



The Spark

Term 3 2024

Springside West Secondary College

Principal's report

As Term 3 comes to a close it's important to acknowledge the range of activities and events that have been occurring recently at Springside West Secondary College. This has included a successful Year 7 Camp, Year 10 Work Experience week, Middle School Sports competitions, Model UN Conference, RUOK Day and numerous exciting and eventful excursions.

Our VCE-Vocational Major (VM) classes ran a successful World's Greatest Shave fundraiser with the students planning and organising all elements of the day with the support of their teachers.

The Humanities Team have celebrated Humanities Week with a fantastic Night at the Museum exhibition where students across multiple levels researched and created artefacts to represent their learning. It was great to see the quality of the work produced and how proud the students were of their artefacts as a representation of the engaging learning environment.

Term dates

Term 4

7th October - 20th December

Key dates - Term 4

9th October - Parent Teacher conferences

22nd October - Year 12 celebration morning & graduation

29th October - VCAA exams commence

4th November - Student free day

5th November - Melbourne Cup day

14th November - Year 10 & 11 exams commence

25th November - Curriculum day

26th November - Step up Year 10 & 11

9th December - Step up Year 7,8 & 9

10th December - Grade 6 Orientation day

16th December - Activities Day

20th December - Last day of term 4

● ● ● find out more online ● ● ●

Principal's report cont'd

Our Performing Arts Team presented a school production of Peter Pan that was attended by students, staff and families. A lot of hard work was put into rehearsal in the leadup and it was reflected in an engaging production enjoyed by all.

Our Interschool Sports program celebrated an amazing achievement recently in winning the Keilor Division Athletics competition. We had a large team compete across all track and field events and won the overall prize for the first time.

Students have a large range of opportunities to involve to engage with at SWSC and it is always great to see these experiences lead to greater connections with the school and engagement with their learning.

Careers Counselling

While we are busy running an engaging schedule of learning and extracurricular activities we are also beginning to plan for next year. The first part of this is a range of information evenings and course selection days that have occurred over the course of Term 3. A large number of parents have joined us at these events engaging with their child's pathway plans and subject selections across all year levels. Early in Term 4 students will find out more about the subjects they have been allocated for 2025.

Year 12

Our Year 12 students have successfully completed their last school based assessment tasks for the year. Well done on getting through this component of your Year 12 studies.

Our VCE-VM students will now be signing off their coursework and preparing their pathways for next year while our VCE students will now be entering a very busy period of exam revision and preparation. This has already started with a series of exam revision sessions and will continue with our practice exams running during the first week of school holidays. Hopefully all students will participate in this experience to help them achieve their best results when sitting their VCAA exams early in Term 4.

Finishing your Year 12 studies is a significant achievement and one we look forward to celebrating with our students and families at Graduation.

I wish all families a safe and enjoyable break.

Jared Williams
Acting Principal



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 7 CAMP

The Year Seven Camp was held at Camp Wilkin Anglesea this year from July 17-19. Adventure activities included high and low ropes, the climbing wall, bike rides and archery. Our group walked away with memories of this beautiful natural setting, fun activities and a whole lot more. The memories of the camp will be the glue that binds the group together for many years to come.

PETER PAN - SCHOOL PRODUCTION

Thanks so much to everyone who supported our production of Peter Pan, whether by attending, helping out with the process, or offering words of support along the way! The student performers played to large crowds of preps and year 6s from Springside Primary, as well as great evening turnouts comprised of families, friends, staff, and the broader community. In addition to notable public engagement, this production achieved its aims of social and environmental sustainability.

I am very impressed by the artistic growth of the company, not only in physical and vocal execution, but in change of mindset as well. It was clear by the end of a few short months that the cast's idea of what theatre can be was much broader than it had been when we began. They arrived ready to play and to listen, and they pushed past moments of awkwardness and uncertainty to find the joy of discovery on the other side.

Most importantly, they had each other's backs. The cast of Peter Pan were instructed regularly to look around the room and take in their fellow actors, to acknowledge that they would be there for each other. I'm happy to report that they treated each other as an ensemble and pulled each other collectively across the finish line.

