

# Williamstown High School Newsletter

# W-FILES

ISSUE 6 - 2021



## Calendar

17 Sep	Last day of Term 3	5 Oct	World Teachers' Day
19 Sep	Connect Education examination revision lectures commence	10 Oct	World Mental Health Day
21 Sep	International Day of Peace	25 Oct	Art, Design & Technology Exhibition (Bayview Campus) commences
27 Sep	Unit 3 & 4 Trial Examinations commence	28 Oct	Graduate Art & Design Exhibition commences
4 Oct	First day of Term 4	1 Nov	Whole School Curriculum Day

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## Principal Report

Dear Williamstown High School families,

Firstly, thank you to our wonderful school community, our students, families and staff, for continuing to work together in a supportive and positive manner despite the ongoing challenges we are currently facing. As a school we have attempted to keep you updated with information applicable to the respective year levels and campuses. We have adapted our approach regarding delivery and duration of our lessons and sought further feedback from our students, families and staff as to how we are all coping within the remote learning environment.

We continue to use feedback to see how we can evolve and adapt during this remote period, focussing our attention on wellbeing as well as ensuring the continuity of our students' learning journeys. We have a great understanding that, at times, regardless of this, we may not be as motivated. We know that not only at WHS but across the state and beyond, many families, students and staff will be encountering their own personal challenges. Can I now restate what a wonderful community we have at WHS, and I would like to reaffirm that at all times - and particularly at present - please reach out, communicate, share, seek help, etc. if you are at all in need of support.

We have noticed, now well into the second year of this pandemic, that the cycle of lockdowns, restrictions and remote learning are causing fatigue. While these measures are needed for our protection, they are certainly having an impact on wellbeing, engagement and motivation. Although there is still much uncertainty about Term 4, I do know there is a huge commitment to ensure all Year 12s continue their journey, preparing for graduation and life beyond the school grounds, as well as to make sure all students progress academically and, most importantly, are supported in their wellbeing. I look with hope for a bright future for us all.

### Curriculum Day Update

We had hoped to reschedule our curriculum day in Term 3 but in the end felt this was not suitable. Instead we have locked in 1 November to minimise disruptions to our programs and impact on Year 12s. The day will be student free and will provide invaluable professional learning for teachers on literacy strategies for all 7-12 classes. Formal notification will be sent by the Campus Principals closer to the date.

### Attitudes to School Surveys and NAPLAN Outcomes

Each year every government school student completes the Student Attitudes to School Survey, with families also provided the opportunity to complete a parent/carer survey. These surveys help us gain insight and understanding into student and parent/carer experiences of school. It provides valuable data about parent perceptions as well as about our students' wellbeing and opinions on teaching, learning and school in general. This information is analysed and used to reflect on current practices and programs. Our teachers also complete a similar process.

This year's survey results clearly show that despite all that we are dealing with at the moment, generally our students feel safe and positive about their learning environment, our parents are positive about the school and the school experience, and the staff feel supported by an environment that allows them to deliver highly effective teaching and learning experiences.

Although there are much greater areas of importance at the moment, it is also worth noting our students achieved some excellent outcomes for both numeracy and literacy in the recent NAPLAN assessments. The numeracy and reading components were a particular highlight.

Overall, I was very pleased with the feedback and student outcomes. Please note, however, that the Student Attitudes to School Survey was completed prior to the current lockdown and we have conducted further internal surveys to gauge students' feelings about the current environment.

### Performing Arts and Study Centre Building Project

As previously mentioned, due to lockdowns and some structural changes that are being worked on by our builders and structural engineers, there has not been any activity on our new Performing Arts and Study Centre building site since my last update. We hope construction will resume in the near future and I will continue to provide updates through the Term 4 W-Files.



### School Review

We have spent significant time this year preparing for our Four Yearly Review and writing our new Strategic Plan. This will occur in November and December of this year. Staff have spent a total of six meetings in focus groups both reviewing our programs and outcomes over the past four years as well as investigating recommendations for new programs and initiatives for us to focus on in the next four years. We are also in the middle of conducting some parent forums and focus groups to gather information to further inform this work.

One other required task we completed with School Council was to highlight our achievements over the past four years and provide a brief description of the Top 4. We conducted a brainstorming activity with the School Council members and it was extremely tough, yet pleasing, to try to cut the list of highlights down to just four. It certainly left me feeling quite proud when I reflected on these achievements so I thought it would be nice to share them with you all, with the intent of growing the pride all of us share in our wonderful local community school.

Hold fast.

**Gino Catalano | Principal**

## Four Key Highlights - School Self-Evaluation Requirement

### *Performing Arts and Study Centre Building Projects*

*After identifying a legacy project in 2012 to celebrate our 2014/5 centenary, we raised funds both at the school and local community level as well as through repeated lobbying of the state government.*

*We developed the vision and design brief through extensive consultation with key stakeholders to ensure the facility would meet the needs of the relevant curriculum areas and community groups.*

*The final stage of the Performing Arts Centre of Excellence as well as a purpose-built Study Centre is currently under construction following a 2019 allocation of \$1.37 million and locally raised funds of \$2.1 million. This complements the 304-seat theatre delivered in stage one, providing our students and local community with a state-of-the-art facility for the next 100 years.*

*This has seen the attraction of industry standard Arts staff seeking employment at WHS resulting in the provision of quality teaching and learning experiences and high-level student outcomes/performances. Students are provided with the opportunity to experience authentic experiences in the disciplines of music, drama and dance including choreography, musical composition, producing as well as technical production experiences. We also developed partnerships with local community*



groups, the highlight being the contractual agreement with Williamstown Theatre Company to utilise the theatre three seasons each year, delivering both an opportunity for our students to observe and interact with professionals as well as providing income to ensure the upkeep of the theatre does not draw on school funds.

Our beloved Year 12 Study Centre is being replaced with a purpose-built facility. Students and staff were consulted on the design to ensure the benefits we have seen since its introduction in 2010 will continue and be enhanced. This includes providing Year 12 students with an adult-type study and re-energising environment but also a high-level assembly and presentation space.

### **Professional Learning on Developmental Assessments**

We have shifted the conversation from: “Where did I lose marks? to How do I get to the next level?”. Over the past four years, the school has continued to resource and prioritise “making the learning visible” through an investment into the Developmental Assessment Framework. Curriculum days, professional learning and a shared understanding drawing upon the expert guidance from an external consultant from the University of Melbourne has supported its growth across the school.

The assessment for teaching is foundational to this work and our curriculum teams continue to embark on a focus on skills, improving the clarity of feedback and providing students with a clear description of their strengths and areas for improvements.

Complementing this work is our commitment to embedding Growth Ladders. This is where we support students to make the levels of understanding visible to them and explicitly scaffold learning to move students to a higher level of understanding through move-me-on statements.

### **VCE/VCAL and Post-Secondary Pathways Outcomes**

As a school, we should share in celebrating the results of our students and their success throughout the previous four years of the Strategic Plan. The mean ATAR score has steadily increased throughout this period from 68.43 to our best ever result in 2020, with an average of 72.31. As a result of this, the reduction in students achieving an ATAR below 60 dropped to 21.27% in comparison to 31.4% in 2018.

Our mean study score average in 2020, 31.6, again was our best ever average result and we have maintained similar results across the four years. These results have led to an increase in students accessing tertiary options with 181 of 195 (93%) students receiving a VTAC offer and 71% of these students receiving a first-round offer in 2020. Our VCAL completion rate remains high and students who exit this certificate early tend to accept apprentice options. Our VCAL program numbers have increased throughout the current strategic plan period and will continue to increase in the future.

### **Student Engagement & Wellbeing**

WHS has embraced the Respectful Relationships initiative and has taken on the role of a ‘lead school’ to help guide and support the RRs work of cluster schools.

We have audited various aspects of WHS and its policies to ensure students of all backgrounds and abilities are supported. Visibility of LGBTQIA+ groups has improved, along with the promotion of indigenous groups such as through recognition via the Acknowledgement of Country, which is prevalent at school assemblies and events.

