



# The Spark

Term 2 2024

Springside West Secondary College

## Principal's report

*A term of events and opportunities*

Term two has provided significant opportunities for our students to experience the range of learning activities and broader school programs that SWSC offers.

On the 10th of May we held the College Athletics Carnival at the Melton Athletics track. It was wonderful to see so many students participate and take the opportunity to compete with others. The Year 12 students really added an atmosphere of flavour to the day with their dress up competition. The school also presented a drama ensemble evening and a concert for senior students.

In addition, students have had the opportunity to participate in the Wynspeak competition to build and enhance their public speaking skills. There have been regular city experience excursions, and senior students have had the opportunity to attend important theatre activities. Inter school sport has been extremely busy with teams going out for a range of sports: AFL, soccer, basketball, swimming, and netball.

Student well-being incursions, space science incursions, basket weaving incursions, grassland field study excursions, art exhibition excursions to the National Gallery, Outdoor Education camps, excursions to the Shrine of Remembrance, a visit to the Melton Youth Forum, local leader forums and this month's year 12 formal to cap off the term. It is an impressive list.

## Term dates

Term 1

30th January - 28th March

Term 2

15th April - 28th June

Term 3

15th July - 20th September

Term 4

7th October - 20th December

## Key dates - Term 3

17th - 19th July - Year 7 camp

25th July - Curriculum day  
(no students)

6th September - Curriculum day (no students)

26th July - 9th August  
SEAL program application dates

13th August - Year 10 course  
selection day

29th August - Year 9 course  
selection day

● ● ● find out more online ● ● ●

# Principal's report cont'd

Students have a huge range of opportunities to explore and understand the world they live in when they come to SWSC. Hopefully they embrace these very rich extra-curricular opportunities to interact with their studies and turn this into a desire to shape and achieve great things themselves.

## *After school tutoring for Year 12 students*

The college is pleased to be able to provide some after school tutoring experiences for classes in Year 12. Unfortunately, we are not able to offer this for all classes, but where this is a possibility for students, I encourage them to take it up. We are also looking to subsidise both visiting lecturers, and external lecture sessions in preparation for the final year 12 exams. As these opportunities arise again, we strongly urge and encourage our students to participate.

## *Building update*

New locker bays have been built and added to the school grounds. Over the coming months we are about to have ramps installed on many of the relocatable classrooms to make them more inclusive for students with a disability. School Council continues to work with the Victorian School Building Authority to manage the installation and building of our remaining covered walkways. The school shade sails are built and in place adding significant shelter to the performance area and tiered seating in front of the canteen space.

## *Careers counselling and subject selection*

Term 3 always sees a significant focus on careers counselling and subject selection for the following year. Expect regular updates from the school regarding information evenings and the progress of this process.

## *Visit to Shri Ram School Delhi India*

It was a great honour at the end of Term 1 to visit the Shri Ram School in Delhi, India. I received a very warm reception and it was a real treat to speak to many of the students at the school. We look forward overtime to building links with the school and potentially hosting some Shri Ram students on a visit to Australia and Springside West SC.

## *Term three leave*

I will be taking long service leave for the duration of term 3, 2024. Ruby Dhir and Jared Williams will fill in as Acting Principal(s) in my absence for the term. Jay Koeleman will step into an acting assistant principal role for the term.

I wish you and your family an enjoyable and safe mid-year break. *Mr Goodman.*

## SWSC WEBSITE

[SWSC website](#)

We are very excited with the re-development of our school website. It has all the latest news, school calendar of events and important dates, as well as information on everything SWSC related.

We had a lovely cohort of students participate in a photo shoot day which resulted in all of the wonderful photos on the site. There were many more fantastic ones taken which will be used on various promotional materials in the future.

Our website is something that has been 6 months in the making and we are very proud of how it now looks.



facebook

Why not head to our school facebook page and keep up to date with the exciting things taking place within our college community. Regular updates are posted to make sure you have the most up to date knowledge of all that is happening, and what has taken place.

[SWSC facebook](#)

## Year 10 Ecolink excursion



This excursion offered students a comprehensive exploration of grassland ecosystems. Through engaging activities and experiential learning, students investigated key ecological concepts, including biodiversity, ecosystem dynamics, and stakeholder management. Led by knowledgeable guides, students delved into the intricate web of interactions between biotic and abiotic factors, gaining valuable insights into ecosystem resilience and environmental stewardship. This immersive experience not only enhanced students' understanding of environmental science but also cultivated critical thinking and aspiration to foster a deeper appreciation for the natural world.



## Year 7 Science Incursion

Students investigated our Universe and space exploration techniques in this hands-on science workshop:

- How does the Earth, Moon and Sun work in the Solar System?
- How do we observe distant galaxies and what does that tell about our Universe?
- What technological developments were necessary to allow astronauts to work and survive outside of Earth's atmosphere and much more!