Sincerely,
Mx. Max Waszak

Springside West Secondary College presents

A new adaptation of **PETER PAN**

based on the original by J.M. Barrie



Written and directed by Max Waszak

Thursday, 29 August and Friday, 30 August at 7pm
Students \$5 Adults \$10

Performed at Springside West Secondary College
70 City View Court, Fraser Hill VIC 3136





VCE VOCATIONAL MAJOR EXCURSION

Year 12 VCE VM students were provided the opportunity to attend an excursion to the Amazon and Scalzo Foods Warehouses in Ravenhall. This enabled students to access and enact explicit learnings as they appear within the VCE VM curriculum within a real-world setting. Students benefitted from their engagement in a first-hand experience which modelled future industry pathways that may be of interest to them following the conclusion of their studies at the College.

OUTSTANDING ACHIEVEMENT

CULINARY SUCCESS

/HEADSTART



Springside West Secondary College student, Andre Anastasi, has won a second place in the AUS-TAFE Culinary competition State Final, held at the Gordon Institute of TAFE, in Geelong. Andre is currently undertaking a Head Start school-based apprenticeship in Certificate III in Commercial Cookery. Apprentices from all over Victoria showcased their skills in July. The competition was open to first, second or third year apprentice chefs currently enrolled in the Certificate III or IV in Commercial Cookery.

First year apprentices were tasked with preparing and presenting an entrée: cheese omelette, and two servings of a main meal that featured: goat, lamb, or pork, and included a starch component, green vegetables and sauce.

Each competitor was judged on their precision and techniques, organisation skills, presentation, and the taste of the food. Students had 2 hours to complete their tasks.

Fiona Lie, teacher and culinary coordinator, said: "This is the perfect

place for students to demonstrate their own skills and knowledge, and test their ability to perform in a high-pressure environment."

Andre said "it was really challenging to keep up with the time restraints, while planning the next step to ensure all elements were done well. It was a great learning experience and amazing opportunity".

As part of Andre's Head Start school-based apprenticeship, he is completing his Certificate III in Commercial Cookery at Victoria University Polytechnic and is employed by West Waters Hotel in Caroline Springs.

Congratulations Andre for such a wonderful outcome!



Andre achieved a Silver Medal with a score of 80-89%

For parents that have a student that is gifted in their schooling

Free Parent Seminar
Bibliotherapy

Funded by the Department of Education



Department
of Education

Why not join a free seminar:
When: October 10th 2024
Time: 6:30pm - 9:00pm

What is bibliotherapy? How can we learn from the lives and stories of others to gain a deeper understanding and acceptance of ourselves? What books could we be reading/ recommending? What stories could we be telling? How can we help gifted children identify with characters in a story and gain insight in their own life in order to solve their own problems?

Booking Link: <https://vagtc.org.au/single-seminar/bibliotherapy/>



MOVING OR CHANGING SCHOOLS?

If your child will not be returning to Springside West in Term 4, or in 2025, can you please make contact with the school via email (springside.west.sc@education.vic.gov.au) with your child's name, their final day of attendance, and their destination school.

If you have any questions regarding exits, please contact the office on 03 8357 7100.

Eloise Derby
Registrar



CANTEEN



Did you know that you can pre-order your child's lunch up to a week in advance via the Qkr! app or website? You can sign up for an account here: [Qkr!](#).

Ordering closes at 9:00am each school day.

If your child is absent and you have ordered a lunch order, please call the school as early in the day as possible to notify us.

A gentle reminder that it is the students' responsibility to remember to pick their lunch up from the canteen in the second break.

Kind regards,
Canteen Team





Exciting news from our Year 12 Drama class!

Our Unit 4 Drama students recently attended an all-day workshop focused on their upcoming performance exam.



Each student is tasked with creating a captivating 7-minute solo performance based on one of ten prescribed structures set by VCAA. This solo performance will be their assessment for Outcome 2 and a major performance exam in the first three weeks of Term 4.

During the workshop, students collaborated with peers from other schools to brainstorm their structures, application of symbols and craft the initial moments of their solo performances. The creative energy was palpable as they brought their ideas to life. It was a terrific start to creating their performances.

The students showcased their own works in a mock exam on Wednesday 18th September. Outstanding effort by all.



VCE MUSIC - Lunchtime concert

Our school community was entertained by a very talented group of students during a lunchtime concert. It was terrific to see students presenting their amazing skills in their nominated instrument – whether that be keyboard, guitar, drums or singing.



