



The Spark

Term 4 2024

Springside West Secondary College

Principal's report

Return from leave

After almost 28 years working in public education in Victoria it was enjoyable to take some long service leave in Term 3 of this year. I would like to thank Jared Williams and Ruby Dhir for very capably leading the school in my absence.

Change to the end of the school day from 2025 onward

As advised in previous correspondence, the school day on a Wednesday will be finishing at a 2:25 PM as of the start of next year. This is to facilitate meetings at the school. As mentioned in this correspondence, the college still meets its minimum of 25 hours of tuition under this model.

Buses

The Victorian Government have advised that there will be some additional buses operating from Deanside as of next year. Once we have an indication of the times for these buses, we will let you know.

At this stage, we have not been able to adjust the departure time of the Wednesday afternoon bus to Rockbank/Aintree to line up with our new early finishing time. The college will put in place some supervision arrangements for students who decide to remain on school grounds for this period and wait for the bus. If and when we receive advice that there will be a change to this time on a Wednesday afternoon, I will let the community know.

2025 Term dates

Term 1

29th January - 4th April

Term 2

22nd April - 4th July

Term 3

21st July - 19th September

Term 4

6th October - 19th December

Key dates -

20th December - Last day of 2024 school year

30th January - First day of Term 1 2025 for Year 7 & 12 students

31st January - Return of all students

10th February - "Meet the teachers" afternoon

4th February - School photos

7th March - Curriculum day

10th March - Labour Day public holiday

31st March - Athletics carnival

● ● ● find out more online ● ● ●

Attendance on hot days

During the summer months, I am often asked by parents why it is that the school does not have air conditioning. In the building of the school, there was no provision for air conditioning in the funding. There are some air conditioned relocatable classrooms and the ventilation system of the school does function well, however, on hot days it is fair to say that by lesson five during the day it is very hot in the school buildings.

Notwithstanding this, it is incredibly important that students attend on hot days. For most of the day, very productive learning can take place, and staff make appropriate adjustments when it is hot during the end of the day. Students have ready access to water during the day, and the college continues to improve its provision of shade.

Recruitment and teaching shortage

The teaching shortage continues to present difficulties in staffing our school. Currently we are doing quite well in being able to recruit for next year and have the school almost completely staffed. But the current employment market is very volatile and things can change quickly. You can rest assured that it is a constant matter of priority for the leadership of the school to be seeking to find teachers.

Victorian Institute of Teaching Registration process

At this time each year, I have the pleasure of sitting with our graduate teachers and their mentors and completing their full VIT registration process. The registration process is a rigorous year long cycle of reflection, that requires teachers to actively reflect on their teaching practice and complete an extensive report and present that report in a follow up interview. The quality of these registration reports is quite remarkable.

Some of our graduate teachers are thrust into challenging situations very early in their career, with some having to teach VCE year 12 subjects in their first year of teaching because of the teacher shortage. The results that they elicit from our students are very noteworthy. Certainly, it is my view that the teaching profession is in very good hands.

Unauthorised FB page

Previously I have mentioned that we are aware of the existence of an unauthorised Facebook page which uses the name of the school. Please understand that the College in no way has ownership of this page, we do not endorse the page or the use of the school name, we do not endorse any of the comments or material on this page, and we are not liable for anything that may be stated on this page.

From time to time, we are contacted about the contents of this unauthorised page, and we believe that some of the posts made on this page are deliberately misleading and mischievous. The college has an official Facebook page that is frequently updated with news items regarding events at the school:

[SWSC Facebook](#)

Respectful Relationships Community Meeting

As the school emerged from the COVID and post COVID phase at the start of 2023, we began to step up our commitment to the department's Respectful Relationships curriculum. Respectful Relationships is a curriculum designed to support the promotion of gender diversity, equality, non-violence, and respect in our community. We have really taken further substantial steps with this work in 2024.

Recently I had the pleasure to attend a respectful relationships community meeting at the local Melton Community Centre. The meeting comprised members of staff, students, and parents to discuss respectful relationships in our community. It was an extremely positive event, and we look forward to building upon this work in 2025.

John Goodman
Principal



Facebook



LinkedIn

Why not head to our school Facebook and LinkedIn pages 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.

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

Student scholarships

The Department of Education administers a number of scholarships available to eligible students who are enrolled in Grade 4 to Year 12 in 2024.

Applicants for these scholarships will be evaluated on their:

- participation in school activities
- community involvement
- academic achievement.



Scholarships are either one-off payments or cover the duration of the student's course or annual study.

Many of these scholarships have specific eligibility criteria, so please refer to individual applications for more information. Applications are now open, and close on Saturday 1 February 2025.

For information on how to apply, refer to [Student scholarships](#).

COLLEGE CAPTAINS 2025

We are very excited to announce our college captains for 2025.....