We have embraced student voice and student participation in the RRs initiative, with students delivering Bystander Training to staff, and an RRs student leader is in place as part of the Student Leadership Team. Students have been active in the consent lessons delivered in 2021, with Student Management Leaders consulting student groups prior to content delivery resulting in student buy-in when discussing challenging RRs learning topics.

The mental health professionals at each campus in 2020 have assisted the Student Wellbeing Team by enabling students not receiving external counselling to be counselled on site (as required). This support is crucial at a time when student wellbeing and mental health is becoming core work in schools, and has assisted WHS in addressing the individual mental health needs of many students. The MHPs have assisted to build the capacity of staff by providing valuable PD in the areas of Staff Self Care, Unconditional Positive Regard and Gender Identity.

We have updated our SWPBS action plan to align with the Department of Education and Training’s new format. As a lead school we are looking to commence work in the ‘Universal Prevention B’ strategy, focused on embedding SWPBS practice within the school’s current teaching framework and undertaking training in this new area.

We have implemented a meeting structure that contains a focus on Tier 3 students. These meetings enable us to be proactive in the screening and identification of Tier 3 students, to ensure that they receive the required assistance.

## Bayview Campus Principal Report

As we come to the end of another term, I would like to give my heartfelt thanks to our entire campus school community for the continued support and trust you have shown us, and to the teachers who have shown resilience and continue to evolve and adopt new teaching styles in their virtual classrooms. To our learners who have soldiered on with the changing times, this term has taught us many lessons and without doubt it has been difficult and at times draining. Above all else, we have had the privilege of continuing to learn together as a school community. We are incredibly impressed with all your efforts and persistence when, at times, it would have been easier just to give up or switch off. You should be very proud.

Over the past month, during this extended lockdown, the Student Leadership Team, Sport and Accelerated Sport Team and Student Wellbeing Team organised and led a series of weekly themed afternoon activities for students and staff that aimed to provide an opportunity for authentic connections outside of the classroom. Students had the opportunity to participate in cooking classes, Strava art challenges, scavenger hunts, cardio sessions, yoga and dance sessions, and various mindfulness activities. It was wonderful to see so many members of our school community get actively involved, taking the opportunity to focus on both mental and physical health.



R U OK? Day was held on Thursday, 9 September. We dedicated the day to this at the Bayview Campus, reminding everyone to ask family, friends and colleagues: “Are you OK?” The purpose of the day was to inspire and empower everyone to meaningfully connect with the people around them. We celebrated by sharing ideas for making genuine connections with each other and then spent time planning to do this during the upcoming holidays. We were extremely fortunate to be joined by Tess Lloyd, who spent time with us on the day sharing her story and recent experience at the Tokyo Olympics. Tess is a competitive sailor who represented Australia at the Summer Olympics in the 49erFX event, finishing 13th in the field of 21. Her story of resilience, ambition and persistence was inspirational.

Students at Williamstown High School again achieved wonderful results in the National Assessment Program - Literacy and Numeracy (NAPLAN), which students sit in Years 7 and 9. We had significant growth in our Reading and Numeracy results. NAPLAN provides families with useful feedback about student performance in core skills during this time and it is also a great measure of school performance over time. The latest NAPLAN results reinforce the success of our literacy and mathematics program at the school. Year 7 and 9 families should have already received individual student NAPLAN reports, sent via an email last week. Please do not hesitate to contact the Bayview Campus office if this has not arrived yet.

I wanted to acknowledge the large number of students, parents and carers who responded to a recent survey I sent out asking for feedback about our current homegroup configurations from Years 7 to 9. Your feedback enabled us to make an informed decision. I can confirm that from the 2022 school year, students will remain in the same homegroup during Years 7 and 8, and be reallocated to a new homegroup as they move into Year 9. We will now move our focus to developing the process for Year 9 homegroup allocations, ensuring we provide opportunity for student preference.

Finally, I would like to share my thanks and gratitude to the many, many, many parents, carers and families who took the time to send and share a message of thanks to the staff at the Bayview Campus. Your messages and kind

words of support brought tears to the eyes of a number of staff and truly lifted their spirits in the last week of term.

In closing, on behalf of the staff at the Bayview Campus I wish all students and families a safe and enjoyable break. Please look after each other, take the time to check in with each other and we look forward to seeing everyone's eager, cheery faces back on site (hopefully) next term.

**Tamy Stublely | Campus Principal, Bayview Campus**

## Pasco Campus Principal Report

I again want to take this opportunity to thank all members of the Pasco Campus school community. No doubt the tolerance and motivation throughout this current lockdown has presented challenges for all of us at different stages. The perseverance and effort therefore must be congratulated as our students finalise their learning commitments for Term 3. I particularly want to acknowledge and congratulate all Year 12 students who have finalised Unit 4 assessments - and for some students not completing examinations, successfully completed their VCE.

Our Year 12 VCE students will continue to prepare for the end of year examination period, with the support of our teachers and their parents. As I stated at the beginning of the year each student will have different goals and ambitions beyond high school. I encourage all students to continue to be the best version of themselves in terms of approaching the upcoming revision period. I want you all to know our teachers are committed to the continued support that is required, and I would also like to acknowledge and thank our staff for their ongoing commitment and genuine care at this time.

I also want to acknowledge our VCAL students and, in particular, our Year 12 VCAL class. We understand the COVID pandemic has not allowed you to have an authentic VCAL experience with the vast majority of projects and programs having to be changed and/or adapted. I can't thank you and the teaching team within the VCAL program enough for your efforts. I do hope that Term 4 looks a little different and we are able to support you with finalising your Senior VCAL certificate.

I want to take this opportunity to congratulate Sara Coladonato who last week was awarded a VCE Leadership Award. The awards are coordinated by the Victorian Curriculum and Assessment Authority to recognise VCE students for their leadership, initiative and involvement in extracurricular and community activities. Sara has led the environmental focus across the campus and is a valued member of the Student Leadership Team. Please join me in congratulating Sara on this wonderful achievement.

Good luck to Year 10 student Alyssa Cunanan who has been shortlisted for the next stage of the Tax, Super + You competition run by ATO. The competition is for Year 7-12 students across Victoria to develop a creative product to describe tax/super. Alyssa's entry is a short comic and it is the only entry from Victoria in the senior category.

To view Alyssa's wonderful work please follow this link: [Alyssa's Project](#)

THE SHOW MUST GO ON! We are excited to announce Williamstown High School students will return to the stage this November with the roaring twenties hit musical CHICAGO - HIGH SCHOOL EDITION. We are very hopeful all shows can go ahead subject to COVID-19 restrictions and health guidelines. Please see the details below:

Venue: Centenary Theatre, Williamstown High School, Railway Place Entrance

Dates: Thursday, 25 November, at 7pm; Friday, 26 November, at 7pm; and Saturday, 27 November, at 2pm & 7pm

Cost: Adults \$28. Student/concession \$22.

Tickets: [Ticket Sales](#)

Finally, I would like to take this opportunity to again thank all members of our school community, and do hope our students can have a restful break. Once more I encourage everyone to reach out when support is required and hope we can return to on-site learning in the near future.

Hold Fast.

**Adam Potter | Campus Principal, Pasco Campus**



## Strategic Principal Report

### Year 10 STEM Pathways Program with GHD

In week 10 of Term 4, Year 10 students Alyssa Cunanan, Nefeli Hogan, Nina Lang and Zara Harnden will undertake a work experience placement with GHD, an Australian owned multinational company that works to apply STEM solutions to meet some of the most challenging problems facing the world. The girls have successfully completed an induction program and made connections with other students from across the state.

Students in the program will be mentored by GHD staff and must work collaboratively with girls from a range of different schools. The weeklong program culminates in the students presenting their group project to the CEO of GHD and representatives of WHS. We wish the girls all the very best in this exciting endeavour and there will be further updates as to how the program goes in the next edition of the W-Files.