## City Experience excursion

The year 9 City Experience students went out on their last excursion to the city for this semester in week 4. Students created a scavenger hunt in class as part of their Assessment Task 3. They swapped scavenger hunts and cracked the clues to find locations around Melbourne Central. It was a great experience, enjoyed by all the students.



# VCE DRAMA ENSEMBLE PERFORMANCES



Congratulations to all involved with the VCE Drama Ensemble Performances.

The evening was a celebration of our year 11 and 12 Drama students. Our students performed group performances in line with areas of their study.

Area of Study 1: Devising and Performing Ensemble Performance (Unit 3) and

Area of Study 2: Presenting a Devised Performance (Unit 1) student collaborate to bring their theatrical visions to life using a given stimulus:

- Unit 1 Drama – Wings of Ambition: The Icarus Chronicles

A high school student becomes obsessed with achieving fame and success. In their pursuit of popularity and validation, they ignore warnings from friends and family about the dangers of pushing too far. As they climb higher and higher in their quest for online fame, they ultimately face a downfall when their reckless actions lead to disastrous consequences, mirroring the hubris and overambition of Icarus.

- Unit 3 Drama – Pandora's Revelation: Unleashing Hope

A group of friends find an old box that has a warning attached not to open it. The friends consider what might be inside the box and whether it is a good idea to open it or not.

To the student performers, well done. Its not always easy to stand in front of a crowd and express yourselves. Your pieces and your performances were fantastic.

Congratulations must also go to Mrs. Turpie and the drama team for your encouragement and support of the students and putting the night together.



# Year 12 BUSINESS MANAGEMENT STUDIES PORT OF MELBOURNE EXCURSION



The Year 12 VCE Business Management students attended the Port of Melbourne education program to observe the operational management aspects relating to Unit 3 AOS 3 Operations Management. They attended a presentation focusing on operations management and an education facilitator provided commentary during a bus tour which showed different aspects of the Port of Melbourne.



## Year 9 Humanities First World War Incursion

In Humanities classes, all Year 9 students have been studying the First World War. Our teaching and learning program included studying the long-term and short-term causes for war, the outbreak of war, an examination of the reasons for Australian men enlisting, and the Gallipoli Campaign.

On Wednesday 1 May, our Year 9 students were fortunate to have Lambis Englezos AM, historian, visit and present 'Fromelles: The Missing'.

The Battle of Fromelles (19 – 20 July 1916) has been described as one of the worst in Australian military history with some 5500 Australian soldiers becoming casualties; over 2000 were killed or died of wounds, and 1300 were declared 'missing'. Lambis's presentation detailed the Allied and Axis operational plans for the Battle of Fromelles and the battle's aftermath. This aftermath included the German mass burial of over 250 Australian and British soldiers in pits near the village of Fromelles.

For years, Lambis searched through Red Cross records, Battalion and personal diaries, photographs from the battle, and other primary source materials to prove to the Australian Government and other authorities (including the British Commonwealth War Graves Commission) that these burial pits existed and held Australian war dead. Our students listened to his story and the journey he, and his team, took in the locating, excavation, and exhumation of Australian war dead. With the identification of Australian war dead from the Battle of Fromelles still ongoing to this day, Lambis presented to our Year 9 students on how the effects of the First World War remain for many Australian families today.

In consolidating and stretching their learning, having Lambis share his research, work, and expertise was a fantastic opportunity for our Year 9 students!

Ms Caroline Torode  
Year 9 Humanities Teacher





## VCE MUSIC CONCERT

The VCE Music Concert was a celebration of our program at Springside West Secondary College. These students are our very first VCE Music cohort and are incredibly passionate musicians and learners.

Students performed a variety of musical works and songs, at a high standard, in line with Area of Study 1: Performing. In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works.

The VCE Music Concert was a wonderful celebration of our program at Springside West Secondary College and congratulations go to all the students. Special mention to Ms Nadine Brown and the amazing talented music team for their dedication and hard work in bringing this to our school community.



## MATHS OLYMPIAD



We have some very talented maths students who are participating in The Senior Division Maths Olympiad (Division S). This is designed to challenge and extend students in years 7 and 8.

Further developing problem solving concepts and strategies established in the Junior Division Olympiad, the Senior level competition provides an opportunity for high-achieving maths students to take up the challenge and test their skills against other teams from across Australia and New Zealand.

The main aims of the program are to:

- Build on the important mathematical concepts established in the Junior Division.
- Consolidate strategies and develop greater flexibility for problem solving.
- Foster creativity and ingenuity and strengthen intuition.
- Stimulate enthusiasm and enjoyment of mathematics.
- Provide an opportunity to compete against other schools and teams.

Wishing all our students success as they strive to complete this amazing challenge.

## Cultural exchange program



After Mr Goodman returned from India, the Shri Ram students sent us an artwork (above) that is on display in the administration building as a symbol of our growing relationship.

