



# The Spark

Term 2 2026

Springside West Secondary College

## Principal's report

### College band program

Last night I had the pleasure of attending a performance from our year 7 band. This is the second year of our expanded music/ band program, and it is wonderful to see the growth in capability and confidence of these students. We have more exciting performing arts events planned for semester two.

### Annual Report to the school community

Recently I had the opportunity to present to school council our annual report for the 2025 school year. The report outlines many areas of success and improvement and is frank about some areas for future improvement. It will be uploaded to the college website once it has gone through the final departmental process of approval, and I encourage you to read it.

### College Facebook page

A reminder to frequently check our college Facebook page for information about events that have taken place in the school. We also provide important updates and reminders. It is a quick and easy way to maintain a connection with the vibrant life of Springside West.

### Attitudes to school survey

It has been a busy month in June moving through the year levels of the school and conducting surveys of all students within Springside West. In recent years these surveys have indicated a significant improvement in the outlook of our students, we hope to continue this trend and maintain a similar standard in 2026. Data from these surveys is highly valued and is used for planning from year to year.

### Communicating with staff at the school

Secondary education is built around a partnership. When the relationship between the school and home is strong, the likelihood of success is magnified, and the opposite is true- when communication is poor, it is difficult to support students to achieve. Regular contact between the school and home is vital. When we do communicate with you, we seek a reasonable and supportive response. Please ensure that you speak with our staff with courtesy and respect when they contact home. We make no claim to be perfect, and are always open to suggestions for improvement, provided they are expressed with respect and reasonableness.

I wish you and your families well.

John Goodman | Principal



## Term 3 key dates

13 July - Curriculum Day  
14 July -First day of Term 3  
15 July to 17 July -Year 7 Camp  
20 July -School Production Week  
27 July to 31 July -Year 10 Work Experience  
11 August -Year 10 Course Selection Day  
27 August -Year 9 Course Selection Day  
28 August -Year 10 Immunisation  
07 Sept - Humanities Week

● ● ● find out more online ● ● ●

[www.swsc.com.au](http://www.swsc.com.au)



[springside.west.secondary.college](http://springside.west.secondary.college)



# EVERY LESSON EVERY DAY



**Springside  
West**  
Secondary College

*Challenge*

*Growth*

*Community*

01

## BRING YOUR LEARNING MATERIALS

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



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!

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.





## Springside West Secondary College

**Growth:** We are motivated **learners**, always striving for personal development and academic excellence.

**Challenge:** We take **responsibility** for our learning and seize new opportunities with determination and optimism.

**Community:** We treat all members of our community with **respect** and are responsible for our actions and environment.

### LEARNING SPACES

Classrooms and specialist areas

Actively participate in classroom learning  
Attempt all learning and homework tasks  
Seek and act on feedback

### TRANSITIONING

Moving to and from classrooms, locker bays and through hallways

Collect all materials at allocated times  
Line up quietly at designated space  
Move calmly and quietly through communal spaces

### FACILITIES

Toilets, canteens, lockers and active spaces

Use facilities appropriately and safely  
Engage in activities in a positive manner

### IN THE COMMUNITY

Travelling to and from school, excursions, camps and school based activities

Actively participate in house and school events  
Support others to engage in incursions and excursions

### DIGITAL SPACES

Using devices at school, at home and in the community

Use devices only when instructed  
Respect authentication when using online resources

### AT ALL TIMES

Follow all staff instructions

Arrive on time

Keep phones and headphones in lockers

Be respectful and inclusive

Be empathetic

Strive for personal excellence

Wear correct uniform

Engage in all educational opportunities

### CHALLENGE

Bring required learning materials  
Seek to extend our learning  
Submit all learning tasks on time

Leave class with a signed diary  
Leave the room tidy  
Move safely outside of buildings when going to class

Stay in designated spaces  
Share all spaces  
Communicate concerns to staff members

Represent the school with pride  
Always adhere to rules and instructions  
Show school spirit

Protect personal information  
Keep digital storage organised  
Follow acceptable use policy

### COMMUNITY

Follow all staff instructions  
Be respectful and inclusive  
Use equipment and resources appropriately

Move on the left through communal spaces  
Enter classroom spaces in an appropriate way

Support others in the yard  
Place rubbish in bins  
Eat outside at break time

Positively engage with community members  
Model appropriate behaviours  
Respect the environment

Report cyberbullying  
Make positive contributions  
Engage safely and responsibly when using social media

### GROWTH



# Interschool Sports

## RESULTS

Our Year 8 & Intermediate Boys Netball teams competed against schools within our division in a day long netball tournament. It was a great day out full of excitement and improvement across both teams. Congratulations to our Intermediate Boys Netball Team who won and have now progressed through to the Western Metropolitan Region event!!



Well done to our Intermediate Girls Netball team in competing in their divisional netball tournament. It was a fun day out at Altona Sports Stadium playing against several schools within the Keilor Division. We look forward to seeing you all back on the court soon!

**Congratulations to all students who proudly represented our school in Interschool Sports during Term 2. Your teamwork, sportsmanship, and willingness to challenge yourselves have been outstanding. Whether you celebrated victories, developed new skills, or supported your teammates, your efforts have made our school community proud. We encourage all students to continue getting involved in future sporting opportunities. Interschool Sport is a fantastic way to stay active, build friendships, and represent our school with pride. Keep an eye out for upcoming sign-ups and give it a go!**



# Keilor Division

## CROSS COUNTRY

Congratulations to our awesome Cross-Country team who took out the Keilor Division Cross Country Championships on Friday 29<sup>th</sup> May!

We competed against 9 other schools within our division in all age groups and were able to win our very first Cross-Country event ever!!

1<sup>st</sup> - Springside West Secondary College (121 points)

2<sup>nd</sup> - Keilor Downs College (108 points)

3<sup>rd</sup> - Southern Cross Grammar (93 points)

4<sup>th</sup> - Victorian University Secondary College (69 points)

A very special mention to the following students who have made it through to Western Metropolitan Region. Good Luck to you all!