GHD Website: <https://www.ghd.com/en-au/index.aspx>

### Tutor Learning Initiative - Community of Practice

The Tutor Learning Initiative team is part of the Western Region Community of Practice led by Department of Education and Training representative Kristyan D'Aprano. WHS tutors have access to a range of professional learning opportunities to enhance their capacity to support student learning in literacy and numeracy. Two additional tutors have been placed in the Pasco team to support senior students in Term 4 as they prepare for their examinations.

**Daniel Pearce | Assistant Principal, Strategic**

## School Council Report

*To all the teachers at WHS:  
Thank you.*

**Thank you** for not giving up. Many of us are languishing and muddling through the days, and sometimes it feels like we're looking at life through a foggy windshield. It's understandable since we are all in this together, even though each person's life is unique.

**Thank you.** Thank you for showing up each day and giving our children something to do. They need that, even if they don't want to do it, or can't motivate themselves to do it. It's important that there is something for them that resembles normality.

**Thank you.** Thank you for understanding that even if they don't show up, or when they don't turn on their videos, or when they don't respond, that it isn't your fault. It's just the best they, and we, can do right now.

**Thank you.** Thank you for adjusting your expectations of what can be taught and learned. It must be disheartening to recognise the learning opportunities missed and the ways that some things just don't translate through the screen. We know you are doing the best you can to make it interesting under the circumstances.

**Thank you.** Thank you for juggling your own lives in the background, as we are doing in our children's backgrounds, trying to make sure that things don't fall apart. We know there must be meltdowns and disasters happening at your place too. It can be so hard to decide what needs your attention most.

**Thank you.** Thank you for not turning your back on a job that is not what you signed up for and which does not reward you with smiles and looks and gestures of gratitude you would normally receive, because you don't get a chance to be in the same room as your students. It must be so hard to feel the little things that make it all worthwhile.

**Thank you.** Thank you for choosing this career in the first place, and for what you do every day under normal circumstances. We've had the opportunity to try and be teachers from home during these strange times and it's hard to imagine what it must be like with as many as 30 students in a room, when even one child can be challenging enough at times.

So, **thank you.** Thank you for surviving this with us. We look forward to a time when our children will have the opportunity to thrive, and when you and your loved ones will also flourish once again. In solidarity.

From the parent members of the WHS School Council, Katrina McFerran (President), Sally Hicks (Vice President), Kane Harnden (Treasurer), Julie Taylor (PFA Rep), Matt Clarkson, Jake Mansfield and Jon Court.

**Katrina McFerran | School Council President**

# Student Engagement and Wellbeing

## Bayview Campus

This term has been a new learning experience for not only students, but also staff members. The Student Engagement and Wellbeing Team has been very keen to collect students' feedback on their experience with remote learning this term via the *Pulse Survey*. This survey collects data on workload, anxiety, energy levels and engagement. The team will continue to collect data in Term 4, including when students are back on site.

Attendance in online lessons by our students has been outstanding. Attendance rates have been maintained and engagement even increased in many cases. This makes delivering lessons so much more enjoyable and worthwhile for our teachers. All students should be congratulated for their efforts in what is less than ideal circumstances.

If you are a student who is struggling from an organisational, academic wellbeing or mental health point of view, please reach out to your homegroup teacher or year level SML. It is perfectly normal to find this situation hard, and the best thing to do is reach out for support. Our team is very keen to talk and implement supports to help you succeed.

Lastly, please make sure you all take some time to rest and recuperate over these Term 3 holidays. It has been an unusual term and we could all benefit from some R&R (even screen free!). Well done on a great term, we hope to see you all back in person early Term 4.

**Liam Keating | Student Engagement and Wellbeing Leader, Bayview Campus**

## Pasco Campus

Despite the lockdown it has been a busy term with students once again, impressing us overall with their resilience and determination to continue to engage with their schooling and each other. All students have been enjoying a range of activities and challenges presented during their homegroup, with the chance of winning prizes.

To help students with managing these challenging times, they were provided with links and information about various online resources to support their mental wellbeing by their homegroup teachers. Student Welfare Coordinator Ann Goller also put together a video for our school community as part of R U OK? Day to help develop strategies for starting conversations and ways to offer support to someone that students, parents or guardians may be concerned about. Headspace additionally ran an online parent and carer webinar with our school community to discuss ways to support young people at home. It was pleasing to see so many taking up this valuable opportunity. All families have additionally been sent relevant resources as part of this event.

With Year 12 VCE students nearing the end of their School Assessed Tasks and Coursework, their attention has become increasingly focussed on exams. To help them prepare, students had the opportunity to participate in an online workshop conducted by Elevate Education around strategies for maximising their study time, managing stress and other useful tips. Year 12 students were also sent a Student Activity Pack to help put into practice some techniques presented during the workshop.



Our student leaders have been lifting spirits with the organisation of online activities for Wear It Purple Day, the compilation and release of the Staying Sane in Lockdown Newsletter containing handy suggestions and tips on ways to keep the lockdown blues away, and the recent initiative of making and sharing art created in lockdown.

Arts Captain Grace Dinham launched this event and explained the easy process of entering artwork of various forms by using the **#WHSlockdownart** hashtag on Instagram. In Term 4 a publication of all entered artwork will be made, so get creating and snap a photo of your masterpiece to share!



Applications are now open for current Year 11 students to apply for 2022 positions, via the Google Form application emailed to students by Mr Van Reyk. Applications must be submitted by Monday, 4 October. We look forward to receiving them.



**headspace**  
National youth mental health foundation



headspace provides information and services that support young Australians aged 12-25 as well as their family and friends to be mentally healthy and engaged in their communities



headspace centres



headspace  
digital services



headspace Schools

We wish you all a relaxing break and hope to be able to welcome all our students back to the campus in the not too distant future.

**Sarina Meusburger | Student Engagement and Wellbeing Leader, Pasco Campus**

# Year Level Reports

## Year Seven

Here we are at the end of Term 3 with some normal schooling and a few more weeks of remote learning behind us. We want to thank the teachers and students for putting in their best effort despite the difficult circumstances. During the term students have had the opportunity to participate in a range of activities outside the normal classroom routine. We thank our Year 7 student leaders for their active development of this with the Student Leadership Team.

Practising gratitude is a really important part of keeping in a positive mindset. This is especially true when we look at all of the challenges in the world at the moment. Here are a selection of student responses:

**I am grateful for:**

*"My friends. I can still talk to them even though we are online and that makes lockdown feel a bit better."*

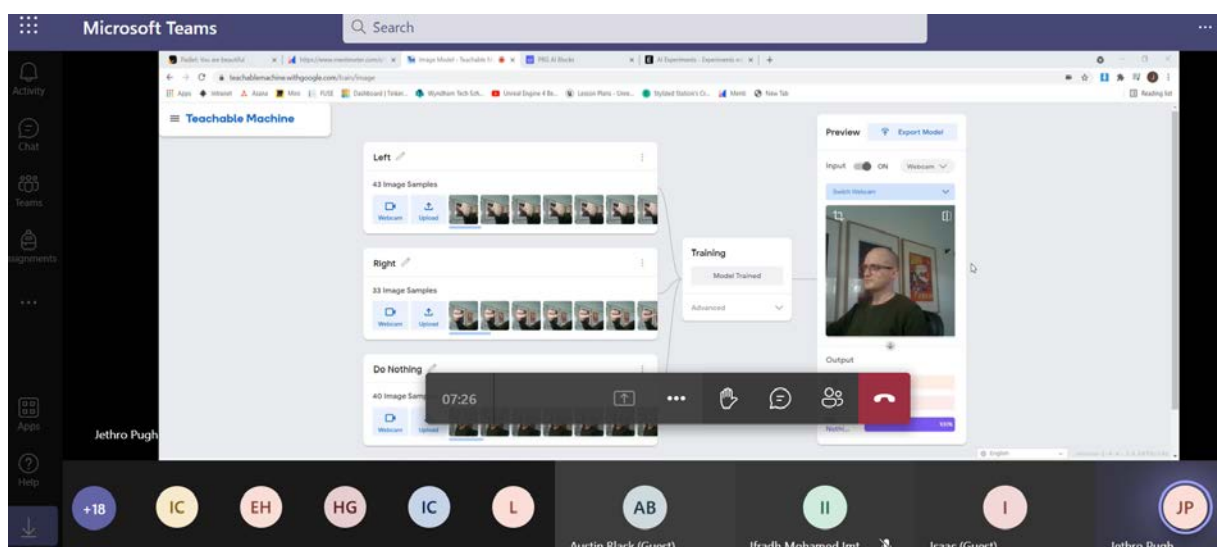
*"I'm grateful that I get to spend more time with my family, I can eat whenever I want and my teachers are really supportive."*