SCHOOL Captains

Isabella Dragwidge



Prisha Redhu



Freeman



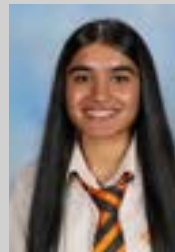
Dante Kuang

Hollows



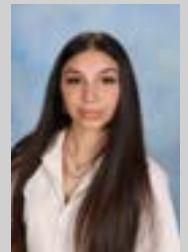
Amra Ameer Ali

Nolan



Gurmehak Sandhu

Goldstein



Mya Latife

House Captains

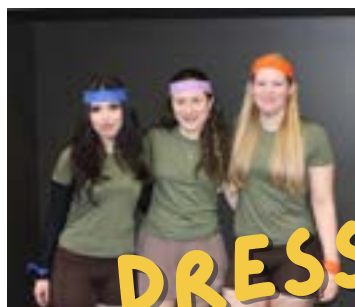
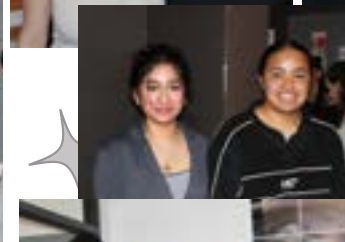
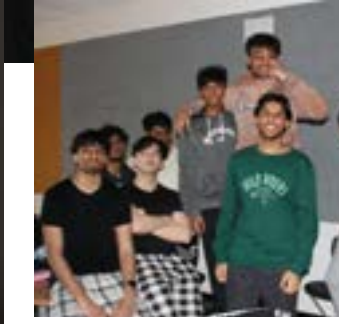
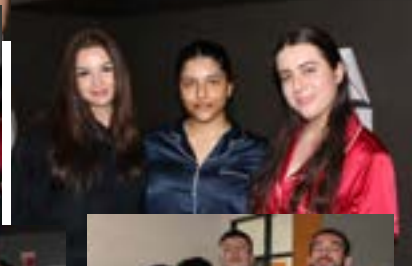
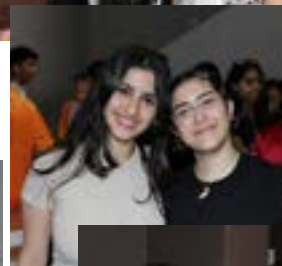


Congratulations to all students on this appointment. We know you will represent the school and all our values to an extremely high standard.



CELEBRATING *2024 Year 12's*

PJ
DAY!



DRESS UP
DAY!





CELEBRATING *2024 Year 12's*



CELEBRATION MORNING!





CELEBRATING *2024 Year 12's*



On Tuesday 22nd October we celebrated our Year 12 cohort and farewelled them at a wonderful evening at Lakeside Reception Centre. We wish them all the best as they head into further studies, apprenticeships, careers, or whatever path they choose to follow. CONGRATULATIONS to each and every one of you.



Year 12
GRADUATION



2024 AWARDS

Congratulations to all our recipients

HOUSE AWARD

This years winners of the SWSC House points goes to NOLAN
Congratulations to all students and staff for your efforts in making Nolan the champions for 2024.

- 1st = Nolan (26,990)
- 2nd = Freeman (23,253)
- 3rd = Goldstein (21,332)
- 4th = Hollows (19,836)

VCE MUSIC CONCERT

The VCE Music Concert was a celebration of our program at SWSC. These students are our very first VCE Music cohort and are incredibly passionate musicians and learners. Our students performed a variety of musical works and songs, 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.

It was a wonderful evening which showcased the exceptional talents of our students.



CREATIVE WRITING COMPETITION

SENIOR WINNER - Emily Han Aged 16 (15-18 competition)

Story: Make a Wish (snippet)

The ocean-like sky has long passed dawned. The city lights gleam through the busy streets. I see a businessman returning back home after a long day of work; the sweet bakery closing their shop for a new day tomorrow. And I'm here smoking on my balcony.

The night sky, I used to love looking at it. But what's the use of that? When I smoke my cigarette the dark smoke covers the beautiful view from my eyes. Why am I like this? Why am I wasting my time away? Just when did this begin? Why Am I always so TIRED? BURNTOUT? USELESS?" I struggle to take my stand. My chest hurts so much. I wish I wasn't breathing so painfully right now... I attempt to cover my mouth; I can't see. A sharp pain is rushing through every inch of my body and I hate it. I hate it. I Hate it. I HATE IT. Why? WHY? "WHY AM I-"

Ah. I notice the slight burning sense on my chin as the cigarette lifelessly drops to the floor. I look at it, the cigarette is short, shabby and burnt. Kind of like me, huh. A small strand of smoke rises up faintly and my eyes follow its trail up to the pitiful night sky. The brightest star catches my sight, it shines and burns until it falls across the milky way. In fact, it's falling right now. "A shooting star..." I muttered, my body was already leaning close to the glass balcony. If you make your wish on a shooting star it will come true.

I've always wanted to be a star; the embodiment of light, something to look up on...If I fall, will I be one step closer to becoming a star? I take my step. If I catch the star, just before I hit the ground; will I be ok? Ignoring the disturbance of the glass wall, I stand on the edge of the balcony. The city is just beneath my feet; the star seems like it's within my grasp as I reach for the sky. Fixating my focus on the star, my legs drift forward, as I whisper my longing wish to the star.

"I wish I could become a better person."

The world becomes light. In fact, it's quite hot. The shooting star even seems to get bigger...wait, the star is getting bigger?! My senses come back and realisation strikes me...That star isn't getting bigger or brighter, it's just heading towards me! My body clatch onto the balcony. I fall back, as I knock my body on the glass in an attempt to step back. A star is a burning rock; a falling star can reach a temperature of 3,000 degrees fahrenheit and its size will destroy the whole area! I freeze up. Only one thing crosses my mind and that is; I'm gonna die.

Shutting my eyes, the looming pressure indicates that it's right in front of me. I expect the scorching heat to burn me alive by now, ...but it doesn't. Am I dead? Why can't I feel any burning heat? Curiosity gets the best of me, and I squint open my eyes. The sight that is in front of me, it's almost lucid... Fragments of stardust glimmer in the air; it unifies as it shifts and reshapes itself into something; or someone. A face that I know, yet so different...like a broken mirror.