A group of year eight and nine students have taken part in three virtual sessions so far this year around the theme of Zero Waste. Our students shared different sources of energy that we use in Australia and together, the students from SWSC and The Shri Ram School completed a comparison activity to discuss the different ways that we use and save energy in Melbourne and Delhi respectively.

In the subsequent session, the Shri Ram students shared strategies that they use at school and in their homes to reduce food waste. This is a big program being run by their students and we are excited to implement some of their ideas at Springside West SC once the Shri Ram students return from their summer break.

This is a very exciting partnership that we are excited to see growing as time goes on!



## Springside West Secondary College Attend 2024 Melton City Council's Youth Forum

Eight students from our school attended the annual Melton Youth Forum on Tuesday, 7th of May. The forum was opened by the Honourable Cr Kathy Majdlik, Melton City Council Mayor. Together with students from other colleges in the City of Melton, our students chose, "Youth Violence and Access to Mental Health" as the theme of the 2024 forum.

Our students were active participants, showcasing their leadership and public speaking skills. They made suggestions and recommendations on strategies that the council and schools could collaborate on to address the rise in youth violence, and normalizing access to wellbeing services within schools and in the community. The students recommended tightening security in shopping centers, especially immediately after school. They also discussed expanding public bus services to remote areas, holding more community and school events that focus on raising awareness on youth violence, and normalizing access to wellbeing and mental health services both within schools and in the community.

They also suggested that the council raise awareness of youth mental health and youth violence through active presence on social media platforms frequented by young people. The students suggested that the council, through the Melton Young Communities Program, partner with credible youth influencers on social media spaces such as Snapchat, TikTok, and Instagram and create the role of Young Ambassadors of Melton Young Communities Program in schools. The forum was made to understand that students and most young people don't use or frequent Facebook.

Our school would like to appreciate and acknowledge Melton City Council, and the Young Communities Program of Melton City Council for organizing and sponsoring this forum.



# INTERSCHOOL SPORTS



## YEAR 9 INCURSIONS

Our Year 9 students embarked on a day long incursion with **Man Cave** and **Flourish Journey**. Students participated in an all day incursion, focusing on mental health/wellbeing, how to check in with friends and how to positively contribute to the community.



### MANCAVE

The Man Cave's program is designed to create long-term, positive shifts in attitudes and behaviours by creating psychologically safe space, challenging problematic gender stereotypes and providing participants with the opportunity to step into healthier masculinity principles.

They encourage participants to explore the concept of 'masculinity' and the impacts of outdated societal expectations placed on men, and to build healthier relationships with themselves and those around them.

Based on the Rites of Passage framework, the workshops create safe spaces for participants to have real conversations with each other. They include group-building activities, interactive games and healthy discussions on mental health, relationships and consent.

[Man Cave](#)

### FLOURISH JOURNEY



The workshops provide a safe space for girls and gender-diverse teens to develop the social and emotional tools they need to build their self-confidence, self-awareness and social connectedness within school communities and other trusted relationships.

All of The Flourish Journey programs are based on a few key frameworks, including Rites of Passage and Positive Psychology.

Their aim is to foster a generation of empowered, resilient and connected teenage girls who can shape a future where everyone flourishes as their best selves and to support young women to flourish physically, emotionally, socially, intellectually and spiritually.

[Flourish Journey](#)

## Year 7 Zoo excursion

As part of the unit on Classification, students worked in small groups to take part in a self-guided tour at Melbourne Zoo. Students were able to apply their knowledge of how animals are classified using the Linnaeus classification system. They looked at the five classes of organisms, their characteristics as well as their common and scientific names using the binomial naming system.



# INSTRUMENTAL MUSIC

We currently provide music lessons for:

1. Guitar: guitar (electric + acoustic)
2. Bass guitar
3. Drums
4. Vocal: contemporary (singing)
5. Piano + keyboard



If you are interested in attending any music lessons in Semester 2, please complete:

[Instrumental Music Form](#)

The Year 8 students who had their Music elective in Semester 1, have produced a range of songs. Some will be shown on the school's social media in the coming weeks. We look forward to the pieces created in Semester 2.

Konrad Sosnowski  
Head of Performing Arts



## HONOURS BOARD

When you next visit our front office make sure you check out the new Honours Board. This board will be updated each year to celebrate the Dux of our school.

We also have photos featuring the SWSC High achievers of 2023.



## IS BEING ABSENT FROM SCHOOL OK?

### Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...



Patterns of lateness can have a serious impact on your child's education.

### Days missed = years lost

A day here and there doesn't seem like much, but...





# SPRINGSIDE WEST SECONDARY COLLEGE



# SEAL PROGRAM

## SELECT ENTRY ACCELERATED LEARNING 2025

As part of our commitment to providing pathways of education excellence for capable students in our community, Springside West Secondary College has joined the Academy of Accredited Select Entry Schools (TAASS).