*"Still being able to watch the footy every week brings joy to my week even if I wasn't having the best week. Also the fact that the Bulldogs are into the prelim, which is a good part of it."*

*"My family, friends and pets for making lockdown a bit easier and keeping me upbeat."*

*"I'm grateful for the teachers in remote learning. They teach and help the students even when times are hard in lockdown. The teachers keep me motivated to do more work because they go easy on us and understand how we could be feeling as it's quite lonely and hard to focus on online schooling in lockdown."*

This is an example of one of the webinars that our Year 7 students undertook with an education facilitator, Jethro Pugh, from Wyndham Tech School on Artificial intelligence and Machine Learning:







Madelyn Nguyen: t-shirt pillow



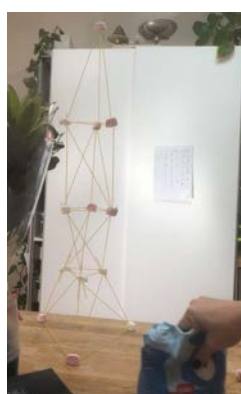
Musa Taleb: tie dyed t-shirt



Aria Webb: upcycled t-shirt design



Austin Black: spaghetti and marshmallow design



Flynn Crawford: spaghetti and marshmallow design



Lila Geyle: pizza muffins



Linden Woods: breakfast muffin



Darcy Phemister: pizza muffins

Student End of Term 3 Awards						
HG	Academic Achievement	Civics and Citizenship		HG	Academic Achievement	Civics and Citizenship
7A	Eli Culha	Gus Bell		7F	Mia Smith	Aria Webb
7B	Vicky Lin	Remy Trevaskis		7G	Orla Burke	Lincoln Kelly
7C	Hamish Scholz	Madison Sonego		7H	Gemma Ferguson	Elijah Cajayon
7D	Emily Gray	Ferris Padroth		7J	Sophia Dalziel	Mackenzie Lee
7E	Victoria Pinkney	Olivia Thompson		7K	Sean Mohan	Nikita Valamios

Isabella O'Malley & Stewart Wilson | Year 7 Student Management Leaders

## Year Eight

Term 3 has once again thrown up a number of challenges. On behalf of Ms Mahoney and I, we would like to say that despite remaining online for much of the term we are incredibly proud of the resilience you have shown and the way in which you have conducted yourselves.

I am confident I speak on behalf of all your teachers when I say we cannot wait to get back to school and see you all in the classroom again. While we may not know the exact date of when that is going to occur, it is important not to lose sight of the fact that we will return to school and we will once again experience something close to what we previously considered normal.

Sometimes adversity like we are currently experiencing can hold us in good stead for the future. Remaining online for so long this term has made me, and many of your teachers, realise how much we value working with you all. Possibly, even as adults, we took the simple things for granted when we were at school. Things like yard duty, which gives us an opportunity to interact and chat with students in an informal setting. Our 10-minute homegroup session at the start of the day, where we get to hear the trials and tribulations of teenage life. Things like meetings where we... Actually, no one misses meetings.

The feedback we are receiving from our students is that you are feeling the same way. The social connection that you experience while at school is difficult to replicate online or in a remote setting. These times have forced us to develop a new way to connect with each other and remain motivated to complete set tasks. What is important to remember though is that our number one job as teachers has not changed. We are still here to support you in any way that we can. So if there is anything that we can do to make your remote learning experience any easier or if there is an activity that you feel may benefit you or your class, please let us know.

We look forward to the opportunity to continue our working relationship with you through this unique time, and eventually when we all return on site. Stay safe!

**Karen Mahoney & Mathew Grossman | Year 8 Student Management Leaders**

## Year Nine

Term 3 has once again been a difficult term for all students. For the Year 9 cohort, we had to make the heartbreaking decision to cancel the camps to the snow and Portsea.

Remote learning in itself has presented many challenges to the students. It is with immense pride that Ben and I have watched the students strive to do their best under these tough conditions and we would like to take this opportunity to thank parents and students for all their hard work throughout the term.

Even though remote learning has hindered a lot of the school's activities, students have been able to complete the Morrisby questionnaire, their course selection and VCE access forms. Students will find out early in Term 4 what subjects they have been allocated for their move to the Pasco Campus next year.

We hope that we will see an easing of restrictions next term and the Year 9 students will complete their last term at the Bayview Campus on site and get to participate in the step-up program at the senior campus.

We trust everyone has a relaxing and stress-free break, and we look forward to seeing you all back for our return to school next term (hopefully).

**Ben McColl & Warren Patterson | Year 9 Student Management Leaders**

## Year Ten

Despite the challenges that have been thrown at Year 10s this term, with lockdowns cancelling the much anticipated camp and throwing us back into online schooling, the students have been incredibly admirable in their resilience and keeping positive attitudes.

Year 10 Student Leader Charlotte Kolevski writes:

*"Although this year has spiralled downhill, lockdown hasn't stopped us from making memories and enjoying our final years of school. Throughout online learning, I've enjoyed making jokes with my classmates as well as hearing their own puns. Having lighthearted interactions always brings a smile to our faces, despite the overwhelming negativity of COVID.*

*"Many of us can probably say that we miss seeing our friends at school, a privilege we previously took for granted. I feel that the biggest challenge has been staying motivated during online learning, especially considering the impact lockdown has had on many people's mental health. Personally, I've found that going on walks and engaging in hobbies have helped me to stay positive and optimistic. Hopefully next year will bring better times for all of us! :) "*

We have managed to have two incursions despite being at home, with a presentation on social violence from the Pat Cronin Foundation and another about considering the mark we leave online and keeping our 'digital imprint' safe from Optus. Year 10s also completed the course counselling process, deciding on the range of VET, VCAL and VCE options they will be undertaking over the next two years.

We also had a series of weekly challenges, including a year-level Strava club and making creative 'at home' exercise videos, as pictured below.

We have been really impressed by the Year 10s' efforts throughout this term and we can't wait to see their actual faces when we can safely return on site!



**Matthew Grose & Grace Robertson | Year 10 Student Management Leaders**

## Year Eleven

It has been a busy term for the Year 11 cohort. With the challenges that have been thrown at our students, we could not be prouder of the way they have conducted themselves and persevered through these tough times. During this time we have had the opportunity to run a number of homegroup activities designed to encourage student engagement, creativity and fun, while also celebrating student achievement.

Through the homegroup program we have:

- Run a year-level trivia challenge where 11D came away with an almost faultless performance, over a number of days, to secure the win and the prize of a paid-for lunch once back at school.



- Delivered a series of short lessons titled 'School of Life', where Year 11 students had nominated a range of life topics they would like to know more about. These included renting a house or apartment, insurance, taxes and voting.
- Voted for the 2022 VCE jumper design.
- Spread positivity through our classes via positive-vibe and appreciation messages to fellow classmates.
- Created a Spotify playlist of 'pump up' tunes, with songs selected by students.

We also had the pleasure of running an outdoor laser tag and treetop adventure excursion in the Dandenong Ranges at the very end of Term 2.



