced.

I came to Balwyn High in 1984 and settled in, enjoying academic pursuits in chemistry experiments, discovering the elegance and beauty of mathematics, and the delights of physics, where I have fond memories of Mr Otzen and Dr Wilkinson teaching vectors and astronomy.

Sadly my joy of the sciences didn’t extend to my joy of the arts. In Year 12 I failed my mid-year English exam miserably, and managed to scrape through my final HSC exam. This happened because I was scared to express my creative self, lest anyone thought I was gay. In my head I equated being creative with being gay, and I was being frequently roughed up for being gay. No one ever told me it was okay to be gay.

I passed my HSC, got into Applied Chemistry at RMIT and after two years transferred to Computer Science, where I went on to graduate. My first full-time job was at the RMIT Computer Centre, 1992-96. It was a heady time, as the Internet and World Wide Web were just forming. Email was new. Dial-up modems were slow. Transformation was rapid.

I often reflected on whether I should have applied for the scientific photography course there, or other more creative pursuits, if things had taken a different turn in earlier years.

In 1995, at the age of 26, I was called to jury service, and during the 10 week court case I woke up one day and came to the realisation I was gay, and more importantly that it was ok. It felt amazing to be free of the shackles of that terrible repression of identity. Life suddenly became good.

From that point on I grew so much as a person. In my spare time I became a volunteer news reader at JOY FM, and went on to lead a team of 20 news readers and run the news department. It had been a childhood aspiration to be a radio announcer and I became one.

In my professional life I have had some wonderful jobs working at corporate giants like Compaq, Hewlett-Packard and IBM. I have also worked for some smaller organisations and am currently working in the medical device industry as a customer support manager.

Perhaps the one thing I remember clearest about my time at Balwyn High was being asked by a teacher what I wanted to do when I left school, to which I responded, “I want to help people”. Box ticked.



Year 12 Balwyn High School 1986

Michael Barnett - Second Row, Second student in from the left



Justin Hong
Director of Senior School

Learning To Think, Know and Understand

Learning, Consolidating, Preparing

The term's Pillar of Learning – Learning to Think, Know and Understand, invites us to look at our own learning through the lens of a growth mindset. It relies on the belief that productive and worthwhile learning occurs when we are able to learn through personal reflection and a deep understanding of new ideas. This pillar also celebrates a genuine love of learning, and challenges us to be proud of our progress, rather than our achievement. It is already the end of the fourth week of term and students are urged to continue consolidating effective work strategies, particularly the Year 10 and 11 students who have their Semester 1 examinations commencing soon. While our Year 12 students also have a busy schedule of SACs over the remainder of this term as they transition from Unit 3 to Unit 4.

Year 10 and Unit 1 Examinations

The Year 10 and Unit 1 examinations will take place from Monday 29 May to Friday 9 June. Every student enrolled in Year 10 and in a VCE Unit 1/2 study are required to attend these examinations. Please also note that no Year 10 or Unit 1 class will run during their examination periods.

Each year, the mid-year examinations provide the students with a genuine opportunity to test themselves in real examination conditions and gain experience in managing time, workload and emotional needs. It is an important period of assessment at Balwyn High School, which has proven to support students in the lead up to the VCAA Examinations at the end of Year 12. The results of the mid-year examinations also provide reliable data in assessing students' ability to perform in specific subjects under examination conditions. Parents may support their child by making sure they maintain a healthy lifestyle and regular study routine, keeping themselves informed of the assessment schedule (which has been published to students and parents through Compass Newsfeed) and providing a suitable study space at home. Please support students to be punctual for their examinations and to wear full school uniform.

Year 10 Health & Wellbeing Day

On Friday 5 May, the Year 10 students engaged in one of our key wellbeing programs for this term. The day was designed to support the development of students in this particular point in time with a range of activities that included a social scavenger walk to build connections and belonging in the cohort, a tutorial competition to develop collaboration and teamwork, a session promoting responsible digital citizenship, and a presentation by Victoria Police on staying safe in the CBD.

Our Year 10 students were engaged, respectful and active participants with the program throughout the day which offered an opportunity to continue developing our students beyond their classroom learning. A sincere thank you to all staff that supported the sessions throughout the day to ensure that all students enjoyed the activities.



Year 11 Study Skills Workshop

On Tuesday 9 May, Year 11 students engaged in a workshop to explore and build effective study skills in preparation of their VCE journey ahead. Strategies were provided around organising a study space and time, avoiding procrastination, and the benefits of study groups with peers.

The session also included a wonderful speech from one of our 2022 Honour Roll students – Sepanta Sadafi, who shared his insights and advice through his VCE journey. Sepanta talked about the benefits from maintaining a balanced approach through his studies and social needs, of having selected subjects he enjoys and finds passion in, and the need to build strong relationships with his peers and teachers throughout VCE. It offered a first-hand and insightful experience for many of our students as they continue their preparations for upcoming examinations and subject selections.

SENIOR SCHOOL REPORT Cont.

Year 12 Formal

The Formal is a fantastic opportunity for the students to celebrate their achievements and gather as a cohort in one of the main, if not the most, exciting social event of the year. Bookings are now open for invited students via the TryBooking link emailed last week.

Date: Thursday 15 June

Time: 7 pm – 11 pm

Venue: Melbourne Cricket Ground, Olympic Room

Ticket price: \$120

The price includes a 2-course meal and DJ entertainment for the night. Year 12 students should familiarise themselves with the details provided in Trybooking before proceeding with their ticket purchase. The ticket sales will close on 28 May or when all tickets have been sold.

With upcoming Year 10 and Unit 1 examinations, Year 12 Assessment Days, Year 10 Work Experience, several camps and excursions, and our Year 12 Formal, Term 2 is sure to be eventful.

Year 12 Commemorative Garments

The excitement has continued of students trying on sample sizes ahead of placing their orders for the Year 12 Commemorative Garments. These garments are a wonderful way for Year 12 students to commemorate their time as a Balwyn High School student and is a single release only for the Balwyn High School Class of 2023. A hooded jumper option and a varsity jacket option is available for purchase:

Orders can be placed at the following link: <https://www.reformclothing.com/au/order/1996115821>

Students will need to select their size and enter their name to be printed on the back of the garment. Sizing garments will be available in the VCE centre until Friday 26 May. While orders must be completed before 9 June 2023. It has been a tradition that the Year 12 students receive their Commemorative Garments in the last week of Term 3 as they celebrate the completion of Year 12 classes and enter their final preparations ahead of the November examination period.



Lion of the Week Awards

These recognitions are given to Senior School students, who have demonstrated the values of the school in various ways. The students can be nominated by their teachers, peers, or by the Senior School Team.



Asha | Year 10

Asha received the Lion of the Week after being nominated by a teacher. Asha positively engaged with other students in her class and demonstrated inclusive behaviours during the lesson. Asha is great example for others across Balwyn in how to show empathy and inclusiveness to all others.



Marianna | Year 10

Marianna received the Lion of the Week after being nominated by a teacher. Marianna positively engaged with other students in her class and demonstrated inclusive behaviours during the lesson. Marianna is a role model for other students in showing empathy and inclusiveness to those around her.

SENIOR SCHOOL REPORT Cont.



Ammy | Year 11

Ammy received the Lion of the Week after being nominated by Bianca Prendergast. Ammy supported a peer during class on her own initiative. Ammy checked on the welfare and supported the other student. She has shown herself to be a role model for empathy and care for others.



Yianni | Year 12

Yianni received the Lion of the Week after being nominated by Ameer Duncan. Yianni showed compassion and empathy towards his peers after receiving results from a SAC. Yianni has shown himself to be a fantastic representative of the school theme for 2023, showing empathy, connecting with his peers and making them feel like they belong.



Carmen | Year 10

Carmen received the Lion of the Week after being nominated by Julien Escurat. Carmen showed empathy and connection towards a peer during a session in Year 10 Wellbeing Day. Carmen has shown herself to be a great role model to her peers through her support and care.



Gabrielle | Year 11

Gabrielle received the Lion of the Week after being nominated by her Student Learning and Wellbeing managers. Gabrielle showed courage and presented with clarity at the Year 12 Assembly as the Library Captain. Gabrielle has shown herself to be a great role model for student voice and representing her peers.

Senior Study Skills Section

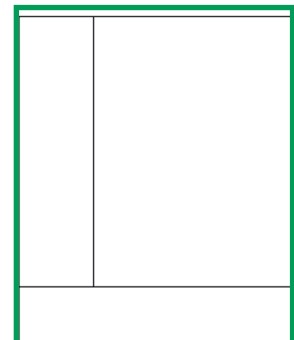
This edition's Study Skills was written by Year 11 student, Aarav Lodhia. Aarav uses a Cornell note-taking system to support his learning in each of his subjects. Below, Aarav discusses how he uses the Cornell note-taking method and the way it has supported him and his learning.

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.

Note taking is quite a tedious task to complete. It can be tough to find a system of notes that works best for you. Let me share with you a note taking system that I started using this year. It is known as the Cornell Note Taking System and here is how it works.

Firstly, divide the page into three sections as shown.

Now, when you are in class and the teacher is speaking and everyone is writing notes, aim to write concise notes on the right side of the page. Aim to write all the raw notes from the lesson in this section of the page.



SENIOR SCHOOL REPORT Cont.

After school, when you get home, pull out the main ideas from the lesson's notes and write them on the left section of the page. Questions can be written on the left section to help clarify meaning of concepts that were covered. Basically, the main ideas and clarifying questions go on the left side of the page.

After the left section, a short page summary is to be written at the bottom.

Essentially, the page should look similar to this:

This note taking system is quite helpful in terms of efficiency when it comes to revision and studying/preparing for any test/exam. Using this method, you can quickly scan over the main ideas, the summary, or you can go into a bit more detail and read the raw notes from the lesson.

[illegible]

Overall, the Cornell Note Taking System is useful, but it may not be effective for everyone. I encourage you to give it a try for a little while and see if it works for you and if it doesn't, that's okay too.

Aarav Lodhia | Year 11

Fruits:

- Aids in developing seeds and helps them to disperse from parent plant.
- Develop from ovaries of flowers
- Have fleshy outer layer that surrounds the seeds.
- Outer structure specialized to attract animals to aid the dispersal of seeds.

Systems in vascular plants:

- Vascular plants have two systems: The root system and the shoot system.

Root System:

- Underground - Supports plant's structure
- Absorbs water and nutrients from the soil

Shoot System: - consists of leaves +

- Non-reproductive (vegetative) parts - leaves, stems etc.
- Reproductive parts - flowers, fruits etc.

Levels of organization in vascular plants:

Specialized cell \rightarrow Tissue \rightarrow Organ \rightarrow System \rightarrow Organism

Root Hair cell \rightarrow Root Tissue \rightarrow Root \rightarrow Vascular Bundles \rightarrow make up transport system

Organisation in Complex Animals:

The animal kingdom includes the most complex types of multicellular organisms. An organ level of organisation is not enough to meet the needs of the most complex animals. For this reason, specialised cells of complex animals are organised into tissues, organs and systems.