That's me... Or at least, it has my face

The star; it's voice echoes through my head, "Hello?" Its body illuminates light, and I notice the trails that are left behind as he leans towards me, "Why are you sitting on the ground?" Staring at him, it almost hurts my eyes to see this much bright beam... truth be told, the most distinguishing part is his eyes I couldn't notice before but it's eyes...It almost seems as though it holds the sun. Shards of light piercing out and... It's beautiful. "W-Who are you?" I manage to muster up the courage to ask, The star looks at me, then soon gives me a beaming smile before replying, "I'm Wish!"



CREATIVE WRITING COMPETITION

SENIOR HONOURABLE MENTION - Anu Gill Aged 15 (15-18) competition

Story:

The two-storey house stands proud and tall towards the end of the street, silence and darkness stretching around it. Every light in every room is switched off. Every light except one.

A small, dimly lit room in the top left corner of the house. Seemingly empty except for a single bed, a rickety old lamp and a phone lying on the floor, long discarded. It's so silent one may think it's empty. Devoid of any humans, any living creature. Yet there's a shadow next to the bed; a girl crouched on the floor, leaning against the wall.

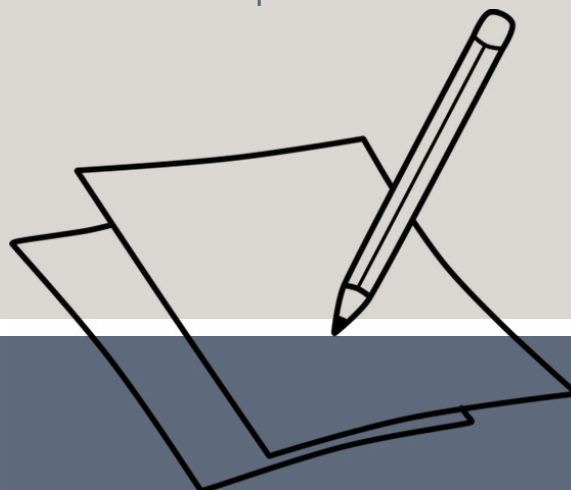
The girl, a high school student, is sitting, staring into nothing. Finding solace in isolation, with only her thoughts to keep her company. But what no one sees is those thoughts slowly taking over, suffocating her until she's trapped. Until she can't escape.

The walls of the room seem to be closing in, the white paint crumbling like the mask of happiness that was hiding her tears. Outside, the wind begins to pick up speed, leaves scattering with only the moon to witness them racing down the street. As the first raindrop falls from the sky, a tear slips out of her left eye. The breaking point.

She whispers into the emptiness, her voice barely audible over the howling of the wind, "Why? Why is it always me?" The desperation in her words is evident, the rawness in her voice laid bare for anyone to hear. Every word is laced in emotion, pleading for someone to notice. For someone to hear. The rain begins to pour down even harder, each splatter reverberating deep into her soul, like knives being stabbed into her heart.

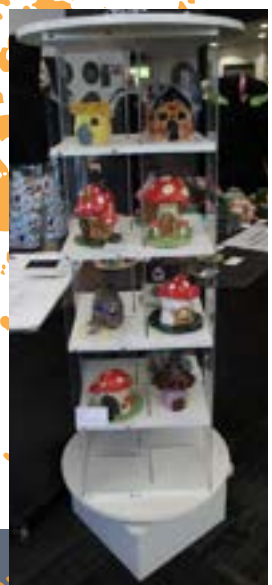
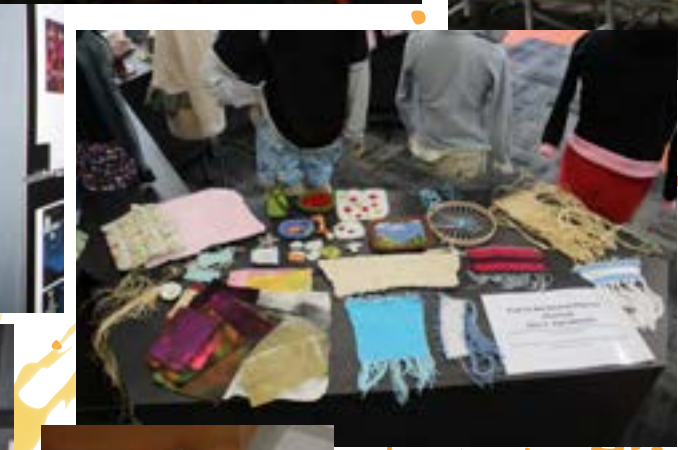
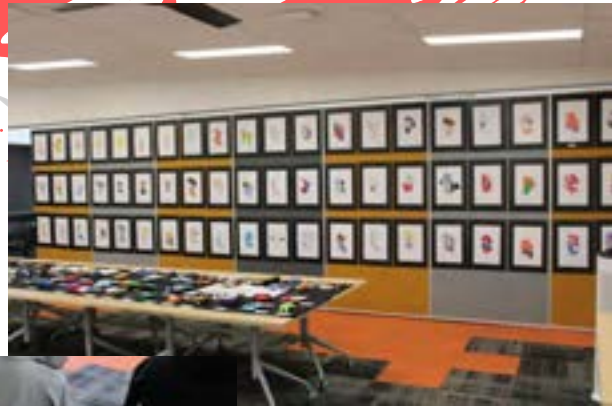
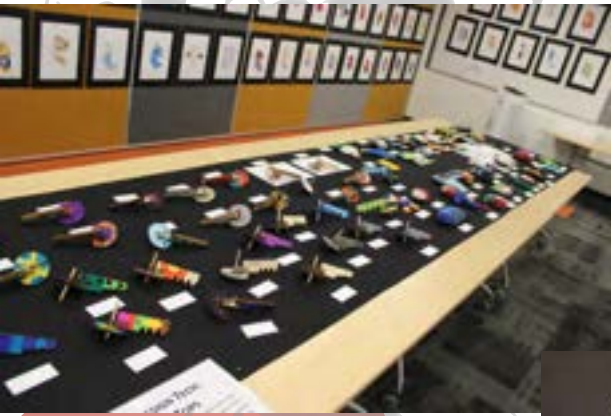
"I hate this... I hate feeling like this." Her voice breaks off as helplessness washes over her, completely submerging her under a sea of desperation and agony. There is a clap of thunder, rattling the windows, drowning out the sounds of her sobs from the rest of the world. She clutches her knees to her chest, body shaking from the force of the tears. The rain patters harder, thunder roars louder, and the lightning joins in, temporarily flooding the room with light. The storm outside the window mirrors the storm in the girl's heart, as if trying to show her she's not alone.