2. Photo of someone doing a handstand (1 point)



We would like to thank all families for their continued effort and support of their children, their teachers and the school.

**Tyson Hartwig & Ian Hume | Year 11 Student Management Leaders**

## Year Twelve

As we come to the end of what has seemed like a never-ending term, the Class of 2021 can see the finish line ahead of them! With another five-day snap lockdown continuing until the end of term, the Year 12s have banded together to show what a resilient group of students they are.

In times when we all would have loved to stay in bed, or binge a Netflix series all day (we're sure this probably still happened) the Year 12s kept showing up to classes - albeit with cameras and microphones off - and engaging with teachers and peers to try to keep some sort of normalcy for their last full term of secondary school.

We've had video messages of support and challenges sent by our student leaders, a homegroup photo and cooking challenges sent by the SMLs, homegroup trivia during lunchtimes with Ms Barlow and a Spotify playlist to take us down memory lane as we head off into the holidays.

Although we have missed some of the celebrations we would have had on site in Term 3, we still have some exciting events planned, and we can't wait to come back together in Term 4 and celebrate the Class of 2021 in a way that they deserve.



**Melissa English & David Urwin | Year 12 Student Management Leaders**



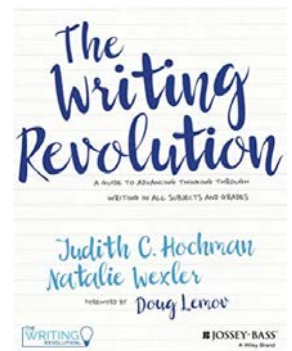
## Teaching and Learning Report

During Term 3, staff across the college engaged in Professional Learning Communities (PLC) that aimed to investigate a 'Problem of Practice' connected to student learning in their curriculum area. Once a problem was identified, the PLC then developed an intervention strategy (also known as a theory of action) directly focussing on improving student learning data in this area.

Below are the accounts from three PLC groups on the work they undertook during Term 3.

### Pasco Arts PLC

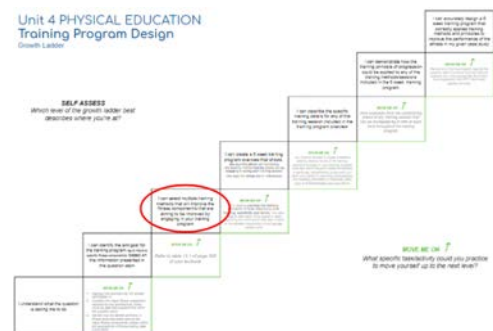
In our PLC, we identified that our problem of practice was centred around increasing sophistication in responses from senior Arts students, in particular their use of command terms and Tier 3 language when responding to exam questions. Part of our theory of action involved undertaking professional development. Our VCD teacher Grace Henkle organised a professional learning session for our PLC from Ric Roberts (past VCAA assessor in the visual arts area), focussing on literacy skills for visual arts examinations. In the session, we learned a number of explicit teaching techniques, and were exposed to a range of exciting resources (our Media teacher Liza Bermingham immediately ordered a copy of 'The Writing Revolution' when Ric described it!). Other exciting work we've been able to do includes developing a literacy skills template that can be applied to our various exams that assists students with revision by encouraging them to break each question down before attempting it.



*Contributed by Freya Alexander, VCE Studio Arts teacher and PLC leader*

### Pasco HAPE PLC

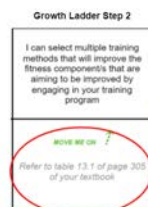
Our PLC focussed on students' performance in case study questions across VCE Physical Education, Health & Human Development and Outdoor & Environmental Studies. Data from past VCAA exams showed that students across all 3 subjects have been consistently challenged by this question type and have difficulty forming high scoring responses. As a group we developed a theory of action to create a growth ladder specific to each subject area that focused on the skill of responding to case study questions. Growth ladders are tools that



#### Selecting Training Methods

- **Improve aerobic power**
  - Continuous
  - Fartlek
  - Long Interval
  - HIIT
- **Improve muscular power of legs.**
  - Plyometrics
  - Weights Resistance
  - Circuit\*

\*needs to contain power specific exercises



assist students to improve their learning growth through a challenging skill or concept. Once each subject specific growth ladder was constructed we modelled their use through the breakdown of example case study questions. Students were then required to utilise the growth ladder tool independently to support their formulation of practice case study questions, similar to those that are found in upcoming assessments and/or on the end of year exams. Student data was

collected post utilisation of the growth ladder tool. This data showed mid- to lower-band students found the tool particularly useful to assist them in formulating a case study response, with higher performing students utilising the tool to self assess their already formulated responses.

*Contributed by Lauren Gaylard, VCE Physical Education teacher*

### Bayview Immersion PLC

Using student data from Semester 1, our Immersion PLC identified a lack of connection between student teams' background research and their designed intervention, thus forming our problem of practice. To support students through the process of brainstorming interventions, reflecting on their background research, and designing a method based on their intended purpose, we designed and implemented a growth ladder. Working in breakout Meets, with support from Immersion staff, student teams were able to use their own copy of this tool to identify where they were at in the M.A.D. method and how they could 'move themselves on' to the next step.

Our team celebrated a positive score of 97% for the question 'Do you think there is a link between your hunch, survey data (background research) and intervention?' in our student feedback survey. On the growth ladder resource, students reported 'It helped me to stay on track and feel more confident,' and 'I found it useful to find the next step to move on, rather than having to go and ask the teacher each time if we were ready for the next step.' Although not all teams necessarily had a need for the resource, our team concluded this growth ladder was a useful tool for promoting student agency and metacognitive practices within our Immersion classroom.

*Contributed by Cassandra Comyns, Year 9 Immersion teacher*

**Lauren Gaylard & Cassandra Comyns | Teaching & Learning Leaders**

## Literacy Report

To begin with, I would like to congratulate all of the students who sat the NAPLAN Reading, Writing, Spelling and Punctuation Literacy tests last term. The results are in, and Williamstown High School is proud to celebrate the increasing number of students who showed that they had excellent growth in the reading test in particular. Reading is a human construct that is layered in complexities and is something that must be taught and practised. It does not come naturally like speech usually does, and it is incredibly heartening to see Williamstown's NAPLAN Reading results continue to grow in such a difficult time.

Relating to this, like most others I am sure, 'lockdown fatigue' has been an added struggle for me during this sixth Victorian lockdown. I am continuously on the search for ways to keep myself feeling positive and connected to the world that we are separated from. Reading a range of books during this trying time has proved a lifeline for me, igniting my passions about contemporary global and Australian issues when I read nonfiction books, and giving me an escape to incredible worlds or happier, more exciting times in fiction books.

Here I would like to remind the Williamstown High School community that Hobsons Bay libraries offer a **Home Library Service** as well as free access to **eBooks** and **eAudio Books** with membership to ensure a constant flow of new reading material. All information about their services is available on their website.

Reading is important for so many reasons. It has been scientifically proven to have some amazing health benefits including improving memory and increasing empathy. It can also make us feel better as we connect with the real world or become immersed in an array of imaginative places and encounter characters we could never hope to meet in reality - or in lockdown. Reading also helps us to reflect and remember. Reading about how great adversity has been met with, and managed by, those who have existed before us helps me put my own experiences into perspective. It also helps me to draw strength and motivation during difficult times.

Recently I was reminded of a simple and pragmatic quote that I had read many years ago in Anne Frank's 'The Diary of a Young Girl'. Anne Frank was herself in lockdown for many years, one from which she did not emerge. Anne Frank said about this time: "You couldn't do this and you couldn't do that, but life went on."

I hope that reading is something that all of our students can access during this time to help them connect, engage, and dream of life going on.

**Kim Paatsch | Literacy Leader**

## Curriculum Report

It has been a busy Term 3 for the Pasco students, with Year 10 students selecting their subjects for their VCE/VCAL pathway and the Year 12 students completing their SACs. All of our students have shown amazing resilience in adapting to this period of remote learning.