MODEL UN CONFERENCE

On the 30th of July, the Year 11 Italian students participated in a Model UN conference in Italian, on the topic of "Planet Ocean".

We were all assigned countries to represent in Term 3, which were France, South Africa and Egypt. All of us worked hard to prepare our position statements, talking about our country's views on the ocean and treaties about the ocean. Some of us even prepared amendments to some clauses.

On the day, we arrived and went into the auditorium where the conference was being hosted. All of us had set spots in the auditorium according to our countries, and were given name tags with our country's names.

In the first part of the conference, we all presented our position statements. We had to address the secretary general, who was the head of CO.AS.IT, and the other countries. It was interesting to see other countries' point of view on the issue.

We then had a small morning tea, where we had some amazing hot chocolate.

Then we had the second part of the conference, the Caucus. In the Caucus, we all presented our amendments to the other countries, and they were debated about. We then had an unmoderated Caucus, where we had to interact with other countries and get them to support our amendment. Since I was part of Egypt, my partner and I approached Egypt's allies. In the end, we got a lot of support from our allies. Some countries kept verbally attacking others, which was fun to see.

Then we had a quick lunch and moved on.

Finally, we had the last session, the voting and resolution, where all the countries voted and passed amendments to the clauses in the resolution. One of the amendments France proposed, which was a group from our school, was debated upon but not passed as the vote ended in a tie.

Overall, it was a good experience, and we had fun.

Prisha Redhu (11C).



WESTERN EDGE CLUSTER DAY

Year 10 students who has expressed interest to do the VCE Vocational Major Pathway got the opportunity to attend the Western Edge Cluster Open Day. We were able to visit 4 schools St Francis Catholic College, Staughton College, Melton Secondary College and Kurunjang Secondary College. Each college offered different VET courses, from Engineering studies, Community Services, Music, Salon Assistant, Electrotechnology, Building and Construction, Automotive, Early Childhood and many more.

19 JULY 2024

WESTERN EDGE CLUSTER OPEN DAY 2024



VCE Vocational Major

Our Year 12 VCE VM students have been on an incredible mission this term, raising money for the Leukemia Foundation and the 'Springside Greatest Shave' event! They've raised an amazing **\$1500!**

Leukaemia Foundation

World's Greatest Shave

Some of the events included;

- Futsal, Basketball and table tennis tournaments
- Rayza Blends - Fresh fades by Raymond Ulutui
- Cevapi BBQ Sales
- Raising Cains Fried chicken Sales
- Casual clothed day
- And the Grand finale - Mr Lock and Mr Markowski had their heads shaved



INTERSCHOOL SPORTS



KEILOR DIVISION TRACK & FIELD CHAMPIONSHIP WINNERS!

Congratulations to our awesome track and field team who won the Keilor Division Track & Field Championships yesterday (Wednesday 11th September) at Keilor Athletics Track. This is our first ever track and field event win, and our second team event win of the year!

All 80 students involved on the day played an important part in our team win, showing sportsmanship, growth and teamwork throughout the day. It was very exciting watching our students challenge themselves in each event and represent our school!

COMBINED TEAM SCORES

1st - Springside West SC – 755.5 points

2nd - St Albans SC – 718.5 points

3rd - Gilson C – 626 points

Out of the 80 students who participated, we have 22 students who will now progress to the Western Metropolitan Region in Term 4!

STUDENTS WHO CAME FIRST IN THEIR RESPECTIVE EVENTS AND HEADING TO WMR

Isabella Dragwidge (Discus), Dania Malu (Discus, Shotput, 200m), Alyssa Larking (800m, Javelin, Triple Jump), Elit Mwamba (200m, 4x100m Relay), Blake Nicholson (400m), Amra Ameer Ali (400m), Nhi Nguyen (1500m), Cruz Tankard (1500m), Aaliyah Johnson (Shotput), Nick Theodoulou (1500m), Zera Batingal (Triple Jump), Pari Jindal (4x100m Relay), Sienna Muscat (4x100m Relay), Layan Ahmed (4x100m Relay), Emilia Cepivroski (4x100m Relay), Olivia Radojcic (4x100m Relay), Katelyn Nguyen (4x100m Relay), Shayla Cao (4x100m Relay), Chelsea Kovac (4x100m Relay), Lavinia Malu (4x100m Relay), Stella Whillance (4x100m Relay), Ruby Petroff (4x100m Relay).