Then just as suddenly as it started, the lightning disappears, the thunder roars to a stop. The consistent pittering and pattering of the rain slows down, and as the last drop falls from the cloud, the last tear rolls down her cheek. Now the wind howls, but in a soothing, whistling way as the girl slowly arises from her spot on the ground. The whispers of desperation and negativity in her mind ease to a stop, and the sky calms down. The storm has passed, and with it, a new day, a fresh start, and a renewed sense of hope.

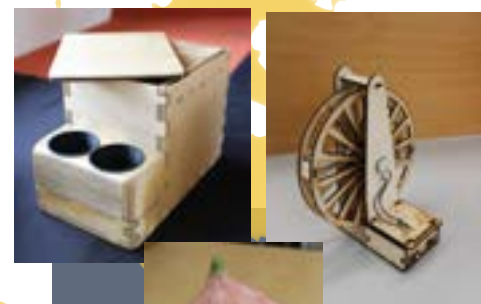
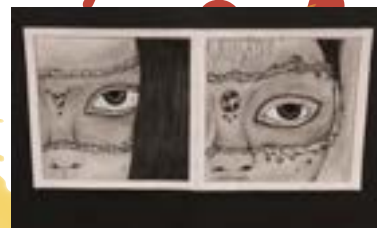
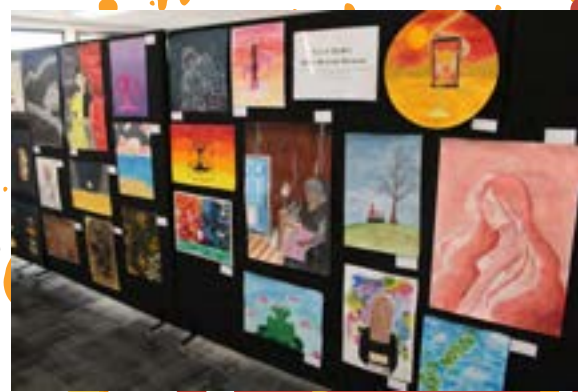
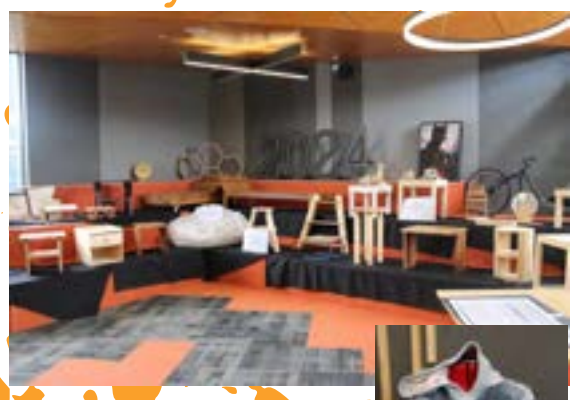
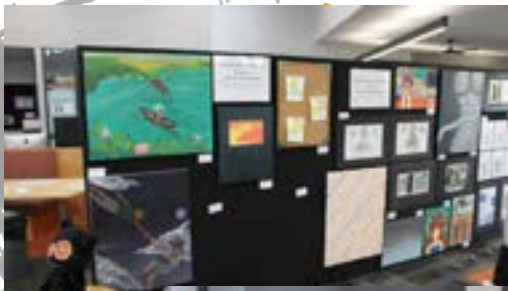


ART & TECHNOLOGY SHOWCASE

On Tuesday 29th October our Art and Technology departments held their annual Showcase. It was a specular exhibition of the very talented students and staff that we have at SWSC.



ART & TECHNOLOGY SHOWCASE



2024 AFRICAN AUSTRALIAN STUDENT CONFERENCE

On Wednesday, 9 October 2024, at the Melbourne Convention and Exhibition Centre (MCEC), six student representatives from our College attended the annual African Australian Student Conference - Samuel Ermyas [Y10], Alexander Manjai [Y9], Maya Medeni [Y11], Rami Saadedin [Y11], Atobrhan Shishay [Y11], and Hannah Tena [Y10]. This was the second year that this event has been held and is a by-product of a Department of Education initiative which aims to bring together African heritage students from schools across the state, fostering an environment of empowerment, inspiration and career exploration.

The conference had a two-fold purpose:

- Broadening Career Pathways and Aspirations - aiming to break the imaginary ceiling, recognising that African heritage student aspirations can differ from their parents' expectations and providing students with exposure to diverse career pathways.
- Inspiration, Motivation, and Empowerment - aiming to inspire, motivate, and empower African heritage students by engaging with successful role models from various fields to share their stories and experiences, demonstrating the possibilities and achievements within their respective careers.