***Stella Vosko, Setna Bayou, Atranos Zenebe, Ayman Ameer Ali, Malik Moujalled, Xavier Clarke, Tanishka Ram, Brady Kelly, Ablak Singh, Edon Alimovski, Justin Dhadwal, Tristyn O'Sullivan, Varinderveer Dhadwal, Kabir Janjua, Tanveer Dhadwal, Alyssa Larking, Nhi Nguyen, Alexandra Kovac, Heidi Harrison & Ruan Lyle-De Klerk***



# URBNSURF

**OUR YEAR 10 SPORT & RECREATION STUDENTS SPENT THE DAY AT URBNSURF BUILDING CONFIDENCE IN THE WATER THROUGH SURFING, BOOGIE BOARDING, AND PRACTICAL LIFESAVING SKILLS! STUDENTS LEARNT HOW TO IDENTIFY AND ESCAPE RIP CURRENTS AND STRENGTHENED THEIR UNDERSTANDING OF WATER SAFETY, ALL WHILE HAVING A GREAT TIME IN THE WAVES.**



## LEADERSHIP & COACHING

**Our Year 9 Leadership & Coaching students spent a full day at AFL Max developing their leadership skills through movement, real-time challenges and guided reflection. The program ran across four “quarters” - Energy, Purpose, Connect and Perform, each building key capabilities for confident leadership. Students enjoyed the AFL Max attractions, including trampolines, the ninja course, inflatables, bouldering and interactive zones!**





# YEAR 7 & 8 CROSS COUNTRY

OUR YEAR 7 & 8 STUDENTS TOOK PART IN CROSS COUNTRY ON MONDAY 18<sup>TH</sup> MAY. STUDENTS PUSHED THEMSELVES AND TACKLED THE TRACK AT THEIR OWN PACE, MAKING FOR A FUN AND SUPPORTIVE AFTERNOON THAT REFLECTED OUR VALUES OF GROWTH, CHALLENGE AND COMMUNITY. THE EFFORT SHOWN ACROSS THE AFTERNOON MADE IT A GENUINELY POSITIVE EVENT FOR BOTH YEAR LEVELS. A BIG CONGRATULATIONS TO ALL STUDENTS FOR PARTICIPATING AND FANTASTIC WORK TO THOSE THAT PLACED!!

LASTLY, WELL DONE TO OUR VET SPORT, AQUATICS AND RECREATION STUDENTS WHO SUPPORTED THE EVENT BY TAKING OVER A MASS NUMBER OF ROLES INCLUDING MARSHALLING, CHECKPOINTS, START LINE, FINISH LINE, COURSE RUNNERS, AND PACERS. THIS DAY WOULD NOT HAVE BEEN POSSIBLE WITHOUT YOU!



## STUDENT ACHIEVEMENT

Springside West Secondary College is proud to celebrate the outstanding achievement of Year 11 student Wek Kuek, who has been awarded a prestigious scholarship to attend the Southern Preparatory Academy in Alabama, USA. As Wek embarks on this exciting new chapter, we wish him every success during his time in the United States. We have no doubt he will make the most of this opportunity, continue to grow as a student-athlete, and represent our school community with pride. Good luck, Wek! We look forward to following your journey and cheering you on as you pursue your basketball dreams. 🏀🌟





# REPTILE ENCOUNTER

## *Incursion*

Students in the Springside West Cert II in Animal Care program recently enjoyed an exciting and highly engaging incursion from Reptile Encounters.

This hands-on experience brought classroom concepts to life, with a strong focus on taxonomy and species identification across animals with feathers, fur and scales.

Throughout the session, students explored how different species are classified and distinguished, deepening their understanding of key identification features. The incursion also highlighted animal behaviour, giving students valuable insight into how various species interact with their environment and respond to human presence.

A definite highlight was the opportunity for students to safely handle and interact with some of the animals, creating memorable, real-world connections to their learning. Experiences like this demonstrate how incursions can significantly enhance student engagement, making complex scientific concepts both accessible and exciting.

Overall, the incursion was an outstanding success, reinforcing the importance of practical, hands-on learning in animal care education.



## WESTERN CHANCES SCHOLARSHIP

Several of our 2026 Western Chances recipients were recently recognised at a special certificate presentation ceremony hosted by the organisation.

The event celebrated students who have demonstrated commitment to their education and personal goals, with recipients proudly receiving their recognition certificates. We congratulate our students on this achievement and thank Western Chances for their ongoing support in helping young people reach their full potential.



## VET Sport, Aquatics and Recreation

As part of their VET Sport, Aquatics and Recreation studies, Year 10 and Year 11 students recently completed a First Aid Course, a mandatory component of their certificate requirements. All students participated in a one-day intensive training program delivered by Savile.

Throughout the day, students developed practical first aid skills and gained valuable knowledge in responding to a range of emergency situations. The course provided students with nationally recognised training while equipping them with important life-saving skills that will benefit them both in their future careers and everyday life.





# Top Design & VCAA FORUM

Our Year 11 and 12 Visual Communication Design students recently attended the VCAA Top Designs Education Forum at the Melbourne Museum, providing them with valuable insights into the world of design and their upcoming SAT folio requirements. Students had the opportunity to view outstanding folio work from the 2025 cohort, gaining a deeper understanding of the creativity, innovation, and high standards required for success in Visual Communication Design. A highlight of the day was hearing from renowned Australian designer Beci Orpin, who shared her experiences and offered a fascinating insight into professional design practice. Her presentation inspired students to think creatively and explore the many possibilities within the design industry. This excursion was an invaluable learning experience, helping students connect classroom learning with real-world design practice while inspiring them as they continue developing their own SAT folios.



# TOP ARTS MAKING AND EXHIBITING

Students attended the gallery excursion to deepen their understanding of the Art Making and Exhibiting VCE study design. During the visit, they toured a range of exhibitions, collecting information and developing key knowledge and skills that will support their learning throughout the year.



# Life Drawing INCURSION

Year 11 students recently participated in a life drawing incursion designed to develop their observational drawing skills. During the session, students worked with a fully clothed model who posed in a variety of positions. Students created drawings based on direct observation, exploring gestural mark-making techniques using a range of materials and working across varying timeframes. The experience provided students with an excellent opportunity to refine their artistic skills and deepen their understanding of drawing from life.



For more information please contact  
Farisha in wellbeing  
[farisha.nishaa@education.vic.gov.au](mailto:farisha.nishaa@education.vic.gov.au)



# DEBATING COMPETITION

Our debaters are thriving this year at the inter-school debating competition! Huge congratulations to our B-grade team (Luana, Hijmans, Samara Famador, Ruan Lyle-De Klerk, Sophie Gradkowski and Eliana Victoriano) who won against St. Bernard's College. The topic? 'Should we ban private tutoring?'



## SENIOR WYNSPEAK HEAT

Congratulations to Izna Taffazal (IOE) on her outstanding achievement in winning the Senior Wynspeak Heat at Tarneit Secondary College. The Senior Wynspeak division forms part of the annual Wynspeak Public Speaking Competition, which brings together talented secondary students from across Melbourne's western suburbs to showcase their public speaking skills. Izna's success is a testament to her confidence, preparation, and ability to engage an audience with her powerful presentation. We are incredibly proud of her achievement.