Specialised cells in complex animals:

- All different cell types are critical to the healthy functioning of the tissues, organs and systems of animals.
- The human body consists of about 210 different types of cells. Many of these cell types differentiate from unspecialized stem cells during embryonic development. Examples of specialized cells in complex animals include smooth muscle cells, red blood cells and neurons.

SUMMARY:

Vascular plants have two systems, known as the root system and the shoot system. The root system supports the plant's structure and absorbs water and nutrients from the soil (underground). The shoot system refers to the reproductive and non-reproductive parts of a plant. In complex animals, specialised cells are organised into tissues, organs and systems.

Justin Hong | Director of Senior School



Chris Land
Director of Middle School



Sylvie Tang
Assistant Director of Middle School

Learning To Think, Know and Understand

Year 9 – My Middle School Experience and Subject Selection

A significant component of the Year 9 experience is allowing students to explore a broad program that can inform decisions about subjects undertaken in Year 10. One of the goals of the Subject Selection process is to ensure every student chooses the pathway that is best suited to their interests, aptitude and goals. This ensures all students can challenge themselves when they embark on their Senior School experience, while also ensuring they are well-supported to experience success.

Next week in their Year Level Assemblies, students in Year 9 will be provided with further insight and information about the selection criteria for Early Entry VCE subjects. As we look towards subject selection opportunities for Senior School, it is important that all families are aware of the data sets considered that inform whether a student is invited to participate in an Early Entry VCE subject.

Data sets include:

- Victorian Curriculum Levels across all subjects
- Attendance data
- Behaviour inside and outside (but within the community) of the classroom
- Progressive Achievement Tests (PAT)

Undertaking an EEVCE subject is very challenging and only a small percentage of students will be invited to select a VCE subject in Year 10. It is important to remember that not all students are ready or need to undertake Early Entry VCE subjects in Year 10, and engagement with EEVCE does not always equate to higher academic results upon graduation in Year 12.

Families are encouraged to keep updated via Compass News Feed about subject selection and options for our students as they begin to make decisions about their pathways.

Spotlight on Success – Audrey (Year 8)

Further to Audrey's outstanding successes at last month's WAG Senior Victorian Championships, we wish to extend our congratulations once again to Audrey for her recent achievements at the Australian Gymnastics Championships held in the Gold Coast at the beginning of Week 4. Audrey won five medals in the Women's Artistic Gymnastics (WAG) Future International category:

Future International Team – Gold

Future International Under 14: Vault - Gold, Beam - Gold, Floor - Bronze, All Around - Silver

Congratulations Audrey!



Year 7 – Mercedes Marsh and Shannon Blewitt (Year 7 Student Learning and Wellbeing Managers)

This Term in Year 7, we are focusing on encouraging our incredible cohort to take up as many opportunities as possible, which could be interschool sports, a club or committee or even just a school event. We are also highlighting some of our students who have taken on every opportunity they could and had a great time while doing it!

We spoke to several of our brilliant students about their experiences when engaging in one of the many extracurricular activities that we have to offer:

Year 7 Interschool Basketball

What inspired you to join up to the interschool Basketball team?

What inspired me to join the basketball team was playing against other people from other schools to see what kind of competition it is like with many different kinds of schools from other suburbs.

What was your one favourite thing about the Basketball round robin day?

My favourite thing about basketball round robin was the competition.



MIDDLE SCHOOL REPORT Cont.

My team and I had so much fun that we didn't care if we lost anymore, but at the end we lost two games out of three. Which is better than winning nothing at all.

Jade | Year 7

What inspired you to join up to the interschool Basketball team?

I joined the inter school Basketball team because I already play basketball in a team outside of school and know how much fun it is.

What would you say to someone who was unsure if they wanted to have a go at interschool sport?

If someone was unsure about having a go at interschool sport, I'd say "Put yourself out there! Have a go at any sport and hopefully you'll find that it's lots of fun".



Sebastian | Year 7

What inspired you to join up to the interschool basketball team?

One of the reasons I signed up was because I love the sport and I was excited to represent Balwyn High. It was great I could experience it with some of my friends, old and new.

What was your favourite part of the training for basketball?

My favourite part of the training was learning new skills, improving my techniques and building new friendships.



What would you say to someone who was unsure if they wanted to have a go at interschool sport?

I would tell them they should just have a go because the chances of not making a team are very unlikely, it is also such a fun experience, and you might make new friendships and you will learn new skills.

Tanna | Year 7

Chess Club and Tournament:

What was your favourite part of meeting with the chess club during lunchtime?

My favourite part of meeting the chess club during the lunchtimes is seeing other people play and bringing friends that are interested in it.

What was your one favourite thing about the interschool chess round robin?

During the interschool chess round robin, there was 3 other year 7 and we played against each other and talked about chess and any other interests. Also, watching them play against other people and encouraging them when they win or lose.

What would you say to someone who was unsure if they wanted to have a go at a club or committee like chess?

I would say to go for it. It isn't a competition in chess club, it's more of people that want to share their interests of chess.

Aidan | Year 7

What inspired you to join up to the chess club?

I was inspired by my bigger brother who loves to play chess and always comes to chess club. he has inspired me to start to sign up for chess tournaments that are coming up.

What was your favourite part of meeting with the chess club during lunchtime?

My favourite part of chess club is to get help from more experienced players so I can learn more chess theory.

What was your one favourite thing about the interschool chess round robin?

One of my favourite things of the chess tournament was versing other people that had also signed up for the recent tournament at scotch college.



Neil | Year 7

MIDDLE SCHOOL REPORT Cont.

Year 8 – Jed Miller and Binhui Tu (Year 8 Student Learning and Wellbeing Managers)

Tutorial Captain meetings provide a platform for our student leaders to come together and discuss matters that we can celebrate and areas of improvements within our school community. We had our Term 2 meeting last Friday, led by our Year 8 Captains Vindy and Khai. They both showcased their exceptional leadership skills by attentively listening to diverse opinions and encouraging everyone to contribute.

Here is Vindy's reflection towards the passion and commitments that our tutorial captains have to create a difference in our school.

The Year 8 Tutorial Captains talked about how they make a difference in the classroom during the most recent tutorial meeting for Term 2 last week. The captains were able to summarise some salient elements as we had the chance to discuss the issues in class. These included being proactive in class, assisting their peers, paying attention to classroom behaviours, and acting appropriately as leaders in the classroom. They were able to add to our discussions by explaining the issues and some potential solutions to them. These examples demonstrated how they influence learning and how they act as leaders in the classroom.

Vindy Asuramuni | Year 8 Captain

Year 8 Making a Difference Tour

The Year 8 Making a Difference tour is a symbolic highlight of our Year 8 'Making a Difference' year-level theme, designed to showcase the importance of community involvement and the power of individual contributions.

The one day excursion will run on the following dates:

- 19th June Monday: 8A – 8E
- 20th June Tuesday: 8L – 8S
- 21st June Wednesday: 8F – 8K

Parent consent and payment are now available to be made on Compass Parent Portal and will close on Friday 26th May. Details regarding the excursion can be found in the Compass event. Please contact Assistant Director of Middle School – Sylvie Tang (STA@balwynhs.vic.edu.au) should you have any questions.



MIDDLE SCHOOL REPORT Cont.

Middle School Student of the Week

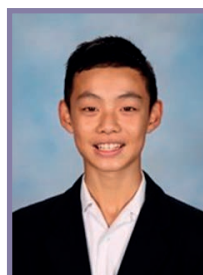
The Middle School Student of the week is an award given to students for their positive contributions to the Balwyn High School community. This award is decided by the relevant Student Learning and Wellbeing Managers (SLWMs). The students are celebrated by an email to their families, outlining the specific contribution they have made. Well done to all of the students who have received this award. The winners for week 2 and 3 of Term 2 are below:

Joshua | Year 7



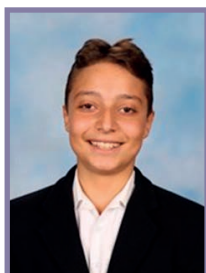
Joshua received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Joshua contributed and supported his recent Year level assembly by working as part of the sound and light crew.

Deqi | Year 7



Deqi received Middle School Student of the Week after being nominated by the Year 7 SLWMs. Deqi continues to work diligently and demonstrates exemplary leadership as a tutorial captain.

Daniel | Year 8



Daniel received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Daniel prepared and performed wonderfully on the piano for his recent year level assembly.

Sasha | Year 8



Sasha received Middle School Student of the Week after being nominated by the Year 8 SLWMs. Sasha demonstrated a commitment to being an upstander contributes positively to our learning community.

Jem | Year 9



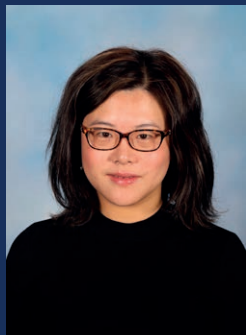
Jem received Middle School Student of the Week after being nominated by the Year 9 SLWMs. Jem's consistent respectful, polite and supportive interactions with peers and staff, particularly casual relief teachers, exemplifies the values of a Balwyn High School student.

Aditya | Year 9



Aditya received Middle School Student of the Week after being nominated by the Year 9 SLWMs. Aditya continues to demonstrate outstanding leadership as a tutorial captain and has shown integrity in his daily interactions with the wider community.

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



Susan Qu
International Program
Director



Jen Jones
International Program
Liaison

Learning To Think, Know and Understand

Carnival Day

Carnival Day was an exciting opportunity for students to take a break from their intense studying and relax with a huge variety of food, drinks, and events. Incorporating Balwyn High School's values of diversity and harmony. The International Student Captains arranged a calming yet engaging activity of Chinese Calligraphy. Here, students were able to express a multitude of different styles of calligraphy through the writing of Chinese words. Students and teachers, no matter if they were experts in calligraphy or have never picked up a calligraphy brush, joined in on the beautiful collection of brush strokes.

Alvin Mah and Lisa Chao | International Student Captains

At first, we were worried that our Chinese words would not come out nicely. It was pretty hard to control the brush and to write a word that at least someone could read. However, as we practiced writing more and more words, they slowly looked better and better! It was great to see people from different backgrounds try out the Chinese calligraphy, and this activity definitely added a unique touch to Carnival Day.

Charlene and Charmaine Lee | Year 12

Even though I have never picked up a calligraphy brush in my life, I still wanted to try out Chinese calligraphy and see how difficult it really was. And yes, it was very difficult. My hands were shaky, and the word just looked like a big black blob. But after a few more tries, it at least looked like something readable! However, the event did not expect any calligraphy masters, but rather a group activity where students could collaborate and share their artistic ideas and culture. Chinese calligraphy was a great way for East Asian culture to be represented in the school, bringing together people with different nationalities.

Reeba lywan | Year 12 Student



Susan Qu | International Program Director

INTERNATIONAL PROGRAM Cont.

During Term 2 the International students have been attending weekly Badminton sessions during their Tuesday lunchtimes. This provides the students opportunities to incorporate physical activity into their week, as well as promotes the benefits of being active, the impacts this has on forming positive mental health routines and offers the students chances to enhance their peer connections.