Students heard an opening address from the Hon. Nina Taylor - the Parliamentary Secretary for Education; a Keynote presentation from Habiba Ahmed - CEO of Fourth Trimester Continuity of Care; as well as a range of industry experts in a variety of Creative fields. The day concluded with a panel discussion featuring four prominent African Australian professionals who discussed the various pathways that have led them to their current positions and the strategies that can be implemented by students now and in the coming years with regards to building their individual capacity to succeed and thrive. The panel included:

- Lani Suku - founder of Organic Suku Hair products and education
- Amina Naser - founder of Fitnas Studio and health services
- Malou Lueth - Senior Project Officer, South Sudanese Australian Youth Justice Expert Working Group (Commission for Children and Young People)
- Affie Nkrumah - Interdisciplinary Ghanian-Australian creative artist

A very big thank you to the students who attended as well as our Community Liaison Office - Mr Alando Chia.



SHRINE OF REMEMBRANCE YOUNG AMBASSADORS PROGRAM 2025

Chloe Osongco 8L has been selected to become a 2025 Young Ambassador for the Shrine of Remembrance. With nearly 80 applications from state and private secondary school students, the selection process to become a Shrine Young Ambassador is very competitive. Only 10 students from Years 9 and 10 across the state are chosen and places are sought after as it contributes to the Duke of Edinburgh Award. The aim of the program is to develop young leaders in the Victorian community and encourage young people to understand the importance of remembering and honouring Australia's service community and military history.

Chloe's role as a Young Ambassador includes volunteering for commemorative events such as the Legacy School Service, Anzac Day and Remembrance Day. She will also be involved in various Battalion commemorations and the Last Post Service, which is held at the Shrine every Sunday afternoon. She will get to attend a day trip to Sydney to visit the Hyde Park Anzac Memorial and learn about the significance of commemoration in other places around Australia.

On Saturday 7 December, Ms Torode, Ms Derby and Mr Kelly attended the special handover ceremony at the Shrine of Remembrance to thank the outgoing 2024 Young Ambassadors and introduce Chloe and the other incoming 2025 Young Ambassadors to the Shrine of Remembrance community. After participating in a wreath laying service in the Sanctuary, the 2025 Young Ambassadors were involved in a presentation ceremony, where they were given a small gift welcoming them to the Shrine.

Our college is excited to follow Chloe and see her accomplishments as a 2025 Young Ambassador!

INTERSCHOOL SPORTS

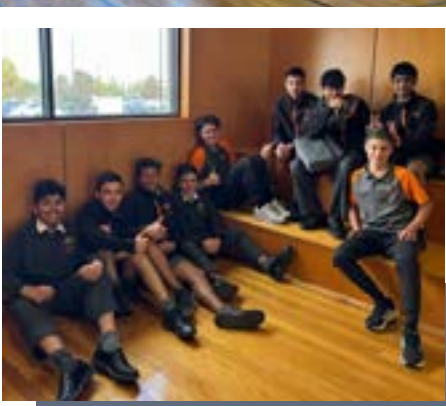


MIDDLE SCHOOL HOUSE COMPETITION

Middle School continued with their House Sports Competition. Events were run during recess and lunch times and were thoroughly enjoyed by participants and spectators alike. Teams accumulated house points which added to the total tally for the year!!

This term the sport was basketball. The final was between Goldstein & Nolan. The winner was **Goldstein** 14-13!

MSS Staff vs Year 10 Students Basketball was another great event. The students being the winners 13-11!



CREATIVE WRITING COMPETITION

JUNIOR WINNER - Chloe Osongco Aged 13 (11-14) competition

Story: An Immortal's thoughts about Immortality

I won't go into the details of how I came to attain eternal life, for I wish my fate not to be retread.

Yet if one acquires the knowledge of how to attain it I cannot stop you.

However, know that if you decide to make that decision the consequences will be yours alone.

Immortality, the thing of which has been sought out by rulers, heroes, and many more, is not what it's made out to be.

The motive that leads one down the journey of immortality whether it be greed, curiosity, or something else entirely, will soon become irrelevant to those who achieve it.

'Time heals all wounds' is a phrase commonly said, however I think that to be untrue. In my view, time causes wounds to fester, be infected, and cause the person more pain than when it was inflicted, even if they do eventually scar.

This goes tenfold for those whose time is endless.

When immortality is first attained you think it to be a blessing, and who would blame you?

You can experience all the things you've ever wanted, do all the things that you were never able to do, and leave an everlasting legacy, you have all of eternity after all.

However the repercussions of immortality only really hit you when death comes.

Not for you of course, but for the people you care about, whether it be your acquaintances, friends, or family. You don't understand what it's like to watch everyone you ever knew, everyone you've ever cared about disappear from this world without a trace, with you being the only one who knows, who remembers.

And it's not just people, but places and events too.

I have been witness to the rise of entire civilisations as they discover and spread revolutionary ideas and inventions, along with their downfall, as wars of unimaginable proportions have been waged. To me this cycle has repeated itself an innumerable amount of times only for all of it to be forgotten in the end. And through witnessing this I have learned something.

Everything fades. Everything dies. Everything disappears, all with the passage of time.

Everything. Except. You.

Sometimes, I don't think that I, even as an immortal, is safe from the effect time has on things.

I mentioned memory and how I'm the only one that remembers, however even that is not permanent.

Sure, I remember things that have long been forgotten, but as time goes on I forget.