SPRINGSIDE WEST SECONDARY COLLEGE

### 2026 SWSC CREATIVE WRITING COMPETITION

Entries are now open for our first Creative Writing Competition!

- Submit a narrative or poem
- Word limit: 1200 words
- You may submit a story you have written for a Learning Task
- All entries must be authentic and original

**ENTRIES ARE DUE ON:**  
Friday 24 July, 8:45am

**SUBMIT YOUR STORY TO  
GOOGLE CLASSROOM:**

Google Classroom Code:  
**znhfba4n**



# FIT2 DRIVE



Our Year 11 students recently participated in the Fit to Drive program, a valuable learning experience designed to help young people understand the complexities of decision-making and risk-taking as road users. Through a series of interactive group activities, students explored practical strategies for keeping themselves and their peers safe on the roads. Supported by experienced facilitators, as well as local Victoria Police and Fire Rescue Victoria personnel, students gained important insights into road laws and examined a real-life case study, reinforcing the serious responsibilities that come with driving and road safety.

## ***FIRST WORLD WAR RECRUITMENT AND PROPAGANDA POSTER COMPETITION***

Springside West Secondary College proudly celebrated the achievements of 15 Year 9 finalists in the Humanities Faculty's Answering the Call First World War Recruitment and Propaganda Poster Competition. Students demonstrated outstanding creativity, historical understanding, and insight into the role of propaganda during the First World War. Congratulations to competition winners Helina Habte (1st Place) and Dhanvi Sharma (2nd Place). The competition was judged by historian Lambis Englezos and volunteers from the Shrine of Remembrance, who commended the high quality, historical accuracy, and powerful messages reflected in the students' work. The finalist posters are now on display at Melton Library and will remain there until October, providing the wider community with an opportunity to view and celebrate these outstanding student achievements.



# BULLY ZERO

Our Year 10 students recently participated in a workplace readiness session focused on preparing young people for the transition into employment. The program aimed to build students' understanding of workplace bullying, including how to recognise, prevent, and respond to inappropriate behaviour in professional settings. Students also learned about the support pathways available to employees and gained valuable knowledge and skills to help them contribute to safe, respectful, and inclusive workplaces in the future.



## **BLUE EDGE PROGRAM**

*Throughout Term 2, our Year 8 students participated in the Blue EDGE program, an engaging early intervention initiative that combines physical fitness with practical life skills. The program aims to build resilience, promote healthy and safe decision-making, and strengthen students' connections to their community through a range of challenging and rewarding experiences.*





# Youth Road Safety

## Fact Sheet



VICTORIA POLICE

Whether you're biking or riding an e-scooter, follow these simple road safety tips to stay safe and have fun on the move!

### MODIFIED OR PETROL POWERED BICYCLES

- Illegal.



### MOTORBIKES

- To ride on or off-road it must be registered with a full or recreation registration
- Helmet must be worn at all times.



### E-BIKES

- 25 km/h MAX speed
- Motor cannot provide power at speeds higher than 25km/h
- Helmet must be worn at all times
- No passengers
- Cannot be ridden on footpaths.



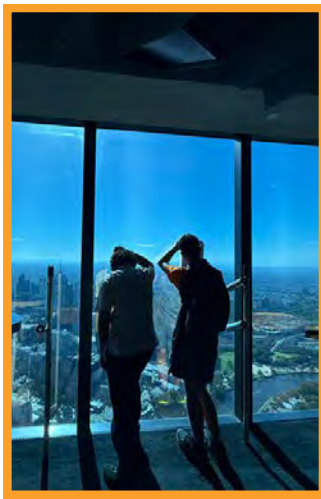
### E-SCOOTER

- Be aged 16 yrs or over
- Max speed 20 kmph
- Helmet must be worn at all times
- No passengers
- Cannot be ridden on footpaths.



For more information, visit [police.vic.gov.au/road-safety](https://police.vic.gov.au/road-safety)

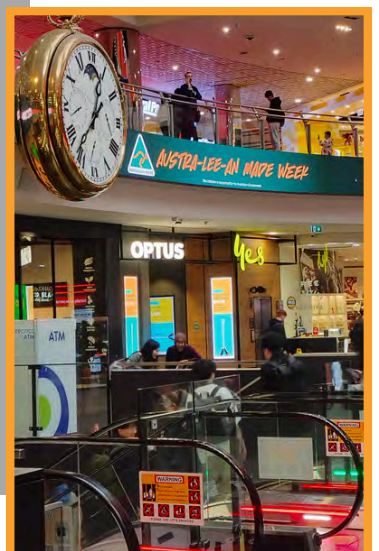




**AS PART OF THEIR CITY EXPERIENCE ELECTIVE, OUR YEAR 9 STUDENTS VISITED THE EUREKA SKYDECK. THE 360-DEGREE VIEWS PROVIDED AN EXCELLENT BACKDROP FOR STUDENTS TO IDENTIFY MELBOURNE'S KEY LANDMARKS AND GATHER DATA FOR THEIR ASSESSMENT. IT WAS A GREAT OPPORTUNITY FOR THE COHORT TO APPLY THEIR CLASSROOM LEARNING TO THE REAL WORLD WHILE SEEING THE CITY FROM A UNIQUE PERSPECTIVE.**



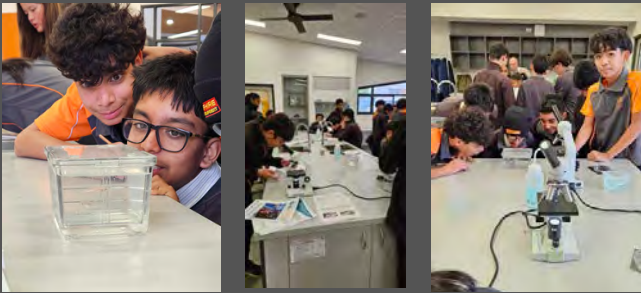
**Students recently travelled into Melbourne to participate in a city-based scavenger hunt as part of their Assessment Task 3. Working in groups, students designed, completed, and evaluated each other's scavenger hunts, developing their teamwork, resilience, perseverance, and problem-solving skills throughout the day. The activity encouraged students to collaborate effectively, strengthen their relationships with peers, and engage positively with the broader school community. Through a range of challenges and tasks across the city, students demonstrated initiative, communication, and adaptability while applying their learning in a practical setting. The excursion provided a valuable opportunity for students to build confidence and independence while working together to achieve shared goals.**





# BIOEYES

*The BioEyes Australia program provided Year 8 students with a hands-on, inquiry-based learning experience that brought biological science to life. Students mated zebrafish, harvested embryos, and observed their development under a microscope, gaining firsthand insight into cell differentiation, organ system development, and mitosis. Through this authentic scientific investigation, students formulated and tested hypotheses, conducted experiments, analysed findings, and presented data, while making meaningful connections to real-world biomedical research. The program served as an engaging extension of classroom learning and was particularly valuable for students in the SEAL program.*



# Melbourne Zoo

Our Year 7 students recently visited Melbourne Zoo as part of their Science studies on classification. During the excursion, students applied their knowledge of the Linnaeus classification system by identifying and classifying animals, exploring the characteristics of different organism groups, and investigating scientific naming conventions.