It has been fantastic to see the students regularly show up each week to play, while also consistently displayed the values of fair play and collaboration.

The students have provided some reflections on their experiences so far:

By joining the session, we are able to interact with each other and have fun. After joining the session last week, my mind felt relaxed and refreshed, which ultimately led to enhanced performance in period 4. Overall, the badminton session becomes a highlight for my Tuesdays. I am looking forward to participating in it every week if possible!

Rita Cui | Year 11 International Student

I have always loved to play badminton since I was just a little kid, so I am grateful when the school organises a weekly badminton practice for our International students. We had a lot of fun and laughter playing with each other, and it is surprising for me to find out that some of them have extraordinary skills! Overall, I think that this activity is a great opportunity for us to not only get some exercise, but also to better understand each other and strengthen our connection.

Karl Nguyen | Year 11 International Student

Katelyn Lusted | PE Teacher





Dani Cantor
Director of Senior
School Wellbeing



Ameer Duncan
Acting Director of Middle
School Wellbeing



Gough
House Wellbeing Dog

Learning To Think, Know and Understand

Free Course for Parents and Carers – focus on school refusal

Researchers from Monash University and Deakin University are offering parents a FREE parenting program as part of a research trial, available now to parents of secondary school students.

About the parenting program:

The program is designed to support parents of teenagers struggling with school attendance (often called 'school refusal') due to anxiety and/or depression. The program is self-guided and completed entirely online.

The program is called Partners in Parenting – Education ('PiP-Ed'). PiP-Ed is a new, updated version of the award winning, evidence-based parenting program 'Partners in Parenting'. PiP-Ed provides parents with personalised and practical parenting strategies to respond to their teenager's anxiety, depression, and school attendance difficulties, with the aim of improving their parenting confidence and supporting their teen's mental health and education.

You can find out more information about the program on their [website](#).

Who is the program for?

The program is designed for parents/guardians of teenagers aged 12 to 18 who:

- Have difficulty attending school due to anxiety, depression, or emotional distress
- Live in Australia
- Are proficient in English
- Have regular internet access.




The program is not recommended as a sole source of support for young people experiencing 'school refusal'. We recommend parents seek professional support from a mental health and/or education professional alongside completing this program. Although any parent can take part, please also note that the program content is not tailored for parents of teenagers living with Autism Spectrum Disorder or an intellectual disability.


Free to join

The PiP-Ed program is completely free. If parents complete the optional evaluation survey at the end of the program, they'll be reimbursed with a \$20 e-voucher to thank them for their time. Some parents may also be invited to complete an optional interview about their experience with the program, for which they will receive an additional \$20 e-voucher.

To sign up and access the program as a parent or professional, follow this [link](#).

This study is approved by the Monash University Human Research Ethics Committee (MUHREC; Project ID: 37577). Please note that Department of Education and other ethics committee approval has not been obtained, as the research itself does not require participation of schools.


Partners in Parenting





Is your teenager struggling to attend school due to anxiety, depression or emotional distress?

Be among the first to trial a new online parenting program designed to support parents of teens struggling with school attendance.

Researchers from Monash University and Deakin University are offering parents a FREE online parenting program designed to support parents of teenagers who have difficulty attending school due to anxiety, depression, or emotional distress (sometimes called 'school refusal', 'school can't', or 'school phobia'). The program is being offered as part of a research trial.

<p>What's included in the program?</p> <ul style="list-style-type: none"> • A parenting self-assessment tool with personalised feedback • Up to 13 online modules with practical strategies to support your teen's mental health and school attendance • Complete weekly modules and work towards goals 	<p>Who can take part?</p> <p>You may be eligible to participate if:</p> <ul style="list-style-type: none"> • you are the parent or guardian of a teenager aged 12-18 • live in Australia • can read, write, and speak in English, • have regular access to the Internet.
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The program is not recommended as a sole source of support for young people experiencing school refusal. We recommend seeking professional support from a mental health or education professional alongside completing this program. Although all parents are able to take part, please also note that the program content is not tailored for parents of teenagers with Autism Spectrum Disorder or intellectual disability.


What else is involved?

To help us evaluate the program, we'll ask you to complete two online surveys about your parenting and your teen's mental health. We may also invite you to complete an interview about your experience with the program. You'll receive a \$20 gift voucher after completing the second survey, and an additional \$20 gift voucher if you complete an interview.

FIND OUT MORE:

[pip-ed.web.app](#)

Contact:
med-pip-ed@monash.edu



This research has been approved by the Monash University Human Research Ethics Committee (ID: 32704).

ISSUE 7 | 18 MAY

STUDENT SERVICES Cont.



Jeff Lampard
School Chaplain



Lincoln Kealy
School Psychologist



Parnoon Moradi
School Psychologist



Bridget Watt
School Psychologist

Mission Youth Survey

Students are invited to complete an online questionnaire with applications closing 11 August 2023. The insights gained from this survey act as an important resource to identify the needs and gaps within the youth sector, develop wellbeing and engagement programs, and establish youth consulted initiatives within the community. In addition to this, if 100 or more Balwyn High School Students respond to the survey, the school will receive a tailored report which will aid us in the development of new wellbeing and engagement programs.

Please see the QR code in the image to access the Boroondara survey.



**SURVEY
2023**

If you're 15-19 years old, living in Australia and want to have a say about the things that affect you, here is your chance!

Mission Australia's Youth Survey is the largest of its kind in Australia, conducted annually since 2002. The survey aims to identify the values and concerns of young people. It is used by Government, academics and communities to develop policies and programs for young Australians.

Please complete online before 11 August 2023 at missionaustralia.com.au/youthsurvey



Respectful Relationships

IDAHOBIT Day

Students and staff celebrated IDAHOBIT Day by wearing rainbow ribbons to show their membership or allyship of the LGBTQIA+ community. Wellbeing Captains and Ambassadors distributed ribbons at the school entrances as people arrived to school.

At lunchtime, music played in the quadrangle and staff and students decorated name labels with their pronouns or statements of allyship.

IDAHOBIT Day is held on May 17 because on this day in 1990, the World Health Organisation removed homosexuality from the Classification of Diseases. We celebrate this milestone and other advancements in LGBTQIA+ equality such as marriage equality but the unfortunate reality is that

STUDENT SERVICES Cont.

discrimination remains. Two out of three LGBTQIA+ youth experience abuse due to their identity and Balwyn High School is committed to doing what we can to reduce this horrifying statistic.

Year 12 Project U

On Wednesday, May 17th, Year 12 Students participated in their Project U – Respectful Relationships session. The session aimed to develop an awareness of attitudes and behaviours that support respectful relationships and support a positive social culture that fosters active listening and respect. Scenarios replicating real life scenarios that our young people experience were developed by student leaders for exploration during this session.

Respectful Relationships is a Department of Education initiative to support schools to promote and model respect and equality. It also supports educators to teach our children how to build healthy relationships, resilience and confidence. It is embedded within the Personal and Social Capability of the Victorian Curriculum.

Talking consent with your young people

Raising young people in the age of the internet and social media presents parents and carers with challenges unknown to previous generations. One area of particular challenge is education around issues of bodily autonomy and consent. If you would like to engage with your young person on this issue but are unsure of where to start, SBS, in conjunction with the eSafety Commissioner and Body Safety Australia, have developed a range of resources. Although these resources have primarily been developed as teacher resources, they are also useful tools for parents.

There is a 3 part documentary that features Walkley award-winning journalist Jess Hill having an honest conversation about the urgency of changing consent culture. Interviewing a range of experts, survivors and advocates including educators, health specialists, law enforcement officers and lawyers, Hill highlights the need for greater change around sex and consent. Episodes are rated M.

The teacher resources page also includes guiding questions that parents as well as teachers can use to explore issues of consent with their teens such as:

- What does consent mean?
- When do we need to seek consent and why is it important to do so?
- Who can we ask for help?
- How can I tell someone I don't like what they are doing or saying?
- How can I develop help-seeking skills and where can I go for support?

Multicultural Action Plan

Boroondara Council are updating their multicultural action plan. If you would like to have input, you can sign up to be notified when the survey opens at engage.boroondara.vic.gov.au/map



Are you or your child an unpaid carer?

Do you look after a family member or friend with disability, a medical condition, mental illness or who is frail due to age?

Do your caring responsibilities affect your wellbeing or your ability to work, study or socialise?

If you answered yes to any of these questions, Carer Gateway can help you.

What is Carer Gateway?

Carer Gateway is the Australian Government's national carer hub providing free, short-term supports and services for unpaid carers.

How do I contact Carer Gateway?

Carer Gateway offers a national website at www.carergateway.gov.au or you can phone 1800 422 737 Monday to Friday between 8am and 5pm.

Merri Health | Carer Gateway | Uniting

Dani Cantor | Director of Senior School Wellbeing
Amee Duncan | Director of Middle School Wellbeing



Teaghan Gibson
Director of Music



Melanie White
Assistant Director of Music



Emily Caracella
Assistant Director of Music

Learning To Think, Know and Understand

What a busy start to Term 2 it has been in the Music Program! Each morning before school, at lunch time and in the afternoon the Music buildings have been filled with the sounds of ensembles rehearsing and refining their programs for Autumn Concerts, as well as students meeting in small groups and sections to practice parts and fine tune their individual playing. The connections and sense of belonging in the music department continues to grow and thrive.

As this edition of The Lion goes live, we are reaching the end of our Autumn Concert series. I look forward to sharing and celebrating the work of all students in our program in the next edition. It is a busy and exciting time, but celebrating progress with friends and family through these concert series each term forms a significant milestone in the Music calendar at Balwyn High School.

Generations in Jazz: Congratulations!

On Friday the 5 May, 40 students from Black Orpheus and Intersection Stage Bands travelled across the border to South Australia to participate in the Generations in Jazz Festival at Mt Gambier. The festival brought together schools from across Australia to connect through music; listening, learning and performing across the weekend.

Students experienced three incredible concerts featuring some of Australia's finest and well-known jazz musicians in the GIJ Big Band, as well as vocalists and international artists across the weekend.

Both stage bands brought an infectious vibe and energy to their performances, showcasing connection and support for each other in the way that they interacted and celebrated the achievement of every individual within the ensemble. Black Orpheus had audiences shifting in their seat with excitement, and their cohesion and energy was rewarded with a standing ovation from the adjudicator and first place in the Division 2 competition.

Across the day of competition, 20 players were chosen from all the bands in Division 2 to form the 'Superband' – these were players hand chosen by the adjudicator who also happened to be the composer the set piece for Division 2. Congratulations to the following students who were selected to perform as part of Division 2 Superband in front of thousands of students, teachers and musicians from across Australia in the James Morrison Pavilion as part of the finale concert on Sunday afternoon.



Mia | Year 11
Alto Saxophone



Isaiah | Year 12
Tenor Saxophone



Tate | Year 11
Trumpet



Amy | Year 12
Piano



Akio | Year 11
Double Bass

Congratulations to Mal Sedergreen and Emily Caracella for their work in building such a vibrant, supportive culture through the Stage Band Program at Balwyn High School. Thank you also to Parents and Friends of Music for their support of this festival.