### Springside West SEAL Program

SEALP is a Select Entry Accelerated Learning Program developed to address the learning needs of students who demonstrate high levels of task commitment and high levels of achievement. Through the combination of a specially designed curriculum, well-practiced teaching expertise, and a developed culture of high expectations, students are stimulated, challenged, and motivated towards even higher levels of achievement.

The culture of challenge and hard work which the SEALP cultivates enables like-minded students to make the most of their capabilities.

### Important Dates

Application for Entry to the SEAL Program in 2025

**Examination Date**  
Saturday, 17th August

**Registration**  
26th July to 9th August

**Registration Fee**  
\$95.00

Payment for Entrance Examination can be made online by visiting the school website. Payment is made at the end of this registration process online. If payment is not made, your registration WILL NOT be valid.

**Please note: School Zone Restrictions apply for all applicants entering the SEALP. Student should have enrolled or have confirmation of enrolment from SWSC**

### Entry Into The Program

Students enter the Program at Year 7. To do so, they must sit for the Entrance Examination whilst still in Year 6. Enrolment into the program is determined by performance on these tests and an interview. The main testing session is conducted in August. Interviews will take place in September 2024.

Growth

Challenge

Community

T +61 3 8357 7100

Principal: John Goodman

[www.swsc.vic.edu.au](http://www.swsc.vic.edu.au)

[springside.west.sc@education.vic.gov.au](mailto:springside.west.sc@education.vic.gov.au)

# ATHLETICS CARNIVAL

On Friday 10th May we held our annual whole school athletics carnival at Melton City Little Athletics Track. Students from all year levels participated in a range of track and field events including shot put, discus, sprints, relays and triple jump. Not only were there many events, we also had lots of novelty games, photos and our VM students running a fierce barbeque.

It was an exciting atmosphere full of cheers and laughter amongst the students and staff. The day was filled with some friendly competition and team work reflecting on our school values of *challenge*, *growth* and *community*. Beyond the thrill of events, the Whole School Athletics Carnival was a celebration of support, personal development, and camaraderie.

It was great to see so many students attending the day, building positive relationships and engaging in our school community.

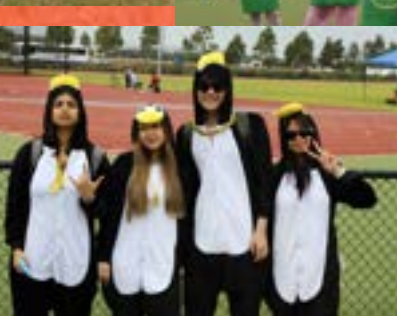
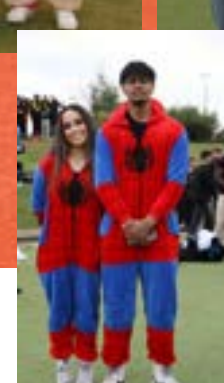
## Results:

- 1st Place - Freeman (816 points)
- 2nd Place - Goldstein (750 points)
- 3rd Place - Hollows (549 points)
- 4th Place - Nolan (482 points)

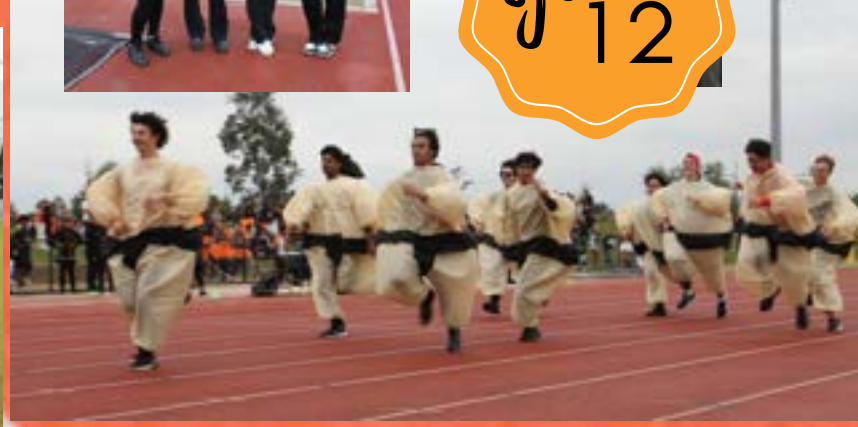
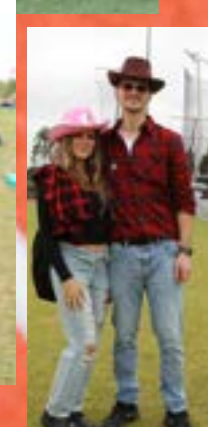
Congratulation to Freeman on winning our 2024 Whole School Athletics Carnival!!