Congratulations again to our 2024 Track & Field Champions!

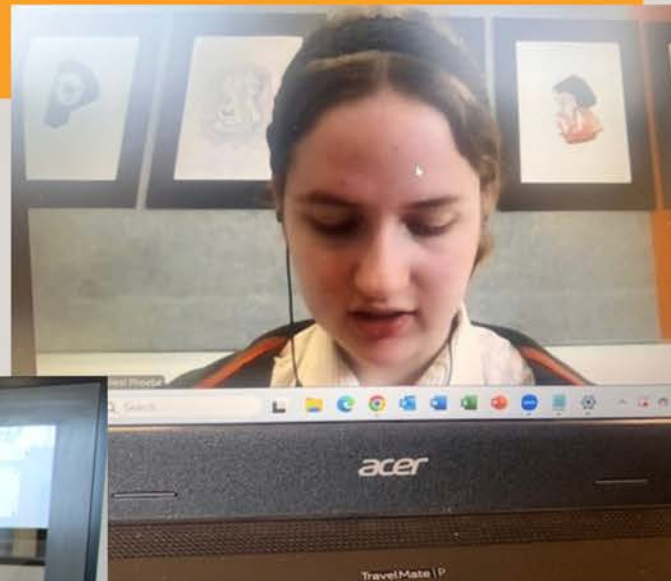


2024 Victorian Students' Parliamentary Program

On the 13th and 14th of August, four students participated in the Victorian Students' Parliamentary Program where they discussed the topic 'Should technological advancements such as AI be incorporated into the classroom?'. Students from a broad selection of schools across Victoria debated on the topic and discussed the implications of introducing artificial intelligence to the classroom and how that could affect future generations. The first day of the convention consisted of explanations of how parliament worked, opening statements from school representatives, two presentations on the benefits and consequences of adding AI to the classroom, and student discussions on the topic.

At the start of the second day the four students rejoined the convention and returned to their respective breakout groups. Further developing their viewpoints in tandem with students from other schools. They were later given the opportunity to independently express their own viewpoints on the matter. Proceeding this was the vote. After the votes were collected, it was found that 75% of students still believed that AI would benefit their learning while 25% believed that this would not be the case (compared to the earlier voting split of 81% for and 19% against). To end the convention, participants were given the opportunity to question Jess Wilson, the Shadow Minister of finance and economic reform, on the ins and outs of what it is like to be a member of parliament.

Phoebe giving the key Note address



Human Arguments

Students from a broad selection of schools across Victoria debated on the topic "Should technological advancements such as AI be incorporated into the classroom". Those in agreement primarily argued that incorporating artificial intelligence into the curriculum would prepare students for their future by equipping them with the knowledge and skills to navigate this new technology. Furthermore, students with the capacity to utilise AI would have a higher chance of thriving in a rapidly evolving workforce, giving them a chance to compete in an increasingly AI driven world. Not only would it be beneficial for the future of all students, it could support them with their work today. Exposure to AI tools could inspire students to create new solutions, fostering innovation. It prompts students to think about different perspectives to any topic, allowing them to approach and solve complex problems more efficiently.

Conversely, students who disagreed had concerns regarding the security and social implications of AI use. They fear that students would become overly reliant on artificial intelligence, leading to a decline in social skills. Taking into consideration that Artificial Intelligence is newly developed, Governments and private companies alike are still yet to grapple with the security ramifications of an AI driven world, which can be a major drawback.

Many similarities were found between the discussions made in the program and the AI generated response but the discussion did have more information on the topic. This included discussion on the financial capability of schools, authentication of the information of schools, creativity factor, and plagiarism. AI also was not able to come to a firm conclusion on whether AI should or should not be incorporated and instead supported both sides.

AI Arguments

Using Chat GPT a response was generated on the topic discussed in the two sessions, 'Should technological advancements, such as AI, be incorporated into the classroom'. AI used its own knowledge on the topic and elaborated on the positives and negatives on incorporating AI and made it into a paragraph similar to what was discussed in the program.