ISSUE 7 | 18 MAY

CALENDAR OF EVENTS

Tuesday 16 May
Autumn Concerts 1 & 2

Thursday 18 May
Autumn Concerts 3 & 4

MUSIC Cont.

Generations in Jazz (GIJ) is an event to remember. After missing the event three times from covid and hearing about other experiences, I had formed some crazy expectations. So, it should speak for itself when I say that GIJ is everything I had ever hoped for, the atmosphere is pure energy incarnate, the musicians are all spectacular and the memories were unforgettable. To be selected for the big band of division two was incredible and to then perform in front of thousands of people was exhilarating and is a memory that I will cherish for the rest of my life. If I was to take away one thing from Generations in Jazz, it would be to live in the moment because that is when dreams happen.

Tate Katoa | Year 11

The hype leading up to Generations in Jazz was immense, as it was a privilege to be part of the first group of students to visit Mount Gambier since 2019. Performing with Black Orpheus on competition day was unforgettable: everyone put their heart and soul into every note and the energy was electric! The camaraderie between all members of both Intersection and Black Orpheus, made the experience so much more valuable, where these connections meant we could proudly stand tall as Balwyn High. The road to GIJ hasn't been easy, and there were times where certain obstacles seemed overwhelmingly difficult to overcome. Perhaps, it is this turbulent journey that made the win so much sweeter, knowing that everyone kept believing until the very end. It was an honour to uphold the program's legacy, and the success we achieved is dedicated to everyone who has been denied the chance, over the past couple of years, to visit Mount Gambier.

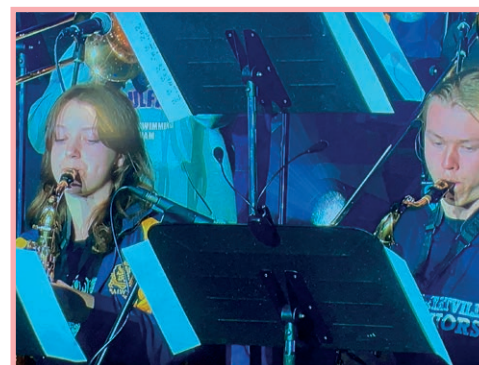
Ryan Ngo | Year 12

Generations in Jazz 2023 was simply an amazing event that I believe could not ever be replaced by anything more exhilarating! After a long four-year journey, to be able to finally make it to Mt Gambier as Intersection and Black Orpheus and sit inside and feel the buzz and energy of the James Morrison Pavillion on the opening night of the weekend was truly a phenomenal feeling. Above all, the excitement of performing our set on stage and the sense of camaraderie we all developed across the weekend (through rain, cold and many long bus rides!) are things that I will cherish forever. Thank you to Ms Gibson and Mrs White for everything they did to make our trip possible and above all to Ms Caracella and Mr Sedergreen for the countless hours they dedicate towards our bands and always filling us with so much laughter and joy.

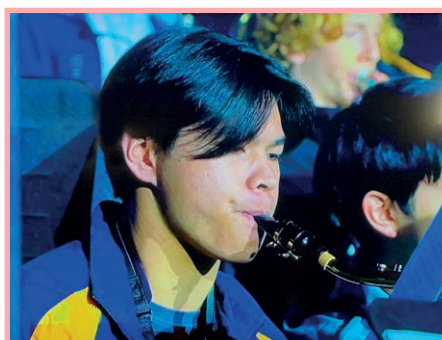
Dan Stavretis | Year 12

Generations in Jazz was an experience like no other, seeing all the other schools from around Australia performing and watching the skill level of the professional players was incredible. Despite the cold and rainy weather, I loved every minute of it. I made friends with many people I never knew before entering the music program. I am so grateful for all the dedicated teachers and volunteers who made this weekend happen. The highlight for me was being inside the big tent at night and watching all the talent perform. I have been inspired to work harder and enjoy my music. I will always cherish the memories of this weekend.

Eve Bousioutis | Year 9



MUSIC Cont.



Music Scholarships for 2024 – Applications open!

Music Scholarships are awarded each year to talented students across all levels of the Instrumental Music Program. Applications for 2024 Music Scholarships are now open to current enrolled Balwyn High School students in Years 7 through to 11 for the Instrumental sections and up to Year 12 for the Composition section.

Details and information are available on Compass Newsfeed.

Instrumental Sections:

- Junior Section: working towards AMEB grades 1 – 4
- Intermediate Section: working towards AMEB grades 5 – 6
- Senior Section: working towards AMEB grades 7 – Certificate of Performance and/or students enrolled in a VCE Music study
- Senior Advanced Section: working towards AMEB A.Mus.A and above and/or students enrolled in a VCE Music study.

Important Dates:

- Instrumental Section Entry closing date (video audition): Monday 10 July (Term 3, Week 1)
- Composition Section closing date: Friday 28 July (Term 3, Week 3)
- Scholarship Finals Concert: Monday 14 August (Term 3, Week 6)

Teaghan Gibson | Director of Music

MUSIC Cont.

Spotlight: Year 7 Music – Exploring Purpose and Features

Year 7 classes have been learning about and performing music from various cultures. Through research and performance, we discovered the many different purposes and musical features of traditional music from around the world. This work recently culminated in all students researching the music of their ancestral culture and creating video presentations to share with their classmates. Students displayed curiosity and respect when investigating and hypothesising about cultures that were different and similar to their own. Students were also able to make connections between the music of a culture and the ways that the beliefs, values and traditions of a culture might be shared through music.

Musical features such as call and response, ostinato, polyrhythms, and repetition were demonstrated in student group performances of traditional West African and Australian First Nations music, using our classroom pitched and unpitched percussion instruments.



Below are reflections from some of our Year 7 students on their findings:

The first culture I learned about was Vietnamese. It was interesting that music was used to express their feelings and teach children traditions and national sentiments. I also noticed that it is similar to my culture because we also use the 16-string zither to play music. It is different to the music in my culture because in my culture we usually play many of the ancient instruments together in an orchestra.

The instruments used in Chinese culture were Guzheng. There were similar instruments in Vietnamese and Hong Kong culture. These instruments were similar because Hong Kong is really close to China and many trades were made between China and Vietnam. I believe these similarities exist as many of the cultures are situated close together which means cultures from next door countries are brought over and sometimes adapted. That's how instruments like the guzheng and the 16-string zither have been passed through different cultures.

Zhilong Yao | Year 7

My cultural background is Iranian. It is a country which borders Afghanistan, Armenia, Turkey and Turkmenistan. Iranian people speak Farsi and our ethnicity is Persian. Iran has a long history of music. Iranian symphonic music, as observed in the modern times, was developed by the late Qajar and early Pahlavi periods. Events we have music in is practically in everything, like Nowruz, (New Year's) which we put in traditional music, weddings, party and more!!!!

Sound is meant to effect a change in the listeners' consciousness, this is to bring them into a spiritual state. Music served an important function in worship as well as in courtly entertainment in the Persian tradition, and is believed to come from God. Stone carvings from the period clearly depict groups of singers, players of triangular harps, accompanied by large tambourines, as well as long-necked lutes and double flutes, and more.

In this piece of music, the main feature they are using is dynamics. Iranian songs use a lot of dynamics in their pieces to make music more dramatic. This is mainly for intensity.

Panisa Pouyan | Year 7

My culture is Chinese. Traditional music in my culture is used for celebration. An example of traditional Chinese music is the Lion Dance. This piece of music is used at Lunar New Year, and is used to celebrate the banishing of Nian.

The instruments used in Indian music were Sitar and Tabla. These were different instruments to the ones used in Korean music. I heard call and response in the Korean traditional song, which can also be found in music from many other cultures.

I believe that these differences exist because music often mimics the land and animals around a culture and people, since the world is not the same everywhere, naturally music isn't either.

Carter Pearce | Year 7

Melanie White | Assistant Director of Music - Classroom



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

HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT

Learning To Think, Know and Understand

House Cross Country Carnival

On the morning of Wednesday 10 May, there was rain in the Balwyn area, and it looked like the cross-country course was going to be very challenging for the students. However, the rain held off for the start of the races, and the 3km and 5km courses were only going to be a bit wet on the feet. We saw large participation numbers throughout the day and a positive attitude from all Year 7 and 8 students who raced during their compulsory sport education lesson. I would like to congratulate all students from 15 to 20 years who raced, despite the event not being compulsory for them!

All students should be commended for their attitude and application throughout the races even if their socks and shoes got wet!

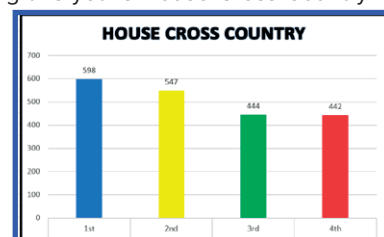
We would like to thank all Year 7 & 8 Tutorial Captains for setting up the tutorial flags, the Sports Captains for their incredible leadership, the House Captains for their tremendous support, and all additional student helpers who contributed to the day and undertook official roles.

House points were awarded for all competitors with 1st place awarded 20 points, 2nd place awarded 19 points, all the way down to 1 point for competitors who finished after 19th place. The final house scores came down to just one event to decide the winner of the 2023 House Cross Country Cup!

Congratulations to Strathmore for going back-to-back and winning this year's House Cross Country Cup!

Final Scores:

- Strathmore - 598 points
- Windsor - 547 points
- Edinburgh - 444 points
- Churchill 442 points



The following students finished in the top 4 for their age group!

	Men	Women
12 to 13 years	Ashok Sinnadurai Jae Hao Chan Remi Harper Lietoff Darren Lew	Ava Plant Davina Jayamaha Karma Fahmy Stacey Marangos
14 years	Harry Maddocks Jed Gunton Minsung Shin Finn Ong	Amaia Mercer Ava Papadopoulos Minnie LI Jackie Yim
15 years	Sean Kelly Clem Redfern Alexander O'Keefe Daniel Papadopoulos	Stella D'Alessandro Ava Philpin Janavi Sivanesan Hannah Olsen
16 years	Blake Ashdown-Moore William Harding Ivan Leon Fergus Yim	Yuka Tog Jojo Gao Puneet Sandhu Siyuan Xu
17 to 20 years	Kamil Hegazi Peter Markotis Max Leonidis William Grybas	Sharna McClure Arabella Lesmana Aurora Bullen Niki Partovifar

ISSUE 7 | 18 MAY

CALENDAR OF EVENTS

Wednesday 17 May

Year 7 Boys Baseball Round Robin
Year 7 Girls Softball Round Robin

Friday 19 May

Division Cross Country
State Final – Intermediate Boys & Girls Tennis

Tuesday 23 May

Senior Boys Soccer Round Robin

Thursday 25 May

Year 8 Round Robin
State Final – Senior Girls Softball
State Final – Intermediate Girls Softball

Wednesday 31 May

Year 7 Round Robin
Chess Tournament (Melbourne High School)

Thursday 1 June

Year 7 Girls Netball Round Robin

Thursday 8 June

Junior Girls AFL Round Robin

Tuesday 13 June

Region Cross Country (Yarra Glen)

Thursday 22 June

Chess Tournament (Balwyn High School)

HEALTH, OUTDOOR, PHYSICAL EDUCATION AND SPORT Cont.