Year 12



# OLYMPIC MATHS COMPETITION

With the Olympics approaching, comes an opportunity to apply the Maths skills you've studied in relation to statistics. While there will be no medals for this competition, prizes will be awarded as follows:

- First prize: Pizza party for you/your group and up to 5 friends.**
- Second prize: Woo's wonderful world of Maths (one per group member).**
- Third prize: \$10 Canteen voucher per group member.**

This investigation is open to all students Year 7 - 10 and is free to enter. No sign up is required.

You should construct a report in response, addressing the prompt, 'Predicting Medal Tallies'.

Your submission will be graded based on the attached Maths Investigation rubric. Responses in submission to 'Bringing your data to life' will NOT be accepted. Submissions may be individual or group (maximum 4 students), and you may consult your Maths teacher in constructing your submission.

It should be emailed to Mr Sant (Head of Mathematics) no later than 14 July (nicholas.sant@education.vic.gov.au)

Your Maths teacher should also be included in this email.

Kind Regards,  
Mr Sant  
Head of Mathematics





THE MATHEMATICAL ASSOCIATION OF VICTORIA

## INVESTIGATIONS

GAMES WIDE OPEN by Lindy Sharkey



### PREDICTING MEDAL TALLIES

In the lead up to the Games, there are plenty of analysis models predicting the medal tally. There are two main predictive graphs: the number of gold medals won, and the total number of medals won. Some of the algorithms used are based on the results of ongoing competitive events such as world championships, others use previous success or current economic conditions of each country. Investigate the relationship between a country's success and:

- their previous success
- their population
- economic resources available

Use the data you collect to predict the number of medals of competing countries.

**CURRICULUM CONNECTIONS:**

Level 3: VC2MPT03 plan and conduct statistical investigations for issues involving discrete and continuous numerical data, and data collected from primary and secondary sources; analyse and interpret distributions of data and report findings in terms of shape and summary measures.

Level 4: VC2MPT04 choose appropriate forms of display or visualisation for a given type of data; justify selection and interpret displays for a given context.


Level 10: VC2M1N02 connect variables and consider a line of best fit; comment on the association between the two numerical variables in terms of strength, direction and linearity.

VINCULUM, VOLUME 41, NUMBER 2, 2024  
© The Mathematical Association of Victoria

### BRINGING YOUR DATA TO LIFE

During the Olympics, create your own interactive graphs and charts, displaying data in real-time using Flourish. Flourish is a digital tool that is free to use in educational settings, there are simple steps to follow for students to create interactive charts, maps and movies, or you can check out the Flourish blog from <https://flourish-visuals.com/blog/visualising-olympics>. Exploring the evolution, achievements, and highlights of the Winter and Summer Olympics through data visualisation February 28, 2024, written by Yvonne Ellis.

In this blog, Yvonne shares examples of interactive charts to engage students in Olympic data. Demonstrate or have students use the charts from the blog for their investigations or they can even create their own charts using the library of interactive templates provided.



THE MATHEMATICAL ASSOCIATION OF VICTORIA

## Investigation Rubric

	5 Exemplary	4 Superior	3 Proficient	2 Developing	1 Inadequate	0 Not evident
1. Investigation aim: Provides an appropriate aim that explains how and why they chose to investigate this topic; with links to the impact the topic has on mathematical concepts in financial and other real world contexts.						
2. Methodology and mathematical thinking: Lists and describes the mathematical strategies and content and how these were used to complete the investigation.						
3. Uses correct and accurate language, terms, symbols and calculations to complete the investigation.						
4. Makes clear connections between the mathematics in the investigation.						
5. Appropriately analyses and explains the mathematics and their investigation findings and connects the to the initial aim.						
6. Selects and uses appropriate mathematical tools, including digital technologies, to clearly represent and communicate findings.						
7. Reflects on the mathematical learning achieved in the investigations.						
8. Draws on general capabilities considering, ethical, intercultural, social and personal, creative and critical thinking and or technology to explore the mathematics within the investigation.						
9. Acknowledges resources and research used (including reference materials and assistance from other people including peers and teachers).						
10. Provides detailed evidence of work (such as drafts, written calculations, journal entries, annotated photographs) ensuring the investigation is a true representation of the student's learning.						
<b>Total (maximum 30)</b>						

# VICTORIAN HIGH ACHIEVERS PROGRAM (VHAP) – Exemplar Work

Each term a group of higher achieving students in English and Maths in the state are selected by the Department of Education based on their academic results in these subjects and their NAPLAN scores, to work in an alternative program to develop their skills further. Springside West Secondary College is fortunate to have up to 20 students selected for this each term from Years 7 and 8. As part of this Victorian High Achievers Program (VHAP) students in English are required to submit a final writing piece.

The department was very impressed, quoting:

“This is brilliant! Your students are an absolute standout – we have selected four samples from across the state and two are from Springside West, Samira (Unfinished Chapters) and Chloe (The Declaration of War), and their wonderful teachers are to be congratulated!”