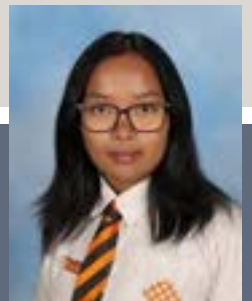
No matter how hard I try to remember, I forget.

Sometimes it might be things that are minor, such as the name of a person or place I once knew, but other times it might be something that makes me, me, like my name, where I'm from, how I grew up, who's my family is, did I even have one in the first place?

I don't feel like myself, I don't know who I am anymore. If I can't remember something as simple as my own name, then who am I? The thought terrifies me, and I'm not even sure what I'm scared of.

But to whomever is reading this, I wish not to burden you with more of my thoughts, all I wish is for you to let it be known that immortality is not a blessing, but a curse.

- A Nameless Immortal



CREATIVE WRITING COMPETITION

JUNIOR HONOURABLE MENTION - Nimisha Santhosh Pereparambil Aged 14 (11-14) competition

Story: Furukute Atarashi

Quite a long time ago, when myths and royalty were prevalent, there existed a fabled supercontinent said to be bathed in magic and ancient mystique. This supercontinent was claimed to be named 'Ethlia' or the 'Magical land'. This land not only had magic but also had real gods called 'Rugmeres', that would dwell amongst the royals. You see, the royals were very different to other Ethlians since they possessed what was known as 'Royal Blood', which would allow them to access a vast variety of magical sequences including a special trait that was unique to each royal. Because of this unique specialty, every few generations, the rugmeres would choose one royal, typically the youngest child, to possess extremely thick royal blood, serving as the Rugmeres vessel. These extremely privileged royals were labelled 'Rugmeres Jewels'.

As the tale continues, it was stated that the most recent royal family, which consisted of 13 children, twelve boys and one girl, were the pride and treasure of Ethlia. The queen had triplets and amongst them, the youngest and only girl, claimed to be 'Rugmeres Jewel' was born. Unfortunately, Because of this revelation, Many wished to seize her for her power. One lunatic anpothrophite in particular named Everitan even created sentient, human-like beings to infiltrate the palace and wage war. The Ethlian army fought back but they were no match for Everitans cunning army. In distress and sadness, The Queen knew that if she wanted to protect her dear children, she would have to send them away(At the time the oldest prince was sixteen and the youngest Princess was one). Since the only way to travel in Ethlia was via portal, the Queen scattered the royal children around the world, connecting them to each other by attaching a blood string, in hope that one day they would reunite and rescue Ethlia, king and queen from Everitan grasp. And just like that, Ethlia Plunged into Eternal Doom.

"But that's merely a bedtime story that my Grandma used to tell me to get me to go to sleep" I whined aloud while cuddling my plushie. At first, I honestly believed her that 'Ethlia' and 'rugmere' and all that stuff was real and can you blame me! C'mon Think about it. If you were Five-turning six, adopted at a young age and a MASSIVE Fairytale child then you would have thought you were 'Rugmeres Jewel' as well! But now I'm 15 and I know that all this 'Ethlia', 'Rugmere', 'Royal blood' stuff is just a fantasy... WHICH is why you can probably imagine my reaction when a REAL rugmere appeared out of the blue (literally, He's blue!!) and claimed that I was 'Rugmeres Jewel'!!!

Stuck there confused and bewildered, I openly gawked at this ethereal, luminous boy, slightly taller than me with blue bells on his ankles and hair the colour of the sunset over the ocean breeze. He had clear white skin and for some reason... HE WAS LEVITATING!!. At first I thought he was a magician or something since he was quite literally off the floor, but that thought quickly shattered once I tried to throw something at him. He was translucent And... Glowing? Suddenly Himari, my best friend, burst open the door. "Nia, are you coming to the movies?" she thoughtfully asked while leaning on the doorframe of my room. Why was she so calm? Was she blind or Could she really not see this blue weirdo floating in front of me? "Uhh nah" I whimpered as Himari sighed, whispered 'ok' and left abruptly and not even a second after she shut the door, the blue weirdo jumped and yelled "EXCUSE ME!!! For a matter of fact, I am NOT a blue weirdo. I'm a Wonderful Rugmere. YOUR Wonderful Rugmere to be exact, Nate at your service". 'How on earth did he know I called him a blue weirdo if I never said it outloud?' I wondered as he flew a lap around me and whispered in my ear " It's cuz I can read your thoughts. Crazy huh" "Crazy more like creepy" I muttered. "HEY!!!" Nate hollered. Just then I remembered that this

Gorgeous creep addressed himself as a 'Rugmere', No, as MY 'Rugmere'???



MATHS NEVER STOPS!

Important Information Regarding Calculators and Textbooks

As we approach the new academic year, we remind parents and carers of the importance of CAS calculators for students in Year 10 Advanced Mathematics, as well as for students enrolled in General Mathematics, Mathematical Methods, or Specialist Mathematics in Years 11 and 12. These calculators are essential tools for success, not only being listed as mandatory items on the booklist but also as critical resources for assessments and exams. Without a CAS calculator, it is nearly impossible for students to effectively demonstrate Outcome 3 in their studies.

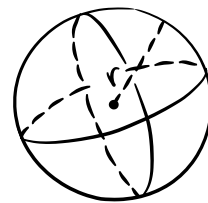
Additionally, to minimise distractions and support students' regulation, physical textbooks have been made a requirement next year. Digital-only options have not been available on the booklist to ensure students have a focussed environment for learning. Please ensure these resources are purchased ahead of the new school year.