# IMAX

YEAR 10 STUDENTS RECENTLY PARTICIPATED IN AN EXCURSION TO THE MUSEUM AND IMAX, WHERE THEY VIEWED THE DOCUMENTARY EXTREME WEATHER. THE EXCURSION PROVIDED STUDENTS WITH AN ENGAGING OPPORTUNITY TO EXTEND THEIR CLASSROOM LEARNING BY EXPLORING THE SCIENCE BEHIND WEATHER SYSTEMS AND NATURAL DISASTERS. THE IMAX DOCUMENTARY EXAMINED THE CONNECTIONS BETWEEN EXTREME WEATHER EVENTS AROUND THE WORLD, INCLUDING TYPHOONS, TORNADOES, BUSHFIRES, AND FLASH FLOODS. STUDENTS GAINED INSIGHT INTO HOW THESE SEEMINGLY SEPARATE EVENTS ARE INTERCONNECTED AND INFLUENCED BY GLOBAL WEATHER PATTERNS. THE FILM ALSO HIGHLIGHTED THE WORK OF SCIENTISTS AND RESEARCHERS WHO ARE DEVELOPING METHODS TO BETTER PREDICT AND RESPOND TO SEVERE WEATHER CONDITIONS. THROUGH THE EXPERIENCES AT BOTH THE MUSEUM AND IMAX, STUDENTS ENHANCED THEIR UNDERSTANDING OF ENVIRONMENTAL SCIENCE, CLIMATE SYSTEMS, AND THE IMPACT OF EXTREME WEATHER ON COMMUNITIES ACROSS THE GLOBE.





# Student voice and leadership

A GROUP OF OUR YEAR 9 STUDENTS HAD THE PRIVILEGE OF ATTENDING THE MELTON YOUTH FORUM. THE FORUM PROVIDED A FANTASTIC OPPORTUNITY FOR STUDENTS TO STRENGTHEN THEIR LEADERSHIP SKILLS, SHARE THEIR PERSPECTIVES, AND ENSURE THAT YOUNG PEOPLE'S VOICES ARE REPRESENTED WITHIN THE WIDER COMMUNITY. STUDENTS PARTICIPATED IN A RANGE OF ENGAGING DISCUSSIONS AND ACTIVITIES, INCLUDING A PANEL FEATURING INSPIRING COMMUNITY LEADERS SUCH AS JACINTA GULISANO FROM AUSTRALIAN IDOL AND KUANY KUANY A PROFESSIONAL BASKETBALL PLAYER. THEIR INSIGHTS ENCOURAGED STUDENTS TO THINK ABOUT LEADERSHIP, RESILIENCE, AND THE IMPACT THEY CAN HAVE WITHIN THEIR COMMUNITIES.



**Our College and House Captains have been running Family Feud-style games across the sub-schools to build house spirit and strengthen student connections. The initiative has seen enthusiastic participation, with students enjoying friendly competition while earning house points. It has also been great to see our senior student leaders confidently leading the activities. We look forward to introducing more house-based activities in Term 3 to further foster community and house pride.**



Our students recently had the incredible opportunity to attend the Vaka Pasifika program at the University of Melbourne! Vaka Pasifika is designed to empower Pasifika students to see higher education as their vaka (vessel) to navigate their future career and educational pathways. Through engaging lectures led by Pasifika staff, our students experienced a glimpse into university life and learning. This program provided valuable insight into what a day in the life of a university student looks like and inspired our students to think about their own futures beyond Year 12.

We are so proud of our students for embracing this opportunity and taking positive steps towards their goals!





# CAREERS

Representatives from Monash University and RMIT University visited the school to present to our Year 12 students, providing valuable information and guidance to support informed decision-making regarding their post-secondary education and career pathways.



Our Year 9-12 students attended the Brimbank Careers Exploration Day, where they had the opportunity to engage with a diverse range of universities, TAFE and further education providers, Registered Training Organisations (RTOs), Group Training Organisations (GTOs), employers, JobActive and Disability Employment Service (DES) providers, as well as apprenticeship and traineeship organisations. The event provided valuable insights into future study, training, and employment pathways, supporting students to make informed decisions about their post-school options.



SWSC welcomed representatives from the Australian Defence Force (ADF), who spoke with students from Years 10–12 about the many career pathways and opportunities available within the Defence Force.

Students engaged in informative discussions, gained valuable insights into life in the ADF, and had the opportunity to ask questions about training, employment pathways, and future career options.

A big thank you to the ADF representatives for taking the time to visit our school and share their experiences with our students.



## Work Experience Week 3 ~ Term Three

If you are yet to organise your placement please speak with the Careers Team  
Note: there are no scheduled classes for Year 10s during this week.

Monday 27<sup>th</sup> July to Friday 31<sup>st</sup> July



# JOIN THE HOMEWORK CLUB TODAY!

The Homework Club helps students succeed academically through **collaboration and support** in a friendly environment.



**EVERY MONDAY , TUESDAY AND THURSDAY**  
**3:00PM TO 4:00PM**  
**EVERY WEDNESDAY**  
**2:30PM TO 3:30PM**

**LOCATION: LIBRARY**

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**ENGLISH, MATHS, HUMANITIES & SCIENCE**

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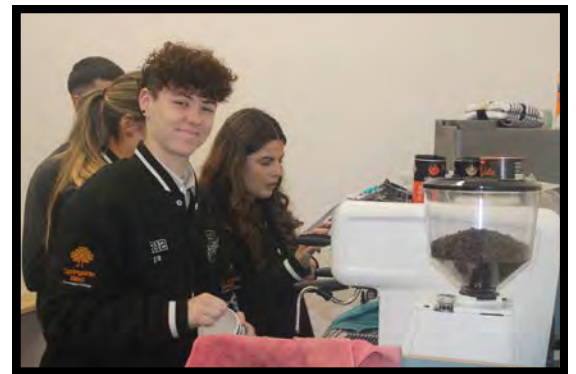


# VOCATIONAL MAJOR UPDATES

Throughout Term 2 VM students attended Fraser Rise Kindergarten, where they planned and delivered activities for assigned groups of children. Students rotated between different groups each week, providing valuable opportunities to build relationships with children of varying ages while developing their planning, communication, leadership, and teamwork skills in an early childhood education setting.