We look forward to all Top 15 competitors representing Balwyn High School at this Friday's Division Cross Country meet. Good luck to all students!



Interschool Sport (Region)

The Senior Girls Softball and Senior Boys Baseball both represented Balwyn High School at the Regional Championships. The Senior Girls Softball team were outstanding and won both games, after forcing the mercy rule to be applied. The team now advances to the State Finals, and we look forward to seeing how they go next week. Unfortunately, the Senior Boys Baseball team will not advance, but they played some fantastic baseball and should be proud of their efforts. The team did a great job representing the school!

Interschool Sport (Division)

Despite the majority of the Senior Round Robin being postponed due to the weather and booking cancellations, the Senior Badminton teams were able to compete in the Tony Frizza Sports Stadium. All students who participated did a fantastic job and Balwyn High School had both 'A' teams in the Boys and Girls sections win and advance to the Region round. We look forward to seeing how they go at the next round in July.

The rescheduled Year 7 Boys/Mixed and Girls Tennis teams were able to compete on Friday 12 May and the success of our tennis teams has continued. Both the 'A' teams will advance to the Regional Championships after winning comprehensively. One of the teams didn't even drop a game throughout the round robin!



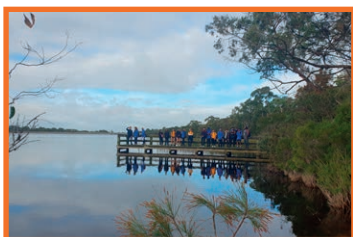
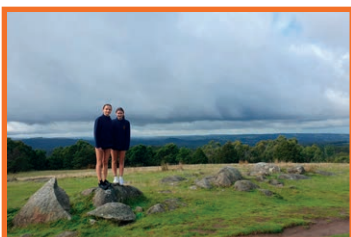
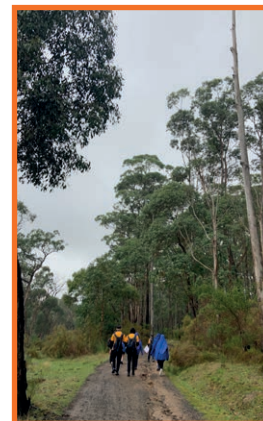
Student-Athlete Spotlight

Congratulations to Zachary Teh who is in the Victorian State Karate Team and trained with his Hong Kong Sensei over the Term 1 school holidays. Zachary was then selected by the Australian Karate Federation and represented Australia at the 20th Cadet & Junior Oceania Karate Championship games in Sydney early in May. Zach finished 6th in his Round 2 group – a huge effort! We are all very proud of you Zachary.

Outdoor Programs

The Year 10 Outdoor & Environmental Studies students participated in a bushwalking camp at the Cathedral Ranges State Park where students applied the theory undertaken in class to the outdoors. During the exploration, students learnt about the importance of developing a balance between human needs and the conservation of outdoor environments.

The Year 9 Outdoor Education students recently participated in a day of bushwalking in the Churchill National Park. Students put their skills to the test which included practicing first aid scenarios, trip planning, map reading, navigation, and group leadership. It is fantastic to see so many students highly engaged in the Outdoor Programs on offer at Balwyn High School and we look forward to more positive experiences with these students.



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



Simon Maher
Director of Mathematics



Rikara Ahmat
Director of Science



Amanda Clarke
Assistant Director
of Mathematics and
Science

Learning To Think, Know and Understand

Australia is sending a group of talented Physics students to Mongolia to compete in the Asian Physics Olympiads, one of the toughest science competitions for high school students and Balwyn High student Douglas Joshi has been selected after a year long process.

The Australian delegation will travel to Ulaanbaatar, Mongolia, to compete with students from across the world. The Asian Physics Olympiad marks the first time students have travelled overseas since 2019.

The students chosen to represent Australia have trained for twelve months. Their journey began by sitting the Australian Science Olympiad Exams in July 2022. Their performance in the exams secured them a spot at the Australian Science Olympiad Summer School, where their talent, enthusiasm and hard work led to their selection for the final team.

"It's an exceptional feat to be named in this team, and an exciting opportunity to travel overseas to a unique destination," said Executive Director Alyssa Weirman. "The Asian Physics Olympiad is a fantastic opportunity for Australia and for the students. It helps Australia to develop connections between the countries in our region while at the same time developing the science capability of our students".

"It is very exciting to be travelling overseas to compete," said Lachlan McGinness, who is joint Director of the Australian Science Olympiad Physics stream with Claire Yung.

"It was good to be able to compete remotely during the height of the pandemic, but there is an extra level of excitement and adventure when competing in person. It is also a great chance to meet like-minded students from other countries."

Of the talent emerging through schools, Claire Yung said, "We were very pleased to see the strong interest and talent in physics this year, both in the selection exam and at our summer school. While these students have been selected to represent Australia, we know there is an incredible cohort of talented scientists lying in wait at schools, and programs like ours can help uncover them and provide them with an exciting opportunity to forward their skills and careers."

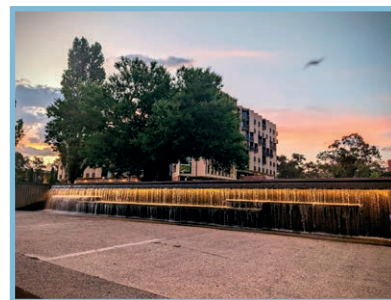
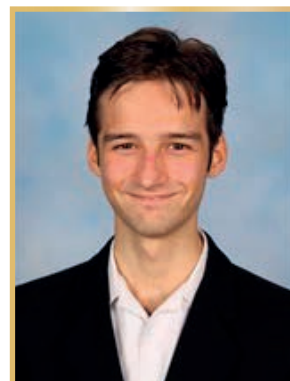
The Balwyn High School community wishes Douglas the best of luck later this month when he travels to Mongolia.

Douglas has written a short reflection on the process to be selected for the Australian team.

Having been selected for Australia's International Biology Olympiad team last year, as the selection exams approached once more, I was keen to try out physics. After sitting an exam at Balwyn High in August 2022, I was lucky enough to be informed just a few months later of my selection for the 2023 Summer School at the Australian National University.

The content was intense from Day 1, with intensive lectures, tutorials, and labs running for nearly twelve hours a day across the two weeks. Although overwhelmed at first, encountering both equations and equipment I was completely unfamiliar with, I rapidly developed new strategies to cope with content at a university level. While these challenges may have pushed me to my mental and physical limits, my main memories are those of the social connections; not only did I meet peers similarly passionate about physics, but I also was able to reconnect with many members of last year's program.

On the flight home, having completed over 10 hours of exams by the time the Summer School finished up, I was exhausted yet also newly motivated.



MATHEMATICS & SCIENCE Cont.

Overall, my understanding of physics was significantly deepened as well as broadened, and I was thrilled to continue studying the subject more deeply in my own time.

However, to my surprise, several weeks later I received another phone call, this time, informing me of my selection for the Asian Physics Olympiad team based on my exam results. While thrilled to compete and represent Australia, what had kept me motivated to study had been solely the journey: a complex journey arising from a simple passion to understand the inner workings of the universe.

Having returned from a week more of training in April, I cannot wait to compete in Mongolia later this month and meet even more like-minded peers, this time from all across Asia. As a result of my experiences, I once again strongly recommend students who are passionate about science to not only try out the Olympiad program, but also to dedicate time to simply learning without extrinsic pressure.



Douglas Joshi | Year 12

Visit to Swinburne University

On Tuesday 2 May a group of Balwyn High School students were privileged to visit Swinburne University as part of their BrainSTEM program.

The BrainSTEM innovation challenge program is an engineering mentorship. Students work together to develop an innovative product that also meets the UN Sustainable Development Goals. Students are mentored by industry professionals. They gain an understanding of how engineers work to make the world a better place, the possibilities that exist in terms of state-of-the-art careers and learn how scientific research is undertaken.

The students: Neha Besu, Mohammad Hosseinkhan Qandehari, Kartik Vallamsetty and Vienna Dinh were thrilled to visit the Factory of the Future and AirHub area of Swinburne's Hawthorn Campus.

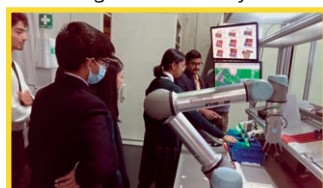
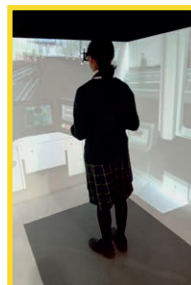
Students heard about the latest innovations involving hydrogen fuels for aircraft and investigated a working prototype drone. Students learnt about the factors that engineers need to consider when deciding whether to supply energy to aircraft in terms of battery or hydrogen power.

In the state-of-the-art Factory of the Future facility students observed automation of industrial processes using robots and advanced mechanical systems. Students discussed manufacturing of the future where humans and robots work together synergistically as part of a complex system.

In the manufacturing area, students were amazed to see the different types of 3D printers that exist, including those which can also print metals.

Students even had the opportunity to drive a tram using virtual reality.

Our school is so grateful to all of the staff and postgraduate students at Swinburne who were so giving of their time in order to support our students. Thank-you to the student's BrainSTEM mentor, Ahmed Al-qatatsheh for his wonderful support for the students in their research and to Professor Prem Prakash Jayaraman for welcoming us so warmly into the Factory of the Future.



Simon Maher | Director of Mathematics

Rikara Ahmat | Director of Science

Amanda Clarke | Assistant Director of Mathematics and Science

VISUAL ARTS



Ramona Tilley
Director of Visual Arts

Learning To Think, Know and Understand

Year 8 Media excursion

Last week, Year 8 Media students bussed into the city for a full day of activities and learning at the Australian Centre for the Moving Image (ACMI). Over the course of the day, they watched a selection of animation shorts, explored the interactive exhibition on the history of the moving image, and participated in a workshop making stop motion animations with cut paper. These activities were designed specifically to support students with their current project which is to make a stop motion animation based on an existing fable, Dreamtime Story, or other cultural story. We are looking forward to seeing the learning applied and explored further back in the classrooms. Congratulations to the students for the enthusiastic participation and many thanks to the supervising staff: Tegan Knuckey, Olivia Cooke, Caitlyn Mahoney, Nicole Houlihan, Lucy Rimmer, Sylvie Tang, Bryony Williams. Thank you also to the Middle School team, facilities and admin staff for their fantastic support and assistance. Some feedback from our Year 8 Media students:

The animated short films was my favourite part of the excursion. It showed a variety of different types of short films which gave an even deeper understanding of how some of these films were executed. There was a lot of interactive activities which made it more interesting than just reading information. We got to experience how parts of the media productions are made. An example would be the Foley Room.

Tracy | Year 8

I thought that this was a new experience, this showed how media is fun and can be used. This changed my mindset about animations.