With the Term 3 break approaching, Unit 3 & 4 students will be shifting their focus to exam revision and preparation for the VCAA exams. To support our students we will be running Connect revision lectures, GAT preparation sessions, and students will also have access to exam revision papers through their subject teachers. Due to restrictions we won't be running trial exams during the second week of school holidays. These trial exams will be held in the first week of Term 4 during class time.

### Connect Lectures

In partnership with Connect Lectures the school will be providing revision and exam-focused lectures from Monday, 20 September, to Friday, 24 September. Students who have paid for these lectures will be sent further information and the WebEx links for these sessions.

### General Achievement Test (GAT)

As part of the process of obtaining a VCE certificate, all students who are enrolled in one or more VCE or scored VCE VET Unit 3 & 4 sequences must sit the GAT. This year the GAT is being held on Tuesday, 5 October. To ensure our students have an understanding of what the GAT is, how the GAT is used and how to complete the GAT, we are delivering some GAT preparation information sessions. These sessions will run in Week 2 of the upcoming school holidays at 10am on Monday, 27 September, and Tuesday, 28 September. Full details can be found on the Compass post released on Wednesday, 8 September.

We are also asking students to use the holiday break to get their approved materials ready, including: basic stationery, dictionaries, water bottle and watch. All of these items have restrictions placed on them by VCAA that students have been taken through during GAT preparation homegroup sessions. For a full list of approved materials please see [www.vcaa.vic.edu.au/assessment/vce-assessment/materials/Pages/index.aspx](http://www.vcaa.vic.edu.au/assessment/vce-assessment/materials/Pages/index.aspx)

### VCAA VCE Exams

The 2021 VCAA VCE end of year exams start in Term 4. From 12 October students studying a language or performing arts subject will undertake oral and performance based exams. Students will be advised of the date, time and location of this exam via their subject teacher. On 27 October written exams commence. The full exam timetable can be found here: [www.vcaa.vic.edu.au/administration/Key-dates/Pages/VCE-exam-timetable.aspx](http://www.vcaa.vic.edu.au/administration/Key-dates/Pages/VCE-exam-timetable.aspx)

**Corrine Hall | Curriculum Leader, Pasco Campus**

## English Report



### Old Worlds, New Worlds, Other Worlds

This term saw us celebrating the Children's Book Council of Australia's annual Book Week organised by Alice Reid, our Bayview Campus librarian, and the Bayview English CAT. While we could not run some of our planned activities due to remote learning, we arranged a host of fun activities, challenges and book-related quizzes all through our Book Week portal. These were designed to remind everyone that even though we are in a new world of online classes, pandemics and separation, we can still access old worlds, familiar worlds, and fantastical worlds between the covers of a book.

We have had students guessing book titles from images in Pictogram, creating 'magnetic poetry' online, reviewing and suggesting books through Book Peeps (pictured below), showing off their best book-related costume ideas, competing in book-themed Kahoots and one amazing Manga Quiz!

Congratulations to all our winners and thank you to everyone who participated in our Book Week events. It was great to see your faces - especially peeping out from behind a book.



**Callie Martin | English leader, Bayview Campus**

## Humanities Report

One of the silver linings of remote learning is the greater access students have to experts in a wide range of fields who can beam in from the safety of their homes or offices and give the students an expert's take on a range of real-world issues. And the humanities team at the Pasco campus has been taking full advantage.

Ms Horyniak's Global Politics class was able to speak with Sarah McKenzie, the senior climate action advisor from the Climate Action and Resilience Team at World Vision. This thoughtful and engaging presentation covered a range of topics from international law to the role that non-governmental organisations such as World Vision can play to help alleviate poverty. Experts such as Ms McKenzie are an invaluable source for the students to better understand the realities of international issues that extend beyond the classroom.

With the justice system also temporarily shifting to an online setting this year, Mr Hume and Mr Watson's VCE Legal Studies class were treated to a virtual conversation and presentation from an experienced County Court judge as well as his associates, one of whom an illustrious Willi High alum, moments before the commencement of a court session. The judge provided an invaluable link between the theory of criminal law and how justice is dispensed in the courtroom (or, more accurately, the judge's home office).

Of course, the virtual world cannot replace the types of experiences that can take place in the classroom. This was illustrated by Ms Marsden-Smith's History Revolutions class, who were fortunate to be able to celebrate Bastille Day in style with a French inspired morning tea. The class enjoyed classic French pastries with some students fully embracing the day with French inspired costumes (sadly not pictured below).



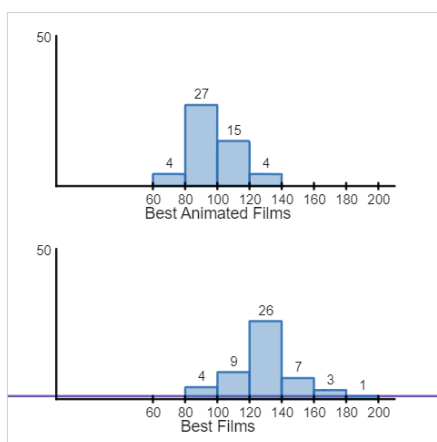


## Maths Report

Another year, another lockdown. I don't think this was what anyone was hoping for, but here we are again. The good news is that we have a fantastic group of teachers and students willing to persevere and continue to engage and focus on the teaching and learning of mathematics. I thought I would showcase just some of the great resources our Maths team have found or put together for students during this remote learning period.

In Year 9 Mathematics this semester, students have worked through the topic of statistics and completed a learning task focussed on data analysis of coronavirus case numbers before moving on to the topic of financial mathematics. One of the digital resources that teachers have been using is called Desmos. An interactive and engaging website that allows students to visualise and experiment with different concepts.

Both Histograms



Here are both histograms.

What is the length of a typical Best Animated Film finalist?

What about for a typical Best Film finalist?

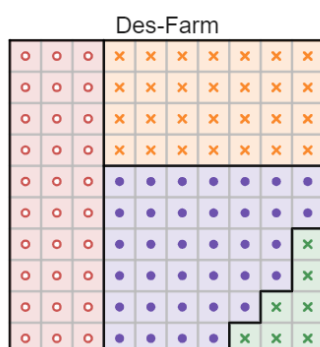
The running time for a typical Best Animated Film finalist is ...  
The running time for a typical Best Film finalist is ...



Share With Class

A statistics focussed Desmos task that allows students to visualise and make comparisons.

Plant Your Seeds



Now it's time to plant your seeds.

Enter the part-to-whole ratio for each type of plant.

Press "Plant It!" to see if you're right.

Plant	Part	Whole	Part-to-Whole Ratio
Red flowers	30	100	30:100
Orange flowers			
Purple flowers			
Trees			

Plant It!

A visual Desmos task focussed on reviewing fractions, decimals and percentages.

In Year 8 Mathematics, students have been working on statistics, and completed an online test for this topic. They have now moved onto the topic of measurement. Our Year 8 team has spent a lot of time putting together some easy to use resources for students to follow online, such as lesson PowerPoints that contain all the relevant activities and tasks in an easy to follow manner.

**4 Activity - Tally Charts**

**Tally Charts**

1. This data shows the type of car different people drive.

Ford	Mazda	Honda	Renault	BMW
BMW	Ford	Mazda	Ford	Honda
Honda	Renault	Ford	BMW	Honda
Ford	Mazda	Renault	Ford	Renault

(a) Fill in the tally chart to show the above data.

Type of car	Tally	Frequency

**Our Goals**

Read, construct, and interpret frequency tables

Read, construct, and interpret histograms

**Stick this activity at the top of your RHS page.**

A PowerPoint slide from Key Concept 2 in the statistics topic highlighting a class activity.