AI Response:

The question of whether technological advancements, such as AI, should be incorporated into the classroom is increasingly relevant in today's educational landscape. Proponents argue that AI can personalise learning experiences, providing tailored instruction to meet the unique needs of each student. It can also automate administrative tasks, freeing up teachers to focus on more meaningful interactions with students. Additionally, AI can expose students to cutting-edge technology, better preparing them for a future workforce. However, critics raise concerns about the potential for AI to diminish the role of teachers, reduce human interaction, and exacerbate educational inequalities. They also worry about privacy issues and the need for proper training for educators. Ultimately, the decision to incorporate AI into classrooms must balance these benefits and challenges, ensuring that technology enhances rather than detracts from the educational experience.

Reasoning For AI Incorporation in Secondary Education:

1. Personalised Learning: AI can tailor educational experiences to individual students, adapting lessons to their unique learning styles and paces. This ensures that students receive the specific support they need, whether they require additional help or advanced challenges.
2. Efficiency: AI can automate routine administrative tasks, such as grading and attendance, freeing up teachers to focus on direct student engagement and instructional activities that require human judgement and creativity.
3. Future Workforce Preparation: Integrating AI into secondary education exposes students to advanced technology, better preparing them for careers in a rapidly evolving job market where technological proficiency is increasingly essential.

Reasoning Against AI Incorporation in Secondary Education:

1. Teacher-Student Interaction: Critics argue that relying on AI could reduce meaningful teacher-student interactions, which are crucial for students' social and emotional development, as well as for fostering critical thinking and creativity.
2. Educational Inequality: There is a concern that AI could exacerbate existing inequalities in education. Schools with fewer resources may struggle to implement and maintain AI technologies, leading to a wider gap between well-funded and underfunded schools.
3. Privacy and Ethical Concerns: The use of AI in education raises significant concerns about data privacy and the ethical implications of monitoring and analysing students' behaviours and performance on such an extensive scale.

We would like to thank Ms Jayawardena and Ms Harvey for organising this wonderful opportunity for us to extend ourselves and develop our understanding of the Victorian Parliament.

MIDDLE SCHOOL HOUSE COMPETITION

Middle School ran a House Sports Competition which began in Week 6. Events were run during recess and lunch times and were thoroughly enjoyed by participants and spectators alike.

Teams accumulated house points which will add to the total tally for the year!!

Teacher V Students Futsal challenge

Yesterday saw two exciting games of futsal. At recess we saw the MSS United (The coordinators) vs Real 10 City FC (The Year 10 students): Final score – 1-0 to Real 10 City FC

At lunchtime the grand final between houses. MSS Futsal Final: Goldstein vs Nolan (Top of the table vs second) – Final score – 4-2 to Goldstein who are CHAMPIONS of this tournament!!



Road to Zero Physics Challenge Excursion

Our Year 11 Physics students attended an excursion at the Melbourne Museum on 23rd August. The excursion focused on using Physics to reduce Victoria's road accidents, ultimately, to zero.

Students participated in a virtual reality Physics experiment to explore the relationships between speed and friction on car stopping distances using touch-table and VR technology. They gained insights into the impacts of speed, and an understanding of the notion of inertia, as described in Newton's first law of motion. Students then applied their learning to a team-based challenge examining the roles of setting speed limits and designing roads for safety.

The students enjoyed themselves and as Y11 Physics teachers, we have decided to make this excursion a permanent feature in the Y11 Physics course.



CELEBRATING AN OUTSTANDING PERSONAL ACHIEVEMENT

In July, Samuel, from Year 11, was chosen to represent Victoria in the U19's School Boxing Championships in Perth. This tournament saw many Boxers from all over Australia representing their state. There were 35 boxers in the Victorian Team. The tournament was held at the Perth Town Hall from the 3 – 6th of July.

Victoria came home with 8 Gold Medals.... Samuel brought home GOLD.

Samuel had his first Quarter Final fight and won. He then went on to compete in a challenging Semi Final which he also won.

On the final day of the tournament Samuel went on to win the Gold Medal in the final, he was crowned "The 2024 (52kg) U19 School Australian Boxing Champion".

His parents have shared how proud they are of Samuel's achievements and acknowledge all his hard work and dedication to the sport, including training 6 days a week and multiple weekend training camps. Alongside his schooling and his 2 days a week school-based apprenticeship, Samuel has been putting in so much hard work to keep up all aspects of his commitments and school/work life.

On behalf of the SWSC community, we would like to say a very big Congratulations on such an outstanding achievement Samuel.