Alex | Year 8

I really liked watching the shorts in the cinema because there was a variety of different stop motions and I got inspired to create my own.

Paula | Year 8

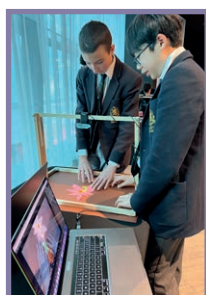
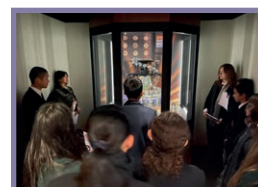
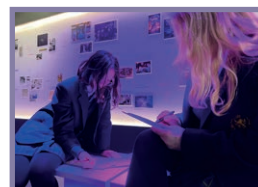
There was a variety of animated shorts and they were all fun to watch. Trying to make a stop motion animation was fun and it also gave us the opportunity to make an actual animation. The exhibition was filled with interactive games and it also had an animation near the entrance.

Hai Yu | Year 8

I really enjoyed looking at the exhibition. It was really interesting to see all the different things. I liked seeing how things changed over time, it gave a lot of insight towards our world. I also really liked how you could collect all the different exhibitions in the disk that we got.

Tara | Year 8

Ramona Tilley | Director of Visual Arts



VISUAL ARTS Cont.

Art Society: Carnival Day

On Carnival Day, the Visual Arts Society hosted a CD-decorating stand. Many designs on the decorated CDs looked absolutely stunning and gorgeous. The materials provided on the day included heart and star shaped stickers that were like jewels, small rhinestone stickers, Posca markers and of course stacks of blank CDs. Students weren't the only ones who made a decorated CD, special guests starring some of the Balwyn High School art teachers, also joined in. We also noticed many students from varying year levels that got together and found other students who made CD designs based on popular video games, animals and even fruits! Overall, it was once again, another successful day for the Visual Arts Society team. We thank everyone who joined in for the fun of CD-decorating and we hope to see more of you guys 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 Hong and Katharine Xue | Year 10 Art Committee Members

Classroom focus: Year 8 Art

Year 8 students have developed ideas and compositions for a series of lino prints with the theme of, Connection to Place. As part of the creative process, students responded to inspiration. Artists included Indigenous local artists, Sally Morgan and Laurie Nona. Students focused on creating imagery that they felt connected them to a place and were encouraged to use symbolism as a way of expressing themselves.

Nola Binos | Visual Arts teacher





Jane Gibson
Director of Humanities



Phoebe Hutson
Assistant Director of
Humanities and English

Learning To Think, Know and Understand

Learning to Think, Know and Understand: Connecting the learning to the real world

Year 10 Saving Planet Earth Excursion to the CBD

This week Year 10 Saving Planet Earth students undertook their fieldwork in Melbourne CBD. The aim of this fieldwork was to explore the current Environmental Change and Management currently occurring in Melbourne CBD and evaluate how Melbourne is meeting the needs of the population. Fieldwork is essential for students to make connections to concepts studied in class, but also to foster autonomous inquiry skills to allow students to develop their own finding and interpretations of data and evidence. Through observing, mapping, measuring and recording real world phenomena, students can better estimate the needs of future Melbournians. Through pre-fieldwork research and a guided tour through the Melbourne CBD, students were able to investigate how the environmental, economical, cultural factors and sustainability all have an impact on the Melbourne population.

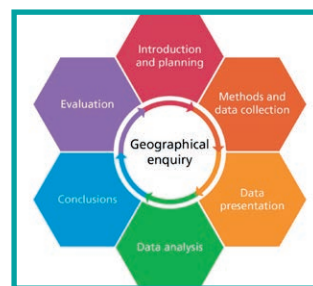
Many thanks to Ms Erskine, Ms Pappas and Ms Cantor for facilitating the meaningful fieldwork. A great way to commence Term 2!



Upcoming dates in Humanities:

Australian Geography Competition

- Registered students will be competing via an online platform on the 23rd May (on-campus)



Australian History Competition

- Registered students will be competing on the 30th May (on-campus)



Best of luck to all Humanities students competing!

Jane Gibson | Director of Humanities
Phoebe Hutson | Assistant Director of Humanities



Amy Wood
Director of English and
Literacy



Phoebe Hutson
Assistant Director of
Humanities and English

Learning To Think, Know and Understand

Socratic Circles in Year 7

In Term 2 the Year 7s have begun exploration of the novel *Two Wolves* by Tristan Bancks which is set in remote New South Wales and touches upon a variety of themes such as identity, justice, family, conflict, resilience and self-esteem. Our Year 7s have a wealth of knowledge that they bring to each class, and it has been no different with this unit of study. Each week we have tackled a new theme and work towards gaining a deep understanding of the characters' experiences within the novel, and simultaneously the broader implications of those themes within each of our lives.

Students have had the opportunity to engage in Socratic Circles, an ancient method of discussing and arguing a topic using questions to pull it apart and understand each minute aspect within. Our ever-excitable Year 7s took to the task like fish to water. The outer circle takes notes of the interesting ideas being shared and then will reflect their findings to the class at the end of the session. The goal in the activity is to try to ask as many questions as possible, respectfully contradict others' ideas, and systematically break down an idea to gain in-depth and comprehensive knowledge of a topic.

Recently, we have been doing Socratic circles. I believe a Socratic circle is a great way of deciding and learning about something. A Socratic circle has 2 circles. One small, and one big. The small one is in the middle of the big circle. The people in the middle would be answering a question, deciding a theory, law, etc. Since this is an English class, we have had questions appear on the screen, and we would debate on it. A question about the book would come up, for example, 'Do you think Ray Silver is bad? Why/Why not?' There would be some agreements, and disagreements, including evidence from the book. We can all talk when we like, which gives us an opportunity to socialise, and get used to talking to people and expressing ideas. I consider a Socratic circle a great idea, and I admire the fact we can just express our ideas and evidence. The bit I love most about this is the fact I can just admit all my ideas and evidence, instead of waiting for the teacher to indicate me so slowly. It's all so sudden and makes me feel more encouraged to talk up. I believe this concept goes with other people and makes them feel as encouraged as myself to speak up more often.

Michelle Karroum | Year 7

Akash Samuel | English Teacher

Amy Wood | Director of English and Literacy

Phoebe Hutson | Assistant Director of English





Rosie Hilder
Director of Student
Leadership/Voice



**Charlie Bantias &
Margaret Obolenski**
School Captains

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

**Fearghas Bennett &
Emma Ho**
SRC Presidents

Learning To Think, Know and Understand

Carnival Day

After many long hours of planning, the Student Representative Council led Carnival Day arrived and the buzz in the Central Quad was absolutely contagious. Our school community gathered in the quadrangle to celebrate the vibrant and diverse school community that we are.

The Student Representative Council, and many of our clubs and committees including Social Justice Committee, Environment Committee, Radio Club, Art Society, Library Committee, Wellbeing, International Students, Black Orpheus and Intersection Bands, STEAM Club and Chess Club, offered a range of engaging activities including arcade type games, sporting activities, wellbeing and book corners, scavenger hunts, DJ's and live music. We were also very excited to welcome back some of our wonderful alumni, Stella and Oscar Reid, Reuben Iywan, Kartik Iyer and Udeni Undugodage, all past student leaders, to join us and support the SRC. We are so proud of our connections to our alumni and we hope to make this an annual tradition.

I'd like to take this opportunity to thank our wonderful SRC liaison teachers, Katie Jones and Bruce McLaverty, who worked so tirelessly to ensure that our students were so well supported to run their stalls, and made the day so successful. A huge congratulations must also go to our amazing SRC Presidents Fearghas Bennett and Emma Ho, for their outstanding leadership, our school and Vice Captains Charlie Bantias, Margaret Obolenski, Zachary Miritis, Tania Batova for their support, and to our SRC Executive Yvette Thompson, Ain Kim, Reeba Iywan, Piera Dialectos, Zainab Al-Haidary and Angelina Liu for their huge efforts in running stalls and supporting all student leaders. Our SRC Presidents and Executive have provided their reflections below.

The entire Student Representative Council, along with support from members of the Senior School Council, Year 10 Council and STEP program, worked together to run yet another edition of our fabulous annual Carnival Day. Staff and students were excited to join us in welcoming back five alumni from our student leadership program, who were all amazing contributors; supervising, coordinating and serving at various stalls. After many months of planning, organising and meeting with members of the SRC, the SRC executive, Ms. Hilder, Ms. Jones and Mr. McLaverty, the day went off without a hitch, which is testament to the tireless work of our dedicated student leaders, school leadership team and all staff involved with the day's proceedings. We hope that all students made some lasting memories of the day's festivities.

Fearghas Bennett | SRC President

The 2023 Carnival Day left us all with fond memories and good food to remember! We hope that this year's activities and stalls leave people excited for the carnivals to come. As an executive team, we are thankful for the work of not only our staff liaisons and volunteers, but also for the work and feedback of previous SRC executive teams and members for us to take valuable lessons from. We also thank the maintenance and finance teams for helping set up what was a very smooth, successful and (thankfully!) sunny day.

Emma Ho | SRC President



On Thursday the 4 May, 2023 Carnival Day brought lots of joy to Balwyn

STUDENT LEADERSHIP AND VOICE Cont.

High School. Excitement filled the air as students enthusiastically engaged in a wide range of games and activities and enjoyed the delicious foods that were ready. Carnival Day also allowed everyone to create cherished memories that would be treasured for years to come. As an SRC executive who was leading the bubble tea stall, I feel so proud of the great success and also very thankful for the amazing work that all staffs and students made throughout the day.

Ain Kim | SRC Executive

Leading the dumplings and nuggets team alongside Zachary was a true highlight of the year. The continued support from our liaison teachers, principal team, alumni, and maintenance paved the way for yet another outstanding Carnival Day. It was inspiring to be a part of the collaboration between students from different year levels as they worked with one another to run a highly successful stall. Their courage and determination were admirable, especially those who learnt to cook for the first time! Above all, everyone left feeling accomplished, with big smiles and new memories. Perhaps, some with a new-found passion!

Yvette Thompson | SRC Executive

As an SRC Executive leader, I was running the fairy floss stall. The sun was shining as we were setting up, pre making and selling the floss. It was lovely to collaborate with the other SRC leaders in the younger year levels to make this stall a success.

Piera Dialectos | SRC Executive

As an SRC executive, I had the privilege of making fairy floss and managing the stall during this year's carnival day, which allowed me to develop valuable skills in customer service, teamwork, and communication. Getting covered in sweet, sticky fairy floss was just an added bonus to the experience! Overall, I am proud of my own and fellow SRC members, volunteers and teachers contributions throughout the day.

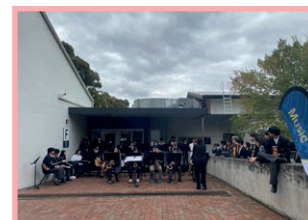
Zainab Al-Haidary | SRC Executive

During carnival day I was able to collaborate with SRC members and other leadership roles for the chips, drinks and lollies stall. This stall was a big success, and I am proud of the efforts of my helpers.