Numeracy Over the Holidays

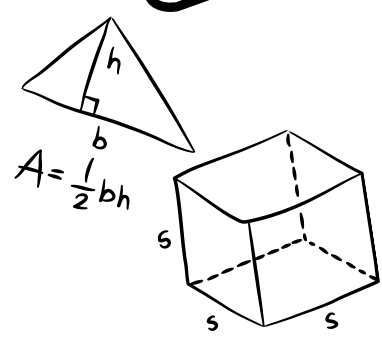
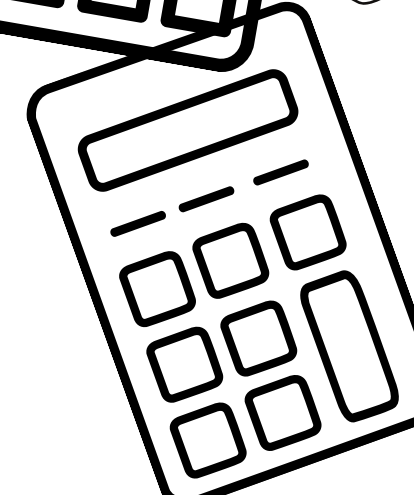
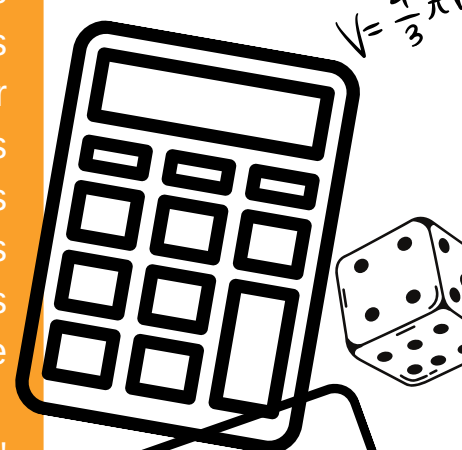
The holiday break offers excellent opportunities to engage students in real-world numeracy. Activities such as measuring and calculating in the kitchen, estimating grocery costs while shopping, calculating time zone differences, or solving "Are we there yet?" problems on road trips can help students practice and maintain their skills in a fun and practical way. These moments of applied learning reinforce classroom concepts and demonstrate the importance of mathematics in everyday life.

Wishing you and your families a happy and restful holiday season. Thank you for your continued support in fostering our students' mathematical growth.

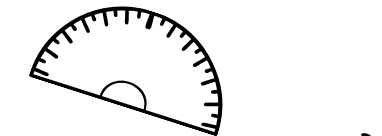
Kind regards,
Nick Sant
Head of Mathematics



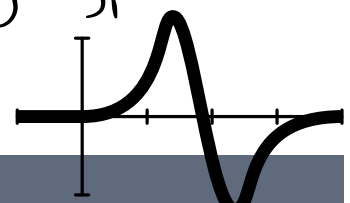
$$V = \frac{4}{3}\pi r^3$$



$$\frac{x}{a} + \frac{y}{b} = 1$$
$$v = s^3$$



$$y - y_1 = m(x - x_1)$$



Year 12 Drama Devised Solo Performance Evening



This term we enjoyed a captivating evening as our talented Unit 4 Drama students showcased their creativity and skill in the Outcome 2 Unit 4 Solo Performance Evening. The audience witnessed their unique interpretations and masterful execution of diverse characters, brought to life through meticulously crafted performances. This mock performance exam contributes to their Outcome 2 assessment and helped prepare them for the official performance exam on Friday 18 October. It was a wonderful opportunity to experience their unique interpretations and theatrical prowess in this showcase of diverse characters and stories. Chookers to our Drama Students!

BRAZILIAN JIU JITSU



Brazilian Jiu Jitsu (BJJ) is an exciting martial art that focuses on grappling and self-defence techniques, helping students develop strength, coordination, problem-solving skills, and resilience. The program is open to **all year levels** and is run by Mr. Mathias, Mr. Tyson and Ms. Vaughan every Monday from 3:00 to 4:15 PM in the school gym.

The program will continue into 2025, and new enrolments are welcome! **OPEN TO ALL YEAR LEVELS!** A one-off payment of \$10 covers participation. Parental consent and payment are required to join.

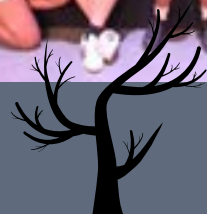
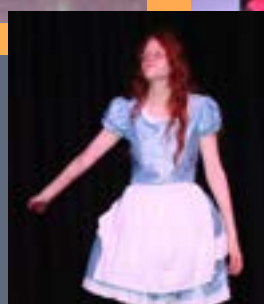
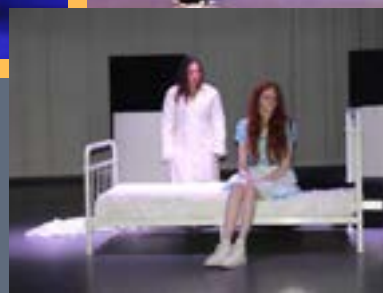


Uniforms are provided, but students are encouraged to bring their own mouthguard. Don't miss this opportunity to build confidence, learn practical skills, and have fun with friends. Email hugo.mathias@education.vic.gov.au to sign up. Join us on the mats and give it a try!



YEAR 10 & 11 DRAMA ENSEMBLE EVENING

The Year 10 and 11 Drama Ensemble Performance Evening was a resounding success, showcasing students' confidence and creativity as they brought their unique theatrical visions to life. With Year 10 students presenting Halloween Frights! and Unit 2 students delving into Unraveled Minds: The Asylum's Legacy, the performances captivated the audience and demonstrated the students' dedication to their performance assessments.