Their work will be published on the VHAP website as exemplar writing pieces.

Congratulations to all the students involved and for your outstanding achievements.



Chloe Osongco



Samira Kortel

## Year 9 Italian

On the 19th of June the Year 9 Italian students attended the COASIT Italian Museum. We learned a lot about the history of Italian migration in Melbourne, and had a fantastic day indulging in Italian food from Brunetti in the heart of Little Italy!



## VHAP Term 3

The school would like to acknowledge and congratulate the following year 7 and 8 students for being selected by the department of education to take part in the Victorian High-Ability Program in Term 3, 2024.

### The Secondary Mathematics program

- Miguel De Padua, 8C
- Isaak Dimitrijevic, 8C
- Jessie Ghotra, 7C
- Avreet Kaur, 7F
- Chloe Lyons, 8J

### The Secondary English program

- Vienna-Rose Bahn, 7A
- Chelsea Castvan, 8L
- De'Andre Cheung Pun, 8O
- Sophie Gradkowski, 8C
- Emily Holt, 7B
- Keerat Kaur, 7J
- Jacob Morfidis, 7F
- Yeveen Samarakoon, 7C
- Briseis Villar, 8M
- Owen Wakefield, 8H

We're

Hiring



Springside West has been a willing and proud partner with the NDIS in facilitating school access for providers and our students. Unfortunately due to recent directions we have received, we are unable to have NDIS providers on site due to the difficulties in resourcing supervision of students and providers. This will be reviewed if/when updated advice allows providers to attend and perform their services on site unsupervised.

## CHILD SAFETY & WELLBEING

### Information for families and the school community

The Victorian Government has announced new Child Safe Standards to further strengthen child safety across organisations, including schools. The new standards recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing.

Springside West Secondary College has reviewed and updated our child safety policies and procedures to ensure they meet the requirements of the new standards. These are available to view via the schools website [SWSC website](#) and at the front office.

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices.

If you have any suggestions, comments or questions, please contact SWSC principal, Mr John Goodman, or email the school. [springside.west.sc@education.vic.gov.au](mailto:springside.west.sc@education.vic.gov.au).

Our child safety and wellbeing policies outline the measures and strategies we have in place to support, promote and maintain the safety and wellbeing of our students.

**SWSC is a child safe and child friendly environment, where students are safe and feel safe.**

# School policy information - Mobile Phones

Springside West Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

Springside West Secondary College expects:

- Students who choose to bring mobile phones to school must have them switched off and securely stored in their lockers whilst on school grounds.
- Students should ensure that their lock is firmly secured and locked.

Exceptions to this policy may be applied if certain conditions are met (see below for further information)

When emergencies occur, parents or carers should reach their child by calling the school's General Office.

## PERSONAL MOBILE PHONE USE

In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones and all other smart devices must not be used at Springside West Secondary College whilst on school grounds, including before school, recess and lunchtime, unless an exception has been granted. Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner in the presence of a member of the School's Wellbeing Team.

## SWSC Mobile phone policy



Challenge Growth Community

# EVERY LESSON EVERY DAY

## 01 BRING YOUR LEARNING MATERIALS

- Exercise books / textbooks / folders
- Pencil case & stationery
- Charged laptop



### What staff will do.

- Staff will outline the expectations regarding equipment with all students at the beginning of the school year.
- Staff will also regularly check the materials of students and have 1:1 conversations with them about being ready for learning each day as needed.
- If students continue to not bring along equipment, staff will email or call you to discuss their concerns and ascertain if assistance is needed.
- If this doesn't work, then staff will engage the coordination team for support.

### What the Sub-School will do.

- House coordinators will support staff and the student in checking if they have all of their equipment.
- The house coordinator may then make contact with parents / guardians to discuss the impact this is having on the student's learning and whether any assistance is needed acquiring materials.
- If needed, a behaviour contract will be drawn up with a specific focus on materials and clear expectations for the student to follow.
- If this does not work, the coordination team will proceed to issue lunchtime, and then after-school detentions.
- In instances of continued refusal or defiance, a Behaviour Support Plan will be drawn up with the relevant Assistant Principal, including regular check-ins with the sub-school.
- If this does not work, the leadership team will proceed to issue Principal Detentions or Suspensions if required. These students may also be withdrawn from any interschool sporting activities, excursions, or camps for a period of time until they can demonstrate a sustained re-engagement with their work here at school.
- In cases of extreme defiance, an Absence Learning Plan will be developed for the student to facilitate re-engagement with their studies.

## 02 ARRIVE ON TIME AND STAY IN CLASS

- Line up at your designated classroom marker
- Engage in the Goal Setting stage of the lesson.
- Being on time means not missing out on learning!