**6 Worked Examples**

**Our Goals**

Convert units of length and find perimeter of polygons

Find the perimeter of composite shapes

Identify radius, diameter, and circumference of a circle

Calculate circumference using  $C = \pi d$  (with & without technology)

**Eg 1**

Find the perimeter of this shape.

$P = 2 \times (3 + 3) + 2 \times 4$   
 $= 12 + 8$   
 $= 20 \text{ cm}$

A PowerPoint slide from Key Concept 1 in the measurement topic highlighting how to find the perimeter of a composite shape.

Finally, in Year 7 Mathematics, students have been working through the topics of graphing and algebra. In particular, I want to highlight some of the great resources being put together by the team that help students make connections and better understand the concepts being taught.

Variation Theory 3E Expanding A Power

	Question/Working Out	How has the question changed? How has the answer changed?
a)	$8^2 =$	
b)	$2^6 =$	
c)	$4^3 =$	
d)	$3^4 =$	
e)	$2^4 =$	
f)	$1^4 =$	
g)	$0^4 =$	
h)	$0^{123} =$	

This variation theory activity helps students learn concepts by helping students focus on what is being kept the same and what is changing. This allows students to make meaningful connections.

5A Algebraic Expression Vocabulary

Question	Variables	Coefficients	Constant	Terms
$3x - 9$				
$3x + 4y - 9$				
$3x - 4y - 9$				
$3x - 4y + 9$				
$-3x - 4y + 9$				
$9 - 3x - 4y$				
$9 - 3a - 4b$				
$3a^2 - 4b^2 + 9$				
$3a^2 - 4a + 9$				
$3a^2 - 4a$				

This algebra activity allows students to help make connections between key vocabulary and the mathematical symbols or concepts they relate to.

As always, we as a team want to better ourselves and provide a quality mathematics education for your child, so please don't hesitate to get in contact with me if you have any thoughts, ideas or concerns.

**Cory Duker | Maths Leader, Bayview Campus**

## Technology Report

Students have been investigating the lifecycle of a t-shirt and ways they could reuse unwanted t-shirts (and other garments made from cotton) into a new item. They designed, produced and evaluated their design solutions.

Our Year 7s have been busy creating pancake stacks as part of their assessment. Students used the design process to investigate, design, produce and evaluate a pancake stack for a family event.





Michelle Jepsen | Technology Teacher, Bayview Campus



## School Production

### CHICAGO

WILLIAMSTOWN HIGH SCHOOL PRESENTS

**CHICAGO**  
**HIGH SCHOOL EDITION**

*BOOK BY*  
**BOB FOSSE &  
FRED EBB**

*MUSIC BY*  
**JOHN KANDER**

*LYRICS BY*  
**FRED EBB**


*BASED ON THE PLAY BY* MAURINE DALLAS WATKINS  
*SCRIPT ADAPTATION BY* DAVID THOMPSON  
*MUSIC EDITING BY* PAUL MCKIBBINS

BY ARRANGEMENT WITH ORIGIN™ THEATRICAL ON BEHALF OF SAMUEL FRENCH INC

**25-27 NOVEMBER, 2021**

Centenary Theatre  
Williamstown High School

Tickets @ [trybooking.com](https://trybooking.com)





Williamstown High School returns to the stage this November with the roaring twenties hit musical  
CHICAGO - HIGH SCHOOL EDITION.

Venue: Centenary Theatre, Williamstown High School, Railway Place Entrance

Thursday, 25 November, at 7pm

Friday, 26 November, at 7pm

Saturday, 27 November, at 2pm and 7pm

Cost: Student/Concession \$22 and Adults \$28

Tickets: [www.trybooking.com/BUBTR](http://www.trybooking.com/BUBTR)

*All show dates are subject to COVID-19 restrictions and health guidelines*

**Dean Commons & Lachlan Wyatt | Production Leaders**

## Young Women of Willi Report

Well, I can't believe we are at the end of Term 3! It certainly hasn't been the term any of us hoped for, but we survived regardless. With lockdowns it has meant we haven't had any lunchtime meetings, so I thought I'd share some recommendations to help you through the next few weeks of lockdown. These recommendations all fit within the gender equality sphere, some are sugary while some are more serious but I hope you can find something to enjoy.

### **(TV show) Ms Represented on ABC iView**

One hundred years after Australia elected its very first female parliamentarian, Annabel Crabb presents Ms Represented, a raw and honest account of politics from the female perspective.

### **(Movie) Hidden Figures on Disney+**

"Inspiring" is one of the most overused words in existence, but it's hard to think of a more apt way to describe Hidden Figures, a biographical drama about three black mathematicians at NASA. The fact that many people had never heard this story before the film's release is a true testament to how often women - and especially women of colour - are sidelined in our history books.

### **(TV show) Anne with an E on Netflix**

This reimagining of the classic book and film is a coming-of-age story about a young orphan who is seeking love, acceptance and her place in the world. In the late 1890s, Anne is mistakenly sent to live with aging siblings Marilla and Matthew Cuthbert, who live on Prince Edward Island. Anne, who proves to be uniquely spirited, imaginative and smart, transforms the lives of Marilla, Matthew and anyone else in their small town.

### **(Book) Outlawed by Anna North**

The Crucible meets True Grit in this riveting adventure story of a fugitive girl, a mysterious gang of robbers and their dangerous mission to transform the Wild West. Featuring an irresistibly no-nonsense, courageous and determined heroine, Outlawed dusts off the myth of the old West and reignites the glimmering promise of the frontier with an entirely new set of feminist stakes. Anna North has crafted a pulse-racing, page-turning saga about the search for hope in the wake of death, and for truth in a climate of small-mindedness and fear.

**(Book) Women and Leadership by Julia Gillard and Ngozi Okonjo-Iweala**

Women and Leadership presents a lively and readable analysis of the influence of gender on women's access to positions of leadership, the perceptions of them as leaders, the trajectory of their leadership and the circumstances in which it comes to an end. By presenting the lessons that can be learned from women leaders, Julia and Ngozi provide a roadmap of essential knowledge to inspire us all, and an action agenda for change that allows women to take control and combat gender bias.

**(Podcast) Pieces of Britney**

Britney Spears: pop icon. Pandora Sykes pieces together what we know about her story, and what it tells us about sex, entertainment and how we treat women in the public eye. Listen on Spotify, Apple Podcasts or wherever you get your podcasts.

**(Podcast Episode) Rachael Sarra on Seize the Yay**

Rachael Sarra is a contemporary Aboriginal artist and designer from Goreng Goreng country whose work is a powerful tool for storytelling, making change and spreading the yay. Crashing right through the dot painting stereotype and challenging society's perception of Aboriginal art and identity, Rachael's style is uniquely energetic, engaging and colourful. She is another great example of what you advocate for might not be trendy until it is, but the changemakers are the ones who stick with it anyway.

Take care, and stay safe.

**Lou Leggett | Girls' Program Leader**

## Careers, Pathways and Transition

Term 3, otherwise known as the 'Term of Transition' at Williamstown High School, has seen the majority of Year 9, 10 and 12 students undertaking course selection and course counselling online due to remote learning. In the Careers and Pathways space, many Google Meets or WebEx meetings and phone conversations have occurred to ensure students are well supported with their decision making for their 2022 pathways. COVID-19 and restrictions meant that the usual parent information evenings for course selection were all presented online. A somewhat deja-vu experience from 2020! When thinking about the Year 9 and 10 course counselling, more than 500 students and their families engaged in meaningful conversations online with teachers to finalise subject selections for 2022. These programs were time consuming yet crucial in planning for student pathways into next year.