Students successfully launched Major Espresso, a student-run coffee cart business, as part of their VCE Vocational Major studies. During the soft launch, students served staff, gathered feedback, and applied skills in business planning, budgeting, customer service, communication, and teamwork. The experience provided an authentic learning opportunity and helped students refine their operations ahead of the official opening.



Year 11 VCE Vocational Major students successfully planned and delivered a Career Pathways Showcase for Year 10 students interested in enrolling in the VCE VM program in 2027. During the event, students shared their educational and career pathway experiences, discussed the skills they have developed through VCE VM, and highlighted future employment, training, and further education opportunities. The showcase provided Year 11 students with the opportunity to demonstrate teamwork, communication, leadership, and event management skills while supporting Year 10 students to make informed decisions about their future pathways.





# Year 12 Formal

*What a wonderful evening celebrating our Year 12 students at this year's Formal!*

*Dressed to impress, students enjoyed a memorable night filled with laughter, dancing, great company, and lasting memories with friends and staff. As our Year 12s move closer to the end of their secondary school journey, the Formal provided a special opportunity to reflect on their achievements, celebrate friendships, and enjoy this important milestone together.*

*A special thank you to Mr Gilla and the Senior Sub School team for their hard work and dedication in organising such a memorable event. Your efforts helped create an unforgettable experience for our students. We wish our Year 12 students all the very best as they continue through their final year at Springside West Secondary College.*





# COLLEGE CAPTAIN

## Update

*It has been a busy and successful term, with students enthusiastically participating in a range of activities and events that have helped strengthen our school community. We were pleased to see strong involvement in both IDAHOBIT Day and Reconciliation Week, providing valuable opportunities for students to celebrate diversity, promote inclusion, and reflect on the importance of respect and understanding within our community.*

*This term also saw the introduction of trial house competitions involving our Year 7/8 and Year 12 cohorts. These competitions have encouraged teamwork, friendly rivalry, and school pride, while helping students build connections across year levels. The positive response from students has highlighted the potential of house-based activities to create a stronger sense of belonging within the school.*

*Throughout the term, the Student Representative Council (SRC) has continued to meet regularly and discuss ways to improve school connectedness and increase house spirit. We have been exploring a range of exciting ideas and initiatives, many of which will be launched in Term 3. These activities aim to provide students with more opportunities to get involved, work together, and contribute to a positive and engaging school culture.*

*We encourage any students who are interested in sharing their ideas, providing feedback, representing their peers, or developing their leadership skills to consider joining the SRC. Student voice plays an important role in shaping our school, and we welcome all students who are passionate about making a positive difference in our community.*

*Students interested in joining the SRC can express their interest by contacting one of the School Captains via email: Dilnya Mohammad at [damoh5@schools.vic.edu.au](mailto:damoh5@schools.vic.edu.au) or Marley Fonua at [MCFON@schools.vic.edu.au](mailto:MCFON@schools.vic.edu.au).*





# LANGUAGE FACULTY

## NEWS!

### WELCOMING OUR ITALIAN LANGUAGE ASSISTANT

WE ARE DELIGHTED TO WELCOME OUR NEW ITALIAN LANGUAGE ASSISTANT, PASCHAL TROPANO, TO OUR SCHOOL COMMUNITY. JOINING US FROM GENOA, ITALY, PASCHAL BRINGS AUTHENTIC LANGUAGE EXPERTISE AND A RICH CULTURAL PERSPECTIVE THAT WILL GREATLY ENHANCE OUR ITALIAN PROGRAM.

PASCHAL WILL BE WORKING WITH STUDENTS ACROSS YEARS 7 TO 12, SUPPORTING ALL LEVELS OF ITALIAN LEARNING. IN THE JUNIOR CLASSES, PASCHAL WILL ASSIST IN BUILDING STUDENTS' CONFIDENCE IN SPEAKING AND LISTENING THROUGH ENGAGING, INTERACTIVE ACTIVITIES, GIVING THEM THE OPPORTUNITY TO EXPERIENCE ITALIAN IN A NATURAL AND MEANINGFUL WAY.

AT THE SENIOR LEVEL, PASCHAL WILL PROVIDE VALUABLE SUPPORT TO OUR VCE ITALIAN STUDENTS. THROUGH CONVERSATION PRACTICE, PRONUNCIATION GUIDANCE, AND INSIGHTS INTO CONTEMPORARY ITALIAN CULTURE, STUDENTS WILL BE BETTER EQUIPPED TO DEVELOP FLUENCY AND CONFIDENCE AS THEY PREPARE FOR THEIR ASSESSMENTS.

THIS IS AN EXCITING OPPORTUNITY FOR OUR STUDENTS TO ENRICH BOTH THEIR LANGUAGE SKILLS AND CULTURAL UNDERSTANDING. INTERACTING WITH A NATIVE SPEAKER FROM GENOA ALLOWS STUDENTS TO EXPERIENCE AUTHENTIC ITALIAN, EXPLORE TRADITIONS AND EVERYDAY LIFE IN ITALY, AND DEEPEN THEIR APPRECIATION OF THE LANGUAGE.

WE WARMLY WELCOME PASCHAL TO OUR SCHOOL AND LOOK FORWARD TO THE POSITIVE IMPACT HE WILL HAVE ON OUR ITALIAN PROGRAM.

Ciao Valerio,

Io sto molto bene e tu?

Io ho quattordici anni e io abito a Melbourne.

Ciao Margherita!

Sto bene, grazie! E tu?

Le mie vacanze sono andate bene!

## Pen Pal PROJECT

WE ARE THRILLED TO SHARE AN EXCITING NEWS FROM OUR YEAR 10 ITALIAN STUDENTS! STARTING THIS YEAR, OUR STUDENTS HAVE EMBARKED ON A UNIQUE CULTURAL JOURNEY BY PARTNERING WITH STUDENTS FROM THE ITALIAN SCHOOL PIO XI IN ROME.