LEADERSHIP DAY



On Tuesday the 2nd of December, the new members of our school's SRC (Student Representative Council) gathered at the Fraser Rise Community Centre with Ms. Meilak and Ms. Caines for 2025 Student Leadership Day. The day began with icebreaker activities, later easing into leadership based activities. These included identifying our leadership skill sets and exploring the difference between student voice, which involves sharing ideas in an environment of trust and respect, being practical, and taking responsibility for necessary actions, and student noise. We also discussed strategies to transform unproductive student noise into meaningful student voice.

Next, we brainstormed potential focus areas for the school this year, reflecting on our past successes and identifying areas for improvement. We were also fortunate to hear insights from various members of the Principal Team, including Mr. Goodman, Mr. Sloan, Ms. Dhir, and Mr. Williams, who shared some of their viewpoints on leadership and potential focus areas for the SRC next year.

Later, after a quick lunch break, the 2024 School Captains joined us for a Q&A session, where they shared their experiences as leaders and answered some of our questions about managing leadership and school. Finally, we began action planning for future initiatives. We are also seeking ideas for a school-wide project addressing a social issue, such as homelessness or pollution. We would greatly appreciate suggestions from the wider school community, which can be shared with us in person or through our Call to Captains website.

Overall, it was a valuable experience, teaching us more about student voice, leadership, and teamwork.

Prisha Redhu 11C

RESPECT COMPETITION

Himathri Sureshkumar (7C) entered the Respect Competition, Stop it at the Start, earlier this year. She was awarded runner up!

Himathri's entry was one of more than 500 entries from all over Australia and the judging panel were impressed by the quality of Himathri's entry and the thought, time and effort which went in to creating it.

Congratulations Himathri!

Respect Competition, Secondary school category Storyboard Title: Respect everyone no matter what by Himathri



To view more entries see [Here](#)

Year 11 VCE VM MOCK INTERVIEWS

As part of their Unit 2 Work Related Skills program, Year 11 VCE VM students at Springside West Secondary College took part in a valuable learning experience: Mock Job Interviews. Students were tasked with preparing formal job applications, including crafting a professional resume and cover letter. Students then had the opportunity to participate in mock interviews, simulating real-world hiring processes.

We are extremely grateful for the support of the MEGT Careers Team, who visited our school and worked alongside our dedicated careers staff to conduct these interviews. This hands-on activity provided our students with a deeper understanding of the job application process and gave them the chance to receive constructive feedback on their resumes, cover letters, and interview skills.

The mock interviews were an excellent opportunity for students to gain confidence and enhance their employability skills, better preparing them for future career opportunities.

Amanda Vella
Head of Faculty Vocational Pathways
Teacher VCE Vocational Major



Social media safety

Parents and carers play an important role in supporting their children to be safe online and on social media. You can help your children safely navigate their digital world and educate them to avoid harmful online experiences. You can explore websites, games, apps and social media together and set some rules and boundaries.

Your support and guidance can give your children the knowledge to make sound decisions online and confidence to ask for help when they need it. It is also important to stay informed about online safety.

The Department of Education recognises this important issue and has developed fact sheets about supports to help keep students safe online and what to do if they are involved in an online incident.

The fact sheets contain links to evidence-based information on supporting positive and safe online experiences, signs a child or young person might need help, what to do if something unsafe happens online, and where to reach out to for more support.

To access the fact sheets, refer to the Safe Socials webpage. The fact sheets are available in 19 community languages.

<https://www.vic.gov.au/safe-socials-students>

<https://www.vic.gov.au/safe-socials-parents-and-carers-secondary>

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 sanctions, 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 engage 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 listen-learn 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 clear 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 continuously remind students of the expectations regarding the Department of Education's Mobile Phone Policy in schools, as well as our school expectations around headphones / device 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 devices 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 1-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.

This year, SWSC proudly participated in the 'Day for Daniel'. On Friday October 25th, the Daniel Morcombe Foundation marked 20 years of helping our kids learn about ways to stay safe in public and online.

As part of our fundraising efforts we had a 'casual clothes' day with the emphasis on wearing red. Staff also participated by wearing red, or a red item, Red being the colour associated with the 'Day for Daniel'. A gold coin donation was requested.

Year 11 students Isabella and Joshua also made a speech during lunchtime to staff and students.

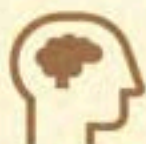
Some of the activities included Badge Making, Bracelet Making, and Colouring-In.

The dedication this Foundation has towards helping kids stay safe is so admirable it was fantastic to see such strong support from our school community. \$925.30 was raised.

Leon Evgeniadis, one of our school Education Support assistants, was an integral part of the organising of the event and had this to say: "I am beyond thrilled and so very proud of not only this, but the spirit and support by everyone at our wonderful school. To all the amazing students, staff and families that either donated or supported in other ways, a very big THANK YOU! This day could not have happened without the help and support from a few people at SWSC. Mr Sloan, Andreanna and the Wellbeing team, and Year 11 students Isabella Dragwidge and Joshua Steward. Proud to work with such amazingly supportive people! Thank you to each and every one of you!"



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BROADEN your cultural understanding

EXPAND critical thinking through language acquisition and Boost ATAR score



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TO YEAR 7 2025

JOIN US ON THIS JOURNEY



Wishing you and your family a safe and joyful Christmas period and a wonderful

New Year.