### What staff will do.

- Staff will outline the expectations regarding attendance and timeliness with all students at the beginning of the school year.
- Staff will organise students to line up at their designated marker for each lesson.
- Staff will speak 1:1 with students who are continually late with a specific focus on the learning that is being missed and the importance of the first part of lessons.
- Staff will work with the sub-school regarding students who do not comply with our expectations around staying in class.

### What the Sub-School will do.

- House coordinators will follow-up truancy goals and support teachers in re-asserting the expectations with regards to remaining in class.
- House coordinators may visit the class to learn-teach or observe in order to assist teachers with this issue.
- An after-school detention will be issued for those students who truant classes throughout the day.
- Students who defy teacher instructions to remain within the classroom will be issued a principal class detention which will run on a Friday afternoon after school.
- Repeated instances of truancy disrupting the teaching and learning program will result in a suspension. These students may also be withdrawn from any interschool sporting activities, excursions, or camps for a period of time until they can demonstrate a sustained re-engagement with their work here at school.
- In cases of extreme defiance, an Absence Learning Plan will be developed for the student to facilitate re-engagement with their studies.

## 03 NO MOBILE PHONES OR HEADPHONES

- Mobile phones stay in your locker.
- Headphones are only used when directed by the teacher for teaching and learning purposes.



### What staff will do.

- Staff will continually remind students of the expectations regarding the Department of Education's Mobile Phone Policy in schools, as well as any school expectations around headphones / airport use at school.
- Staff will clearly direct students when it is time to open up their laptops to access work digitally.
- Staff will clearly direct students when it is necessary for them to use headphones or airport to access educational material for learning.
- If caught with a phone in class, staff will clearly direct students to hand it over to them, to be collected at the end of the day from the sub-school office.
- Staff will seek sub-school assistance with any students who do not comply.

### What the Sub-School will do.

- If a student is caught with their mobile phone / headphones in class or in the yard and hands them in to staff when directed - an after-school detention will be issued.
- With phones / headphones that are handed in to the sub-school by a Teacher who has confiscated them, the sub-school team will have a follow-up conversation with the student and speak with the family when issuing the detention.
- In the instance that this is repeated, the mobile phone / headphones will be left with the front reception to be collected by the parent.
- If a student defies instructions to hand over a phone / headphones after repeated attempts - a 1x day suspension will be issued. These students may also be withdrawn from any interschool sporting activities, excursions, or camps for a period of time until they can demonstrate a sustained re-engagement with their work here at school.
- In instances of repeated defiance and/or suspension, a Behaviour Support Plan will be developed outlining clear expectations and goals for the student.

## LILI WILKINSON, author visit



Lili Wilkinson is the award-winning author of nineteen books for young people, including *The Erasure Initiative* and *A Hunger of Thorns*. Lili has a PhD from the University of Melbourne, and is a passionate advocate for YA and the young people who read it, establishing the Inky Awards at the Centre for Youth Literature, State Library of Victoria. Her latest book is *Deep is the Fen*.

On Tuesday, May 7th, Lili visited SWSC to run a free writing workshop with students. The Melton City Council funded this visit to help promote their annual writing competition.

Students in the Year 7 and 8 SEAL program attended the workshop. It was an excellent opportunity for students to build their writing confidence and hear about the experiences of being an author.

### Ilani SANTANA, 8C

Lili Wilkison is an Australian author, who has written numerous books such as *Green Valentine* and *After the Lights Go Out*. We were lucky enough to have her visit our school. She talked about how she gained the ideas for her novels and gave us an interesting and informative discussion and guide on how to create a flawless story of our own. We learned how to choose appropriate characteristics for our characters, make an intense and enticing plot line, and create satisfying endings for our stories. She has inspired me to enter the Melton City Libraries Short Story Competition and to even write stories in my free time. Having Lili Wilkinson visit our school truly was a fun and captivating experience, and I look forward to more possible opportunities to meet an amazing author like her!

### Sophie GRADKOWSKI, 8C

On the 7th of May, 7C and 8C got a visit from Lili Wilkinson, author of many books such as the *Erasure Initiative* and *Deep is the Fen*. During the visit, she discussed some of her books with us and gave some tips on story writing, focusing on plot and character formation and development. I found the visit to be very enjoyable and will be using her advice in my own writing. Many of her books seem like the type I would enjoy and have already been added to my to-be-read list, including the signed copy of the *Erasure Initiative* I was gifted by Wilkinson.



## Year 9 Ecolink excursion

Our Year 9's went on an Ecolink excursion where they assessed the health of a section of the Werribee river and evaluated whether it is healthy enough for a platypus to live in. They used small handheld devices to record things like the pH level of the water and the salinity of the water. They also used magnifying glasses to observe the different tiny little insects that live in the water, assessed the health of a section of the Werribee river, and evaluated whether it is healthy enough for a platypus to live in.