TO MAKE THE EXPERIENCE MUTUALLY BENEFICIAL, THE STUDENTS HAVE ADOPTED A "TANDEM" LEARNING APPROACH: OUR STUDENTS ARE SHARPENING THEIR LINGUISTIC SKILLS BY WRITING THEIR MESSAGES ENTIRELY IN ITALIAN AND THE PIO XI STUDENTS ARE PRACTICING THEIR FLUENCY BY WRITING IN ENGLISH.

THE EXCHANGE TRULY CAME TO LIFE RECENTLY WHEN WE RECEIVED A SPECIAL VIDEO MESSAGE FROM OUR FRIENDS IN ITALY. THE ROMAN STUDENTS TOOK US ON A VIRTUAL TOUR, INTRODUCING THEMSELVES AND SHOWING US THEIR SCHOOL. SEEING THE FACES BEHIND THE NAMES HAS ADDED A WONDERFUL LAYER OF CONNECTION TO THE PROJECT.

IN RETURN, OUR STUDENTS MAILED POSTCARDS TO GIVE THE ITALIAN STUDENTS A TASTE OF LIFE IN MELBOURNE.

EVERY WEEK, OUR STUDENTS ARE PATIENTLY WAITING FOR THE NEXT ROUND OF EMAILS TO LAND IN THEIR INBOXES. EVERY NOTIFICATION FROM THEIR PARTNERS IN ROME BRINGS A WAVE OF EXCITEMENT AND A GENUINE DESIRE TO LEARN MORE ABOUT THEM AND THEIR WORLD. WE LOOK FORWARD TO SEEING THESE INTERNATIONAL FRIENDSHIPS GROW AS THE YEAR PROGRESSES.

# PINOCCHIO INCURSION

The Language Faculty was pleased to organise a special performance of Pinocchio by Make a Scene Theatre Company for our Year 8 Italian students. Presented in the lively tradition of Commedia dell'arte—a classic form of Italian theatre known for its masks, exaggerated characters, humour, and audience interaction—the production brought the much-loved story of Pinocchio to life in an engaging and memorable way.

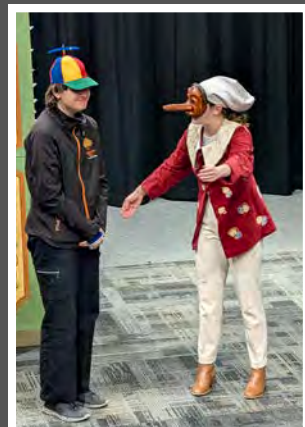
Students were invited to participate throughout the performance, interacting with the actor and becoming part of the show. Their enthusiastic involvement and enjoyment were evident as they were immersed in the story from beginning to end. This was a wonderful opportunity for students to experience Italian language and culture in an authentic and entertaining context, while also developing an appreciation of Italy's rich theatrical traditions.

Il Dipartimento di Lingue è stato lieto di organizzare una rappresentazione speciale di Pinocchio, messa in scena dalla Make a Scene Theatre Company, per i nostri studenti di Italiano di Anno 8.

Lo spettacolo, presentato nella vivace tradizione della Commedia dell'Arte – una forma classica di teatro italiano caratterizzata da maschere, personaggi esagerati, comicità e interazione con il pubblico – ha dato vita alla celebre storia di Pinocchio in modo coinvolgente e memorabile.

Gli studenti sono stati invitati a partecipare attivamente durante tutta la rappresentazione, interagendo con l'attore e diventando parte dello spettacolo. Il loro entusiasmo e il loro coinvolgimento sono stati evidenti, mentre si immergevano nella storia dall'inizio alla fine.

È stata una splendida opportunità per vivere la lingua e la cultura italiana in un contesto autentico e divertente, sviluppando al tempo stesso un maggiore apprezzamento per la ricca tradizione teatrale italiana.





# CONCERT *band*

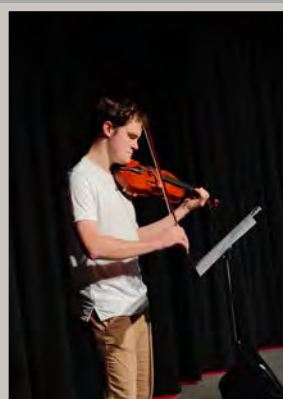
The Year 7A Concert Band recently delivered its first performance, marking the culmination of the students' final assessment task for the semester. Family and friends enjoyed a short, relaxed concert that showcased the students' hard work, progress, and growing confidence. It was a wonderful opportunity to celebrate their achievements and finally see what all the noise had been about!