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 posts and support teachers in re-asserting the expectations with regards to remaining in class.
- House coordinators may visit the class to team-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 are school expectations around headphone / airpod 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 airpods 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.

NIGHT AT THE MUSEUM

How incredible are our year 7 and 8 students! So much effort and passion went into the creations for the very successful Night at the Museum - An exhibit of Ancient Egyptian & Medieval artefacts.

Big thank you and congratulations to the teachers for all your hard work in inspiring the students and putting this together.



YEAR 11 SOCIOLOGY OLD PENTRIDGE EXCURSION



Our Year 11 Sociology students recently went on excursion to the Old Pentridge Prison. This historic site provided a unique opportunity for students to explore the darker side of Melbourne's history and explore the ways in which criminal behaviour was punished in the past.

Students learned about the types of crimes that led to imprisonment in the 19th century, including crimes of desperation such as vagrancy. They discovered that even minor offences could result in lengthy prison sentences, such as the 12-month term for vagrancy.

The excursion also shed light on the social and economic conditions of Melbourne in the 1800s. Students explored the impact of the 1890s economic depression on the prison population, as unemployment and poverty led to increased crime rates.

The excursion provided insights into the lives of political prisoners at Pentridge. Students learned about iconic figures like Frank Penhalluriack, the La Trobe Three, and draft resisters who were incarcerated for their political beliefs.

The students also examined the demographics of the prison population, paying particular attention to the disproportionate number of poor and mistreated individuals, including First Nations people. They explored the experiences of women prisoners and the societal expectations placed on female behaviour.

The excursion concluded with a discussion of the various punishments inflicted within the prison walls, including corporal punishment, solitary confinement, hard labour, and capital punishment.

This excursion was a valuable learning experience for our Year 11 Sociology students. By exploring the history of Pentridge Prison, they gained a deeper understanding of the social, economic, and legal factors that shaped criminal justice in Australia.



YEAR 8 KRYAL CASTLE

On the 9 August, the year 8 students took a trip to Kryal Castle as part of their learning about Medieval history in Humanities. Throughout the day, students had the opportunity to learn more about daily life in the middle ages and immerse themselves in the customs of the time. Students honed their skills with a bow and arrow, became an Apothecary's apprentice, took part in the trial of a local thief, and learnt about crime and punishment in the torture chamber.



YEAR 11 PSYCHOLOGY

Year 11 Psychology Students were lucky enough to meet a Holocaust Survivor Sarah Saaroni to hear about her experiences from the Holocaust as part of the Unit 2 AOS 1 Unit of People Perception. Sarah had a simple message for the students.

"The world is so beautiful; if only we could all live in peace. You don't have to love everyone – you can like your neighbour, or even dislike him, but don't hate another human being. We all belong to one race- The Human Race."



NGV Literature excursion



Our excursion to the NGV was very exciting and educational, offering valuable opportunities that enhanced our understanding of Literature. We came across many artworks that had hidden meanings and historical context.

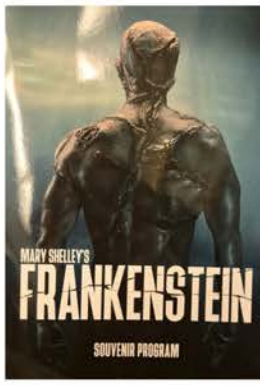
We would like to thank our guide at the NGV, who taught us how to view artworks and use them to inspire our creative writing, one of our goals in Literature this year. One of the artworks that we looked at was 'The Weeping Woman' by the famous artist Pablo Picasso. This artwork is very significant as it was made when a war was going on in the home country of Picasso: Spain (Guernica). We examined the colours of the artwork to explain the story of the Weeping Woman. As our workshops at the NGV came to an end, we then visited the State Library of Victoria, where we saw the World of the Book Exhibit and Ned Kelly's armour. Overall, the excursion was an enlightening experience, teaching us to view artwork on a deeper level and to understand the stories they tell us. We are especially grateful to Ms. Oliva for organising this excursion, which has enriched our knowledge and provided us with a great experience.