Our Year 9 students undertook Morrisby career counselling interviews with qualified careers practitioners prior to their Year 10 Course Counselling Day, led by Bayview Careers Coordinator Liz Lorenc. The 'My Career Insights' program is in its third year and the Morrisby counselling sessions all occurred online via WebEx. This was a significant undertaking by the school with 250-plus students engaging in rich career conversations all designed to achieve positive student outcomes. See [ceav.vic.edu.au/my-career-insights/](https://ceav.vic.edu.au/my-career-insights/)

Year 12 students were presented with a VTAC Briefing on Monday, 2 August. More than 100 Year 12s have so far applied for their VTAC course preferences. Students are able to list eight courses on their preference list. Timely VTAC applications must be completed by 30 September. After this time, Year 12 students may still apply but the cost will increase from \$42 to \$122 and students may risk missing early closing deadlines for some courses such as the University of Melbourne's Bachelor of Fine Arts or Monash University's Bachelor of Medicine.



All students should consider applying for the Special Entry Access Scheme within their VTAC account. The SEAS deadline is on Friday, 8 October. All students should tick Category 1 and definitely apply for Category 4 Difficult Circumstances, which includes 'Remote Learning Impacts'. Students can register at [www.vtac.edu.au](https://www.vtac.edu.au) with their

VCAA student number and their USI code. After registering they can continue the eight-step application process. All Year 12 VTAC applicants should also apply for scholarships through their VTAC account. The closing date for scholarship applications is also Friday, 8 October. There are Merit and Equity Scholarships we strongly encourage our Year 12 VTAC applicants to apply for: [www.vtac.edu.au/access.html](http://www.vtac.edu.au/access.html)



Selected Year 10 students performing in the top 5% of the academic cohort were invited to apply for the University of Melbourne's Kwong Lee Dow Young Scholars Program. The calibre of applicants made the task of shortlisting a tough task. We eagerly await the notification of the application outcomes by the University of Melbourne in November. For more information about this scholarship, visit [Kwong Lee Dow Young Scholars Program](#)

Year 12 students who aspire to study at the University of Melbourne were invited to apply for the Principals' Scholarship. The principal will nominate one student from the applications submitted. The student must demonstrate high academic achievement as well as a good record of contribution within the school or wider community. Students must also have a University of Melbourne course on their VTAC preference list with the intention of studying in 2022 to be eligible. More information at [Melbourne Principals' Scholarship](#)

The Year 11 Deakin University Young Influencer Award is another wonderful opportunity for students who have achieved above-average Year 11 results and those students who have made an outstanding contribution to their school or local community, demonstrating a real willingness to help, coach, teach or care for others in a significant way. The closing date for this award is Friday, 8



October. SMLs have been promoting this opportunity with the Year 11 cohort and we encourage our students to apply. For the complete set of criteria, see [www.deakin.edu.au/young-influencer-award](http://www.deakin.edu.au/young-influencer-award)

Learning remotely has significantly challenged all of our students. Teachers have certainly delved deep into their reserves to ensure that our students are well supported in their learning as well as any opportunities that lay ahead. We wish all our students and families a safe and happy holiday break.

**Anna Bovdis | Pathways and Transition Leader**

## Parents and Friends Association



### Next Meeting:

Tuesday, 5 October, 7:30pm - via Zoom

Guest Speaker - Stephanie Villemin, the assistant principal at Pasco Campus, who will speak about the RRRRs program (Resilience, Rights and Respectful Relationships)

Many thanks to Martyn Van Reyk, student leadership coordinator, for speaking at the August meeting. Martyn explained how students are encouraged to participate in the leadership program and the importance of student voice in school initiatives.

### Scouts and Schools Monster Raffle

Ticket sales for the PFA's major fundraiser for 2021 had a great start. Tickets for the Scouts and Schools Monster Raffle are still available. Click on the link below to purchase tickets. \$1.50 from every \$2.00 ticket goes towards the PFA supplying extras for our kids.

<https://scoutsvic.raffletix.com.au/willyhigh>

**SCOUTS & SCHOOLS**  
**MONSTER RAFFLE**

**1st**  
2021 Suzuki Vitara  
1.6L VVT Automatic  
Valued at \$28,990  
(incl. on-road costs)

**2nd**  
Gold Coast Family Holiday  
for four, accommodation  
for five nights, flight  
vouchers included  
Valued at \$2,955

**3rd**  
Microsoft Surface  
Go Lite  
Valued at \$1,400

**\$2**  
Per ticket

Photo for illustration purposes only

## Entertainment Books

To purchase your book please follow the below link:

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**The savvy way to save!**

Get a **FREE Multi City Membership Upgrade\***

Support us today and **SAVE**

**PLUS EXTRA MONTH FREE\***

**BUY SINGLE CITY MEMBERSHIP \$69.99**

**GET UPGRADED TO MULTI CITY\* \$119.99**

**SAVE \$50**

**HURRY! LIMITED TIME**

For many years we have been fundraising with the Entertainment Memberships and it has helped us raise thousands of dollars for our school.

Now more than ever we need your support and so do the local businesses. We may not be able to dine out like we used to right now, but there are still so many businesses that need our support through takeaway, services or even as a guide to go now, and return later and use the offer. Businesses choose to participate. They do not pay to be included in the Membership. Unlike conventional forms of advertising where they can pay a lot of money upfront with no guaranteed return, the only cost to the business is when you present your offer, paying your bill.

Once a membership is purchased, you have 90 days to activate your membership. And with Christmas here before we know it you can purchase eGift cards from businesses like **Big W, Rebel Sports, JB Hi-Fi** and **Woolworths, BWS, Dan Murphy's** and many, many more.



<https://www.entertainment.com.au/orderbooks/1884e76>

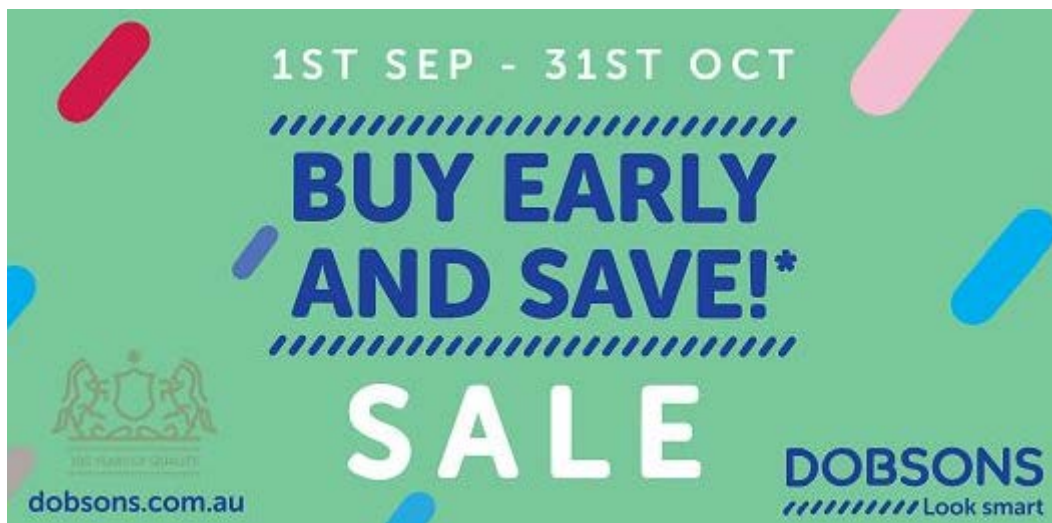
or scan here



Cath Palin | Parents and Friends Association



## Dobsons Uniform Shop Sale



The Dobsons annual Buy Early and Save Sale has begun! Save on selected uniform items when you shop with Dobsons from 1 September until 31 October 2021. Beat the back-to-school rush and save on a range of selected items, including:

- Summer Dresses
- Summer Shirts
- Bags
- Sportswear

With a pain-free returns policy, now is the time to plan ahead. Whether your child finds a few extra centimetres over the holiday break or not as many as you'd thought, Dobsons has you covered with a quick and simple returns policy.\*

Once Dobsons stores re-open they would love to welcome you in store but until then they look forward to servicing your uniform needs online. To shop the sale online go to [www.dobsons.com.au](http://www.dobsons.com.au)

\*Terms & Conditions apply. Sale available online from 1 September and in store once retail store services resume.