# BRAZILIAN JIU-JITSU

Our Brazilian Jiu-Jitsu classes have started to great success.

Mr Mathias & Ms Vaughan, in conjunction with Tyson Holloway-Clarke (external volunteer) are running this exciting after-school program.

Our coaches are very experienced and students will gain a great introduction to the world of jiu-jitsu.

Mr Mathias has trained in martial arts for over a decade, specifically training in Brazilian Jiu-Jitsu for the past 3 years. He has competed numerous times, taking bronze in his division.

Tyson started training in Brazilian Jiu-Jitsu and Judo in 2012. Since then he has competed in both state and national championships taking bronze in his respective divisions. In 2013 Tyson received accreditation as a community sports coach by the Australian Sports Commission, and achieved First Class Honours from the University of Melbourne in "Sports Coaching: Theory and Practice" for his work in youth Judo coaching. Since 2013 he has used his accreditation to coach field hockey, rugby union, and touch football for both men and women.

In his time training Brazilian Jiu-Jitsu, Tyson's focus has been on development as an athlete, while he has actively sought to coach in other sports he is passionate about. Tyson brings more than a decade of coaching and teaching experience to Brazilian Jiu-Jitsu.

The coaches are very passionate about the sport of Brazilian Jiu-Jitsu and are enthusiastic in providing this opportunity for students.

Second hand uniforms have kindly been donated for use by students for the program.



## WYNSPEAK COMPETITION

On 23 May, Leon Radeski (8N) and Mahi Amin (7C) competed in the Wynspeak Competition. Wynspeak is a Youth Public Speaking competition for High School students in the Western Suburbs of Melbourne. The objectives of the competition are to provide a vehicle for young people to grow their self-confidence, build their creativity, critical thinking and leadership skills via Public Speaking opportunities, as well as improve poise and professionalism.

Students were required to prepare a 5-minute speech on a topic that interests them, as well as present a 2-minute impromptu speech for the judges.

Leon Radeski won the "Short notice" speech on the topic "An Accomplishment You Are proud of" in the Junior Category.

# YEAR 12 ENGLISH & EAL

Jane Harrison is descended from the Muruwari people of NSW and is an award-winning playwright and author. Her play *The Visitors* premiered at Sydney Festival in 2020 in a sold-out season and won the 2022 Sydney Critics Award for Best New Australian Work. Her first play *Stolen* played across Australia and internationally for seven years. *Rainbow's End* was on the NSW English curriculum from 2016 to 2021, is currently on the VCE English Curriculum and won the 2012 Drover Award. Jane's YA novel *Becoming Kirrali Lewis* won the 2014 Black & Write! Prize and was shortlisted for the Prime Minister's Literary Awards and the Victorian Premier's Awards.

Year 12 English and EAL students were fortunate to virtually meet Jane and hear her speak about her play *Rainbow's End*. This text will appear on their final English examination.

The main topic that was brought up during the presentation was the belonging and identity of the Aboriginal people. Jane explored the relationship between a First Nations person and a non-First Nations person, highlighting that race does not stop someone from loving someone else. She also highlighted the fact that she wanted to write about something that would still be relevant to this day, which is the impact of colonisation. While listening to her presentation I learned that First Nations Australians have experienced so much loss as the victims of colonisation. However, I also learnt about how they cherish the lands and retain their hope. When writing about this play, I will discuss the independence of the female characters.  
(Sesilia Ropeti, 12J)

## BLUE EDGE

Springside West Secondary School were fortunate to have Blue Edge work with a group of 8 and 9 students during term 1, 2024. Blue EDGE is an early intervention and prevention program that aims to build positive relationships between young people, their peers, community and police, providing young people with the tools to make healthy safe decisions.

Led by specialist facilitators, the program was delivered across 16 sessions of 90 minutes duration with police and emergency services participating in each session. Each session consisted of fitness activities, a shared meal, and workshop.

Here is some feedback from students involved in the program.

After participating in the Blue EDGE program students reported that:

- "I am open to listening to other people's experiences and perspectives."
- "I know what my strengths and values are."
- "I am confident in myself."
- "I believe that my voice matters to adults."
- "I am confident in sharing my opinions and thoughts when working in a group."
- "I understand the impact my decisions have on myself and others."

A huge congratulations to the students that graduated from the Blue Edge program!





## MELTON CITY COUNCIL CAREER EXPO 2024

On the 28th of May 2024, the Year 12 VCE students attended the Melton City Council Careers Expo at Cobblebank Stadium. As they come closer to making decisions on their further studies, universities, institutes and other organisations were present to provide them with important information on courses, pathways, guaranteed programs, scholarships and many more. A representative from Victorian Tertiary Admission Centre delivered a presentation regarding the process of creating a VTAC account and SEAS application. This will be revisited later this year, when students are due to submit their course preference list.

Daniella Gozun- Career Practitioner



Term 3 commences Monday 15th July