Reeba Iywan | SRC Executive

Come Thursday, the entire school was abuzz with Carnival Day preparations. The community spirit was palpable throughout the extended lunchtime, with students from all year levels queuing in front of food stalls or participating in events hosted by various clubs and committees. It was amazing to witness weeks of collaboration come to fruition, with students taking the initiative in both the planning process and during the day. A big thank you to all the teachers and helpers who made Carnival Day possible!

Angelina Liu | SRC Executive

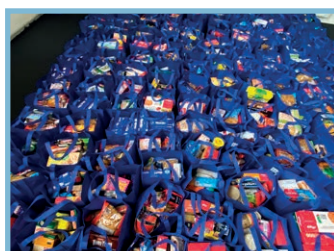
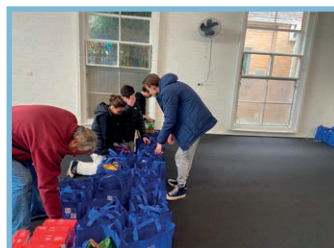


STUDENT LEADERSHIP AND VOICE Cont.

HOPE volunteering

The past two weekends members of the executive leadership team, SRC, SJC, and year 12 leadership team have helped out as volunteers at the annual Boroondara HOPE food drive. On Saturday the 6th of May, School captains Charlie Baniyas and Margaret Obolenski, Vice Captains Tania Batova and Zac Miritis, and SRC President Fearghas Bennett sorted over 700 bags of food and sanitary product donations over 5 hours. It was tiring but incredibly rewarding, a great learning experience, and an amazing team-building opportunity. The next Friday the 12th of May, SRC president Emma, executives Zainab Al-Haidary and Yvette Thompson, representatives Ranisha, Joel, and Sitara Devadason, Lucia Chan, Neha Basu, Olivia Nedanovski and James Kim, and Stem Captain Nicole Chen helped to finish sorting more donations and load almost 900 bags of donations into trucks. Thanks to the HOPE team, these donations were given to agencies which distributed them to households in need, in fact, one of the leading organisers, who is the father of one of Balwyn High's alumni school captains, expressed his gratitude for the kind actions of our volunteers as he was once at the receiving end of these donations. The members of the leadership team were exceptional in their contributions and all had an amazing time bonding with other members of their community. This volunteering experience has been an amazing display of Balwyn High School's commitment to their community and the efficiency and enthusiasm with which its leadership collective assisted this process is a brilliant display of Balwyn's values.

Tania Batova | School Vice Captain



2023 School for Student Leadership (SSL) Update

Currently, a small group of selected Year 9 Balwyn High School students are in their third week, at the School for Student Leadership, Alpine Campus, Dinner Plain, Victorian Alps. As part of their experience, students are maintaining a daily record of their learning activities and sharing their experiences with family and the school.

The students have written in their daily blogs reflections such as:

- 'I'm really grateful for the community we have created because it's so easy to talk to anyone and everyone.'
- 'Something I will apply in the future that I learnt today, would be the goal setting I did for our upcoming expo. The goal I had was 'I want to increase my resilience'.'
- 'Second class was respectful relationship. We learnt about, what are the rules we would like to be out in place, and what are some of the niggles we might have when we are up here. We all made a community agreement with things we all accept and then signed.'
- 'Today I learnt how to learn with a growth mindset. I learnt that a growth mindset is to accept that you are learning and maybe you are not there yet rather than saying I am not there now.'

STUDENT LEADERSHIP AND VOICE Cont.

Students have been participating in many diverse learning opportunities offered at the SSL. These opportunities include (as well as many academic activities focused on team building and personal development), snow skiing, bushwalking, bridge building, mountain biking, hiking and overnight camping. Students will re-join Balwyn classes in Term Three and the school looks forward to sharing their experiences with the rest of the year 9 cohort.

Balwyn High will be shortly applying and then await confirmation of an invitation for current Year 8 students to participate in the SSL during 2024. Information about the 2024 SSL will be released as soon as details are confirmed.



Brett Hobbs | Liaison Teacher School for Student Leadership



Rosie Hilder | Director of Student Leadership and Voice

ISSUE 7 | 18 MAY

LANGUAGES - CHINESE AND FRENCH



Tammy Li
Head of Chinese



Melinda Facey
Head of French

At the start of Term 2, we welcomed our Chinese Language Assistant, Harriet, who is from Harbin, China. Harriet supports students in Chinese classes across different year levels by providing individual support to students during class time and beyond. Here is a reflection written by Harriet:

My name is Jiaxin (Harriet) Liu, and it is a great honor for me to be a language assistant at Balwyn High School. I am currently pursuing my Master's degree in International Chinese Education at Beijing Normal University, with a research focus on the acoustic phonetics of Chinese teaching.

Prior to coming here, I have provided Chinese language support to students at Oberlin College and USC who had no foundation in the language. Hence, I assumed that the school would have a similar teaching model for Chinese. However, the course design at Balwyn High School has provided me with a new and unique experience.

I have noticed Balwyn High School's approach to teaching Chinese is based on tailoring instruction to each student's learning needs. Students are put into three different language pathways based on their language proficiency: Chinese First Language, Chinese Second Language, and Chinese Background Language. By doing so, it enables students to learn at a pace that suits them best. The language teachers at Balwyn High School provide personalised guidance to each student according to their individual learning need. For instance, students who find writing Chinese characters challenging are taught to memorise them through character association techniques.

My goal is to provide individual support to students in Chinese classes. Due to differences in living environments and growth experiences, there may be variations in language levels among students, even if they are in the same class. Consequently, students are divided into groups and receive targeted feedback based on their task completion, such as individual dictation and practice. In class, I have the opportunity to support individual student during dialogue exercises or workbook exercise. This enables students to gain more confidence in listening, speaking, reading and writing Chinese.

Overall, the ability to actively express one's viewpoints in class and receive inspiring guidance from teachers helps students discover their interests and the true meaning of learning, leading to increased confidence and motivation. This, to me, is the essence of education, and it perfectly captures the teaching philosophy of the Chinese team at Balwyn High School. Though my time here has been short, three weeks have been sufficient to experience the passion and energy of the Chinese teaching team and the school as a whole. I am excited about the opportunity to support more students and explore further possibilities with them in the days ahead.



Harriet Liu | Language Assistant

Tammy Li | Head of Chinese



THEATRE ARTS



Rachelle Heath
Head of Theatre Arts

"The Audition" – Reflection

Starting in Ignition week last year, the Unit 3 Theatre Studies class has been working non-stop to interpret and present the play 'The Audition'. It has been amazing to see everyone working and supporting each other in our different production roles and watching as it transformed from just a script into such a fun, entertaining and amazing performance. As one of the directors, it has been a thrilling experience and I've loved every second of the process. Thanks to everyone who has helped and supported us along the way, especially to the audience who came along and brought laughs, smiles, and positive reviews, that have helped make everything worth it. That's a rap!



Sarah Haines | Director



Year 10 Drama students Review "The Audition"

"The Audition" was a hilarious and quirky show. The VCE Theatre studies students did a great job of performing their interpretation and it was almost like a professional performance. I really enjoyed how each character had a different personality and storyline. And they were presented through their terrific acting skills, which would have been something that the students had learnt at the very beginning of studying drama. I also especially loved the set design and the variety of lighting used in the show. The set was simple, yet it was easy for the audience to interpret the location of certain scenes and understand the plot. I definitely look forward to doing something like this as I progress further into Theatre Studies next year. Congratulations fellow thespians!



Sachini | Year 10

"The Audition" was phenomenal and provided me a brief insight to the types of things done in VCE Theatre Studies, which I plan to undertake in subsequent years. The hard work and effort put into the blocking, acting and even set design was somewhat inspiring and I am excited to be doing similar activities within the coming years. The intricacy within the show's storyline was reflected within the current 3/4 Theatre Studies students by their outstanding acting skills, each character reflected a captivating individual backstory. Overall, I thoroughly enjoyed the show and am looking forward to being involved in a Theatre Studies play in the coming years.



Amy | Year 10

THEATRE ARTS Cont.

Drama Club – Tuesday lunch times in the Theatre

Drama club has been oozing with energy from its members, with everyone getting involved in fun games and activities that have helped develop each person's focus and improvisational skills. In term 1, Ella and I focused on building a safe environment for new year 7 students by incorporating games that encouraged collaboration with older year levels, such as Space Jump and Wink Murderer. Moving forward this term, we are going to focus on performing with different scripts, including students learning the simple steps of analyzing and interpreting a variety of pieces. The Theatre Arts team would also like to offer alternative activities to students that include working in different production roles such as make-up, costume, and props. At the end of the year, we hope to have a night where all our younger students get to share all their hard work by showing some of their performances to an audience, with inclusions of senior students performing their unit 4 monologues. Mia, Ella, and I are having a blast sharing our Tuesday lunchtimes with the new generation of Balwyn High School's performers and would love to see even more students join us in the Theatre.



Harry Blood | Theatre Arts Captain

BY:
DON ZOLIDIS

ADAPTED BY: YR
12 THEATRE
STUDIES CLASS

BALWYN HIGHSCHOOL
PRESENTS:

THE AUDITION!

ABOUT

A NEW TEACHER IS
BRINGING A PRODUCTION
OF RENT TO OAKTON
HIGH. WHAT COULD GO
WRONG?!

Rachelle Heath | Head of Theatre Arts

CAREERS



Erin Shale
VCE Careers Advisor



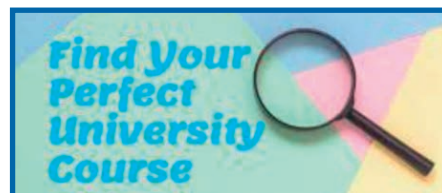
Melissa Co
Years 7-10 Careers
Advisor



Margaret Uren
Headstart Co-ordinator

Learning To Think, Know and Understand

What do I need to know about undergraduate degrees?



Some students are not familiar with the term 'undergraduate' which is used to indicate the first degree students enter after Year 12. Another term for this is a 'bachelor'. A Bachelor of Architecture, Arts, Music, Engineering, Commerce or Law are Just a few of the many undergraduate degrees offered at universities.

Length?

Most undergraduate degrees require three years of study, a few require four or even five years.

Can I do more than one degree?

Yes. Many students do a double degree – two degrees at the same time. However, these need to be offered by universities. Students cannot simply choose to combine two degrees unless these are offered. There are no triple degrees.

How are degrees structured?

In degrees such as Architecture and Engineering, students complete core units and only have a few electives. However, degrees such as Arts, Science and Commerce only have a few compulsory foundation or core studies. Students then complete one MAJOR from their degree with the option to complete a second major. The good news is that the second major can even be selected from another degree entirely. For example, a commerce student may decide to MAJOR in Accounting (aiming to be a professionally accredited accountant) but could have History (from the Arts degree) as a second MAJOR. An Arts student may decide to major in Psychology but choose Zoology (from Science) as a second major. The options are endless.

Is a degree like Science, Engineering, Arts or Commerce the same at all universities?