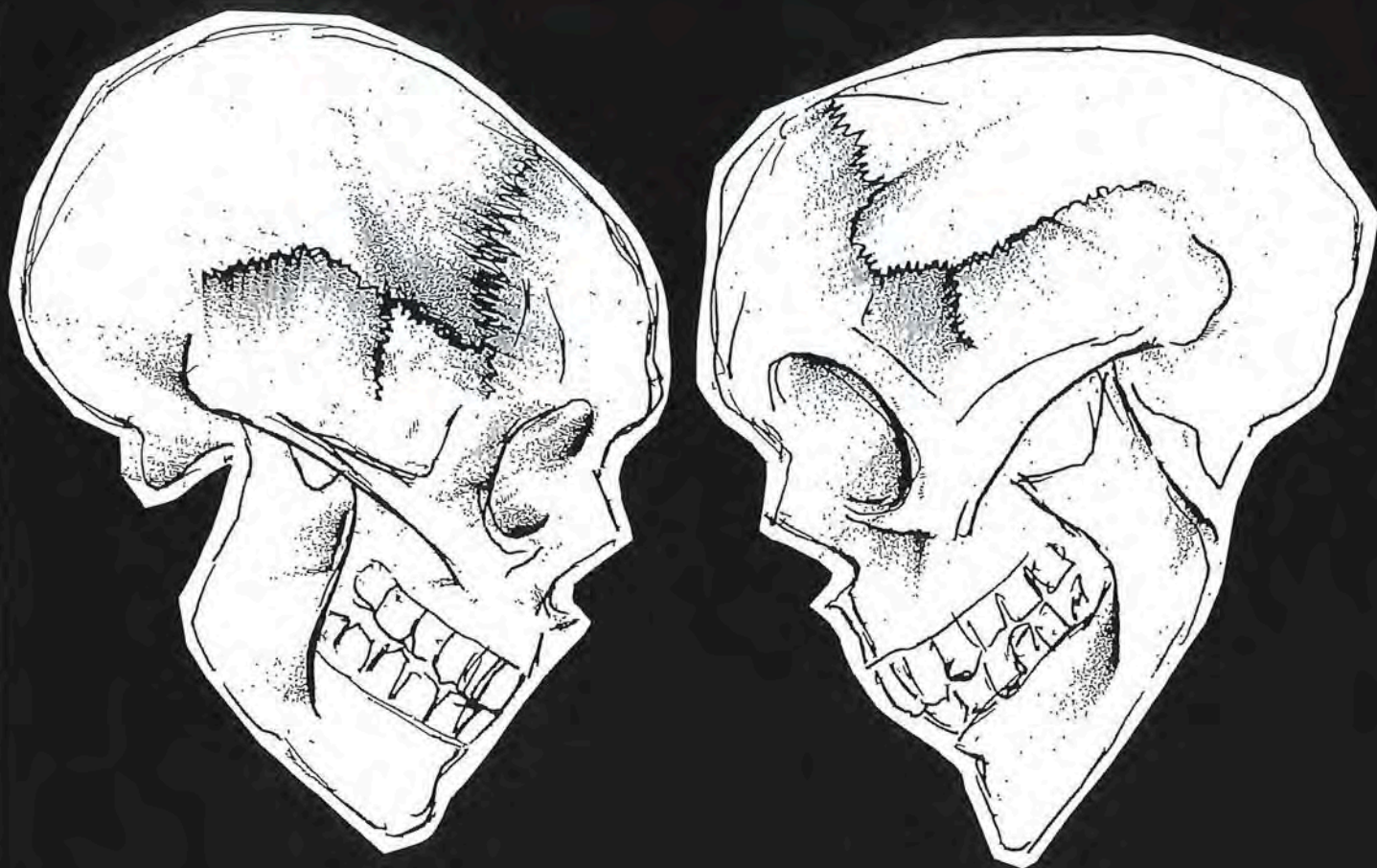
## *Mid-Year* MUSIC CONCERT

Our Mid-Year Concert was a wonderful celebration of the musical talents and achievements of students across Years 7–12. The evening showcased the work students had developed throughout Semester 1, featuring performances from the VCE Music class, Year 8 Concert Band, Choir, Guitar Ensembles, Year 10 Bands, and Woodwind Ensembles.

The concert provided students with the opportunity to present work that formed part of their semester learning and assessment, while sharing their progress and accomplishments with families, friends, and members of the wider school community. It was a fantastic evening that highlighted the dedication, growth, and musical achievements of our students, as well as the diverse range of music opportunities available at our school.



# ROMEO & JULIET



secondary college  
springside west

**theatre**

**22, 23, 24 july**

**7pm (doors 6:30)**



**student \$5**

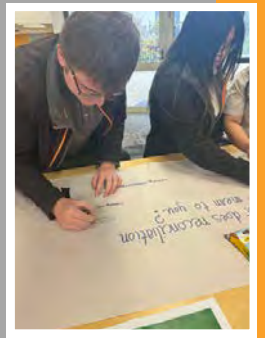
**adult \$15**

[trybooking.com/DNLFL](http://trybooking.com/DNLFL)



# Reconciliation Week

**During Reconciliation Week, our SRC proudly led activities that encouraged students to learn, reflect and engage with the meaning of reconciliation. Students shared their voices on a whole-school reflection wall, participated in colouring and bead-making activities featuring artwork by Emma Hollingsworth, and enjoyed Indigenous music in the yard. These activities supported our commitment to Respectful Relationships by promoting respect, inclusion and understanding of reconciliation across our school community.**



## IDAHOBIT DAY

SPRINGSIDE WEST SECONDARY COLLEGE PROUDLY RECOGNISED AND CELEBRATED IDAHOBIT DAY. THE DAY ACKNOWLEDGES AND CELEBRATES LGBTIQ+ PEOPLE AROUND THE WORLD WHILE RAISING AWARENESS OF THE ONGOING WORK NEEDED TO COMBAT DISCRIMINATION AND PROMOTE INCLUSION. STUDENTS SHOWED THEIR SUPPORT AND PARTICIPATED IN A RANGE OF ACTIVITIES THROUGHOUT THE DAY, INCLUDING MUSIC IN THE COURTYARD, MAKING AND PURCHASING FAIRY BREAD (A SPECIAL SHOUT-OUT TO OUR SRC FOR THEIR EFFORTS), WITH FUNDS RAISED SUPPORTING THE MINUS18 CHARITY, BRACELET AND BADGE MAKING IN THE LIBRARY DURING RECESS. THANK YOU TO ALL STUDENTS AND STAFF WHO PARTICIPATED AND HELPED CREATE A WELCOMING, INCLUSIVE, AND SUPPORTIVE SCHOOL COMMUNITY.



# THE HUDDLE

Visit during recess for free snacks, good company and good vibes.

Games will be provided.  
You're welcome to bring your own board games!