Jasmine Kaur 11A



FRANKENSTEIN

Our Year 10 and 11 Drama students were awe-inspired by Shake & Stir's breathtaking production of 'Frankenstein' at the Princess Theatre. The performance brilliantly captured the Gothic mood, with its dark, atmospheric staging, intense storytelling, and some great jump scares that kept the audience on their toes. This acclaimed adaptation, a seamless blend of classic text and modern technology, left a lasting impression on our students, sparking their creativity and passion for theatre. They will now be analysing this powerful performance in class, deepening their understanding of theatrical techniques and storytelling. 🍷



BRAZILIAN JIU JITSU

Our after-school Brazilian Jiu Jitsu (BJJ) program is going strong! Students from Years 7, 8, and 9 are learning a lot while building strength, confidence, and teamwork. Here are some photos of our students in action!



YEAR 10 CERAMICS



Year 10 Ceramics students have been practising wheel throwing small vessels on the pottery wheel! They have been learning the basics of wheel throwing: centering clay, opening, bringing the walls up and shaping their small pots. The next step is to let the vessels dry out before bisque firing in the kiln. Once fired, students will glaze their pots, adding colour, decoration and waterproofing the vessels.



Reusable Period Underwear Pilot

Dear parents/carers

Our school will shortly be participating in an 8-week trial during which the Department of Education (the department) provides free period underwear to students.

The trial is designed to help the department understand the benefits of providing free period underwear to students, and aims to:

- relieve students of the stigma, anxiety and discomfort that can be associated with menstruation and its management.
- ease the cost of living for families.

Using period underwear provided at the school is optional. Students can choose whether they would like to take the period underwear. Period underwear will be available in a range of sizes.

Menstruating students will be given the opportunity to get up to 5 period underwear for free.

What is period underwear?

Period underwear is reusable underwear that absorb period blood, replacing the need for a tampon or pad for many people.

The period underwear being supplied to students can hold up to 2-3 tampons worth of period blood and are designed for moderate-heavy flow.

Period underwear can be washed and reused. For more information about how to use and wash period underwear, see: [How To Wash Period Undies – Your Complete Guide](#).

How can my child get free period underwear through the trial?

To get free period underwear, students need to keep an eye out for boxes of underwear in communal spaces in the school. In our school, boxes of product will be in all sub schools, Wellbeing and First Aid. Students will be asked to take a maximum of 5 period underwear in their size from the boxes. Sizing charts will be available next to the boxes. Period underwear will be available from the week of 9 September for 8 weeks.

More information

For more information about the period underwear that will be provided, see: [FAQs | Modibodi | Leakproof and Period Proof Underwear](#).

The below information may help you to have conversations about menstrual health and hygiene at home:

- [Periods \(suitable for 9-15 years\)](#) Raising Children - the Australian Parenting Website
- [Girls with autism spectrum disorder: periods](#) Raising Children - the Australian Parenting Website
- [Periods](#) Jean Hailes for Women's Health
- [Periods booklet for Aboriginal and Torres Strait Islander women and girls](#) Jean Hailes for Women's Health.

Young Women's Leadership Program

Are you someone who wants to learn how to lead, make change, & assert yourself in the world? If so, the Melton Young Women's Leadership Program may be for you! The Young Women's eight (8) week Leadership Program aims to provide female identifying individuals with a safe space to learn about leadership and network with like minded individuals. Register your interest via the link [here](#).

Date: Every Wednesday from 16 October to 4 December 2024

Time: 4.30pm – 6pm

Age group: Female identifying young people between the ages of 15-25

Graduation: 11 December 2024

Location: alternating weekly between community places and spaces

Young Communities

Young Women's Leadership Program



Expression of Interest

Learn about leadership and network with like-minded individuals in a safe environment. The program will provide participants with the opportunity to feel empowered, confident, and comfortable in their school, professional, and day to day life. Learn from high quality facilitators across 8 weeks and receive a certificate at the graduation ceremony.

WHEN

Every Wednesday
4.30pm - 6.00pm
From 16 October to 4 December
Graduation, 11 December

WHERE

Alternating weekly between community places and spaces

COST

100% Free!
Just bring yourself
and a positive attitude!

INFO

For young people aged 15 to 25.
Register your EOI online:
<http://melton.vic.gov.au/ywlp>

To find out more information or get in touch with us please visit melton.vic.gov.au/youngcommunities or Facebook/Instagram @CityOfMeltonYoungCommunities



QUALITY EDUCATORS

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www.swsc.vic.edu.au/community/recruitment

Hiring



[Available positions](#)



*Term 3
Break*

Term 4 commences 7th October