No. They vary enormously. Students should check all universities. Sometimes the MAJORS offered will differ as will the subjects within each major. Some courses have industry-based learning (work experience) embedded into the degree while others don't. Some have compulsory first year units, others do not.

Apart from majors, what other features are important to check?

- Work experience/Industry-based experience

Some courses offer only a few months of practical work while others have a whole year of paid experience built into the course. Swinburne University offers this year of paid experience in many of their degrees tagged as 'professional'. Work experience – paid or unpaid – increases the employability of graduates and is worth careful consideration.

- Professional Accreditation

Students should check professional accreditation available within degrees. For example, students completing a Business degree at Swinburne University (with relevant majors) can gain professional recognition and membership of the Australian Computer Society, Australian Human Resources Institute, Chartered Professional Accountants (CPA) and the Financial Planning Association. Students completing their Arts degree at Monash (with a Psychology major) are accredited with the Australian Psychology Accreditation Council (APAC).

Some Arts degrees do not have accreditation with APAC for their Psychology subjects and students cannot become registered as psychologists.

- Scholarships and Study Tours

Some degrees offer attractive scholarships for undergraduate students as well as study Tours that can be partially financed by the university.

CAREERS Cont.

Finally...

Students can gain access to important information about the structure and content of undergraduate degrees by using the VTAC website (www.vtac.edu.au) and checking tertiary websites. It is not the name of the university attended that will make a student happy successful and employable. It is discovering the degree with the most exciting majors, electives and additional special features such as internships.

Erin Shale | VCE Careers Counsellor

National Careers Week 15-21 May

In celebration of National Careers Week, we suggested some activities for students, parents/guardians and the community to participate in via Newsfeed, in the hope that it sparked some interesting conversations around understanding career development.

Activities:

- Think about Balwyn High School. How many jobs exist within this school? Do these roles exist in other industries? Are they same or are they different? Explore the different roles within industries.
- Draw a family career tree! You may even like to extend that to neighbours and close friends! Do these careers still exist? If so, have they always been the same?
- Create a school daytime line (what activities happen when). Then compare it to a workday timeline. Does the workday look the same every day?
- Interview parents, teachers, and other adults in your lives to learn more about how they found their careers. Did they know people in the industry? What further education/training did they do?
- Select a product such as “milk” and identify careers related to the product (Farming, Packaging, Trucking, Marketing, etc.). Do these roles exist within other industries? What kind of education/training do these roles require?

We encouraged our students to take this time as an opportunity to check in at whatever stage of their career development they are in, whether in Year 11/12 thinking about future pathways, in Year 10 thinking about Work Experience and Subject Selection, Year 9 thinking about Morrisby and Subject Selection or in Year 7/8 thinking about electives and engaging with the school community to Make a Difference.

Career development doesn't happen overnight, so even once the week is done, keep exploring and being curious about all the pathways around you.

Happy National Careers Week! But you may ask...

What is National Careers Week? (Taken from <https://careersweek.com.au/>)

National Careers Week is an initiative of the Career Industry Council of Australia (CICA) and aims to celebrate careers, career development, career development services, and career development practitioners and to promote the economic, social and personal benefits of career development. Career development is a process of managing learning, work and leisure to progress through life. It includes gaining and using the skills and knowledge needed to plan and make informed decisions about education, training, and work.

Everyday decisions and priorities affect career development.

Ultimately, career development is about much more than jobs – it is about how to live your life.

The objectives of National Careers Week are to:

1. Develop community awareness of the concept, benefit, and value of career development.
2. Raise aspirations, challenge stereotypes, and broaden horizons about careers.
3. Highlight the need for ongoing reskilling and upskilling to support careers throughout life.
4. Identify the changing nature of work and its impact on all Australians.
5. Showcase industries and the career opportunities available in them.
6. Provide opportunities to partner with key stakeholders

If you have any questions, thoughts, or simply want to discuss pathways, feel free to connect with the Careers Office in the VCE Centre (Ms Erin Shale – Years 11 and 12, and Ms Melissa Co Years 7-10).

Melissa Co | Years 7-10 Careers Advisor

ISSUE 7 | 18 MAY

LIBRARY



Katrina Dawson
Head of Library



Kelly Nolan
Teacher Librarian

Carnival Day Reflection from Library Committee

For Carnival Day, the Library Committee hosted some book related competitions. The competitions included Guess the Book in the Jar, Guess the Book Cover and Guess the Number of Pages in the Book. Throughout Carnival Day, we had many students and teachers participate in the competitions, and there were some interesting and hilarious conversations between the participants. Overall, it was a great and fun day for the Library Committee.



Gabrielle Lim | Library Captain

Congratulations to the winners of the Carnival Day Library competitions.

- The Book in a Jar competition was won by Angadveer Matharu 9S. The book was The Hunger Games by Suzanne Collins.
- The What Book is That competition was won by Connor Duns 7S. The books were Heartstopper, You'll Be the Death of Me and Percy Jackson and the Lightning Thief.
- The Guess the Pages competition was won by Sahel Al-Qatashel 11A. Sahel's winning guess was 317 pages and the correct answer 303 pages. The book was The Dressmaking Book.



Thank you to everyone who took part. It was great to see so many visitors at the Library Committee stall.

Carnival Day celebrated the community of Balwyn High with all its students, teachers, and staff. It was a day of pure exuberance and festivity. Delectable food, team-based activities, music performances and the busy hustling of students, Carnival Day was deemed a day that was highly anticipated by the entire Balwyn High School community. The Library Committee's stall was one to fascinate passionate bibliophiles and casual readers. With a variety of amusing activities and prizes, the Library Committee's stall was one to provoke participants' thoughts. Hundreds of students stepped up to the challenge of Guess The Book Cover, which left participants ruminating on their answers. How many Pages in the Book had participants activating prior knowledge and estimation methods to determine their final answer. Guess the Book in the Jar kept the students' minds thinking as they attempted to make connections between books they had previously read. The Library Committee stall fuelled students' love for books and literature, presenting activities that confronted their cognition and prior knowledge. All members of the Library Committee take pride in the honour of hosting the stall and stimulating students' learning. The Library Committee sincerely hopes you enjoyed Carnival Day and the activities we hosted!



Tabitha Lim | Student Librarian

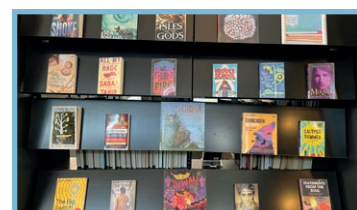
Lunchtimes in the library

On Tuesdays at lunchtime, the library has been setting up a jigsaw table with a puzzle. It was a collaborative effort to finish the first puzzle on offer – a Dr Seuss image. A new puzzle appeared this week for students to complete gradually.



Katrina Dawson | Head of Library

Kelly Nolan | Teacher Librarian



Host a Student: Become a Homestay Family Today!



Looking for a unique cultural experience? Consider opening your home to an international student as a Homestay Family! This opportunity is perfect for those who love learning about new cultures.

As a Homestay Family, you will:

- Share your home and daily life with an international student
- Help them learn about Australia culture and customs
- Provide a safe and comfortable place for them to stay
- Charge Homestay fee between \$370-\$380 per student per week

Our students are carefully screened and come from all over the world. They are eager to learn and experience Australia culture, and your family will be their home away from home.

To learn more about becoming a Homestay Family and to apply, please contact Homestay Coordinator Sharon MU at tmu@balwynhs.vic.edu.au or call 9862 4101. We can't wait to hear from you!

GENERAL NEWS Cont.

Chaplaincy Second-Hand Uniform Shop News

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

Bring them in on thursday and we will sell them for you.

Students can also buy pre-loved items and save.

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

- We are situated in the canteen. Look for the signs. A map is on the school website.
- We accept cash/cheques and use Square for credit cards, EFTPOS and ApplePay (2.0% surcharge on Square transactions).
- We do not refund or exchange so it is essential that students come in to check sizing.
- Changerooms are available for your convenience.
- Hundreds of items for sale and stock changes weekly.
- Our shop is the only authorised outlet for the sale and purchase of second-hand uniforms within the school. Monies raised support the employment of the BHS Chaplain as well as other approved Chaplaincy Support Group projects.

Instructions for selling

We can sell your outgrown or unused uniform items for you. Do you have a summer uniform you will have outgrown before Term 4 or do you have a sports uniform you no longer require in Year 11 and 12? Most people bring their items in at the end of the year. Get in first and have your items ready for sale before we get busy.

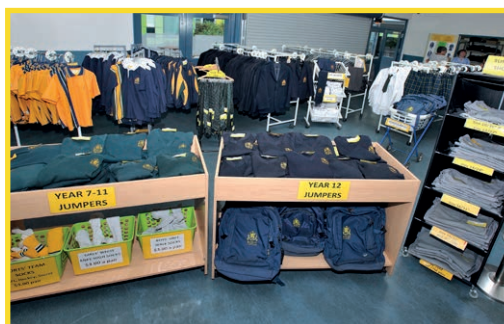
Wash or dry clean your items. A bit of care will mean they sell faster and for a higher price. Shirts can be soaked in 'Vanish' for 2 hours before washing to freshen them up and remove underarm and fake tan stains. Prepare as per the instructions and scrub collars, cuffs and under arms. Blazers need to be dry cleaned (If your blazer is faded or worn it could be worth seeing us before paying for dry cleaning in case it is not in a condition to be sold). No torn, stained or damaged items please (Items we receive that are unsuitable for sale will be discarded without notification).

Full details are on the BHS website. Click on the 'Our Community' tab and follow the links to 'Second-hand uniforms' https://www.balwynhs.vic.edu.au/?page_id=2334#2xu

On the website we have a 'Seller Sheet' that is to accompany any uniform items you wish to sell and items must be left at our shop during our regular trading hours. We sell everything from small items like sports caps, scarves and lab coats right up to blazers. You receive up to 70% of the sale price when your items are sold.

For more information or to volunteer contact Andrea on 0408 178 341 or at secondhanduniforms@balwynhs.vic.edu.au

Help us recycle and support Chaplaincy at Balwyn High School!



Jeff Lampard
School Chaplain

BOB STEWART

Our family serving you since 1925

Kew Store

📍 203 - 207 High Street,
Kew VIC 3101

Contact Details

Phone: 03 9853 8429

Email: online@bobstewart.com.au



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 the Bob Stewart website. Use our Click 'N' Collect service or have your order posted to home at a \$10.00 flat rate.

www.bobstewart.com.au



CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

School Name

School REF ID

Parent/carer details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession **OR** Health care card number (CRN)

- - **OR**

☐ Foster parent under a temporary care order* **OR** ☐ Veterans affairs pensioner (Gold Card)**

*Foster Parents must provide a copy of the temporary care order letter from the Department of Families, Fairness and Housing (DFFH).

**Applicants must provide a copy of the Veteran Affairs Gold card

Is this an application for special consideration (no CRN needed)? Yes ☐ No ☐

Student details

Student's surname	Student's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Families, Fairness and Housing (DFFH) to provide the results of that enquiry to DET.

I understand that:

- DFFH will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the DFFH and /or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____ Date ____/____/____