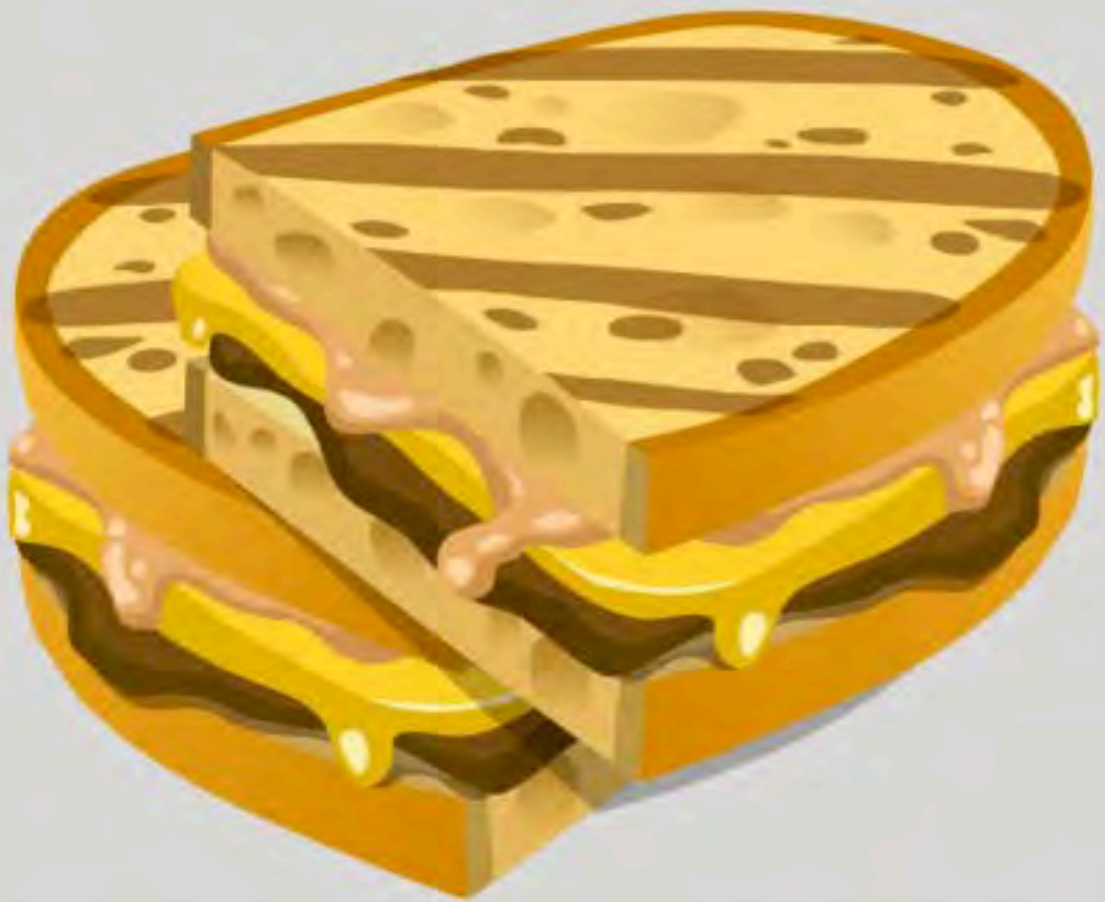
**Mondays & Fridays**

A06





# BREAKFAST CLUB IS BACK!



**WEDS, THURS & FRI**  
**LOCATION: F05**  
**8AM-8:30AM**



Students will also get to choose  
a new name for SAGE!

**SAGE** SEXUALITY AND GENDER EQUALITY

# EXPRESSION OF INTEREST

SAGE is a supportive and inclusive space where you can:

- Make connections, meet new people and make friends.
- Learn about and have discussions about things that are relevant to the lives of LGBTIQ+ young people.
- Explore who you are in a safe and supportive space.
- Lead with student voice. Have your say.

**WE MEET EVERY TUESDAY DURING RECESS IN A03  
DROP BY IF YOU'D LIKE TO BE INVOLVED!**



If you have questions, or want to talk  
before coming along, email Andreana or K  
from Wellbeing  
[andreana.patatsos@education.vic.gov.au](mailto:andreana.patatsos@education.vic.gov.au)  
[k.einam@education.vic.gov.au](mailto:k.einam@education.vic.gov.au)



# FAMILY ENGAGEMENT IN LEARNING



Parents and schools have an important role to play in a child's education.

Working together will improve a child's learning, health and wellbeing.

Relationships are key to working together.

The education of a child is a shared responsibility between family, the school, other students and the broader community.

When schools and parents engage in a child's learning, it encourages and supports them to enjoy their education.

Positive relationships and attitudes towards education give children confidence that the system is supporting them to achieve their best.

## MEANINGFUL PARTNERSHIPS

A meaningful parent-school partnership requires a joint effort and should be established as early as possible.

Schools and parents can both learn from each other to support the child.

Good partnerships are based on:

- open and honest communication
- trust and respect
- working together
- fair and reasonable expectations by all.

## CONNECTING LEARNING

Schools play an active role in formal studies, but learning starts before children attend school and goes beyond what happens at school.

Conversations and knowledge shared between parents and schools provide valuable understanding of what children need to develop a love of learning.

Schools and families are encouraged to take the time and to find opportunities to connect and work together on the child's progress

## COMMUNITY ENGAGEMENT

Strong and positive relationships between schools and families demonstrate to the child that everyone is working together in their best interest.

This encompasses the desired values to accomplish mutual respect and treat each other fairly.

## WORKING TOGETHER

The best interests of the child are at the centre of both a school's and a family's decision-making.

To provide the best learning environment and experiences for students, we need to work together.

Feedback between schools and families helps to build and maintain relationships.

Providing a safe environment for families to discuss the student's learning or other concerns helps facilitate opportunities for reflection and learning.

Families and schools may have differing opinions and as long as we express our views respectfully and have reasonable expectations of each other, we can reach a positive outcome.

A school's Statement of Values will support respectful and productive collaboration between the school, students and families.

## MEETING WITH YOUR SCHOOL

As partners in education it is helpful for families to understand their child's learning plans and learning strengths.

Schools and parents sharing and discussing insights helps both parties to have a broad idea of the progress of the student, and then plan how to support their education and wellbeing.

Conversations and meetings can be scheduled as required.

The following steps may assist discussion:

- confirm the purpose and objective of the conversation/meeting
- define any current situation for your child
- confirm the aims your child has with their education
- identify and discuss your child's learning strengths and any challenges or barriers your child is facing
- discuss, suggest and seek what your child might need, i.e. learning support or adjustments
- take the opportunity to offer constructive and respectful feedback on any suggested improvements to support families and the school for the future.
- summarise the agreed actions/plans to ensure everyone has the same understanding and expectations.

## STUDENT VOICE

As a parent or carer, you are there as a guide. For the best results, your child should be included in making choices about their education. By empowering students, we enhance their engagement and participation in their education.

Together, we can help develop students' skills in the following areas:

- self-awareness
- problem solving
- communication
- critical thinking
- reflection
- planning
- organisational research
- consultation
- group work
- accountability.

Student voice at home and at school is positive for learning, encourages parents and carers as partners, and supports good practice. It also helps us to work together.

## ADDITIONAL SUPPORTS

Schools requiring additional assistance and support can contact their local regional office: [www.education.vic.gov.au/about/contact/Pages/regions.aspx](http://www.education.vic.gov.au/about/contact/Pages/regions.aspx)

Parents or carers who would like support, or students requiring guidance, can contact: **Independent Office for School Dispute Resolution**: for appropriate matters, if the Department's usual systems have been exhausted but a complaint remains unresolved, the Independent Office can be approached to facilitate a final attempt at consensual resolution. Visit: [www.schoolresolution.vic.gov.au](http://www.schoolresolution.vic.gov.au)

**Parents Victoria**: a statewide organisation representing parents of students in Victorian government schools. Visit: [www.parentsvictoria.asn.au](http://www.parentsvictoria.asn.au)

**Victorian Student Representative Council**

**(VicSRC)**: the peak body representing school-aged students in Victoria. Visit: [www.vicsrc.org.au](http://www.vicsrc.org.au)

For more information, see: [www.education.vic.gov.au/parents](http://www.education.vic.gov.au/parents)

For more information on how to provide feedback, including compliments, suggestions and complaints, visit: <https://www.education.vic.gov.au/about/contact/Pages/complaintslanding.aspx>