



THE HEIGHTS

News and Information from Lilydale Heights College

Principal: Rosina Fotia Assistant Principals: Isabella Phillips/Tim Wright

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PRINCIPAL'S REPORT

Out of Adversity comes Opportunity – Benjamin Franklin

I would like to take this opportunity to congratulate the whole school community on their commitment and resilience over the past few weeks. Circumstances have tested us but our resilience and collaboration have highlighted the potential we showcase when we work together. Staff have worked tirelessly to mobilise and prepare for remote learning while students, with the support of their families, have been accessing their Remote Learning Tasks, interacting with staff and completing set work in a range of different study environments. The College has moved into a stable learning structure and this can only be accredited to the resilience of all community members. We, as a collective, should be very proud of the outcomes attained.

Importance of Routine

Once again I would like to reiterate the importance of maintaining structure in our daily lives as we work and study remotely. Hints to support students and families include:

Establish a routine - this is important to keep you on track, otherwise the days can just disappear without you achieving anything! You should include: a regular time to rise in the morning, regular meal and exercise times, time to complete schoolwork, time to responsibly connect with friends online and time to complete your other home based leisure activities.

Set up a timetable - this should be on display somewhere so that you can organise your day. Make sure it links with your school timetable on Compass.

Set up an area where you can work - make sure it is a separate area that you go to when you have to complete schoolwork. An area that is quiet and without any distractions.

Exercise regularly - when you exercise you produce endorphins which lift mood. Your Physical Education practical assignment may be part of your plan, but no matter what, make sure you stay active at home.

Mental Health - look after your mental health during this time. Connect responsibly with your friends online, chat with parents and carers and let someone know if you are feeling anxious or depressed; you will not be the only one feeling this way in these extraordinary circumstances. The College has included a list of contacts for your reference should you require further support.

OnPsych - Wellbeing Supports

In order to further support families, the College has been able to access support via onPsych. OnPsych is available to support school communities and can now offer Telehealth to our community 24/7 (this includes mental health support for the Corona virus pandemic), at school, home or any appropriate environment. Their team of Medicare registered Clinical Psychologists, Psychologists and Mental Health Social Workers are now available Australia-wide 24/7 for your child and family's mental health. For additional information or support, or go to www.onpsych.com.au or alternatively email emily.gerson@education.vic.gov.au for access to the referral pack.

Absence Hotline: 9735 7040

Email: lilydale.heights.co@edumail.vic.gov.au

Visit: www.lilydaleheights.vic.edu.au



Principal's Report (continued)....

Building Works

Building works continue on site and progress on the new sports stadium is promising. The concrete slab has been poured and steel structures will be erected in the next fortnight. Meanwhile internal walls in the new Staffroom and Canteen are almost complete. This is a fundamental stage in the creation of the new sustainability hub.



Please see more information on these exciting developments in a report from Mr Wright on page 3 of this newsletter.

Class of 2019 News

Congratulations to Brooke Watson from the Class of 2019 who has just graduated from the ADF.

The community is very proud of you. You have clearly displayed and continue to display Excellence, Respect and Resilience.



***Rosina Fotia,
Principal***

Building Works Update

The Stage One Building Works as a part of the Lilydale and Upper Yarra Education Plan have been progressing on time. Our Site Manager Pat Moore, who appeared in the recent video message to students, is pleased with the progress and has been putting in some long days on the project.

Sports Pavilion – The new gym is starting to take shape. The concrete pour was epic on Tuesday 21st April. The procession of 50 truck loads of concrete started at 5.30 in the morning and was completed by mid-afternoon. In all, over 300 cubic metres was poured and the slab to the building was complete. Currently the steel has arrived on site and the first parts of the steel frame were being erected on tuesday 28th April. By the time of publication, weather permitting, the skeleton of the building should be standing proudly to welcome everyone that drives down Nelson Road. It is exciting to start imagining what the front of the College will look like.

Canteen – The preparation to move the Canteen and Staffroom are well underway. This is crucial to allow work to start on the Sustainability Hub which will be the feature of the Stage One works (more information about this building to come). The works in the old Study Centre are starting to ramp up with the electrical rough-ins, hydraulic rough-ins and the infill of structural steel well underway.

Tim Wright – Assistant Principal



CSEF

Some parents/guardians may now be eligible for CSEF, as eligibility may have changed as a result of COVID-19.

To be eligible, the applicant must be:-

A parent/carer (of the relevant student) who is:

- on the first day of Term 1 or the first day of Term 2, an eligible beneficiary of either a Centrelink Health Care Card or a Pensioner Concession Card; or
- an eligible beneficiary of a Veterans Affairs Gold Card; or
- a temporary foster carer; or
- the parent/carer of a student who is 16 years or older and who holds a valid concession card (such as a Youth Allowance Health Care Card or Disability Support Pension Card).

The parent/carer must submit an application to the school prior to the end of Term 2.

Application forms are available on Compass. Alternatively please ring the College to arrange to obtain a form.

Provided the above conditions are satisfied, the amount payable per year is:

\$125 for Primary school students.

\$225 for Secondary school students.

There are no part payments.

WHAT TO SAY TO HELP KIDS FEEL CALM WHEN THE WORLD FEELS FRAGILE

<https://www.heysigmund.com/help-kids-feel-calm/>

This is a great article that helps adults understand how they can support students through this global pandemic and the anxiety associated with it.

Emily Gerson – Student Engagement & Wellbeing Co-ordinator

CONGRATULATIONS TO OUR LATEST AWARDEES FOR THE DUKE OF ED PROGRAM

In this difficult time we still have a great number of students from Year 7 to Year 12 working on sections of their Compass and Duke of Edinburgh Awards whilst at home. It is amazing, with numbers such as 30 students from Junior School in the Compass Award and 25 students with Duke of Ed Bronze or Silver Awards.

Those students will continue to work hard throughout the year, but I would like to give a special mention to Ryan Percival in Year 11, as he has just completed his Silver Award; well done Ryan after 15 months! We also need to recognise Eden Magee, who in her Year 12 studies has just completed her Gold Level Duke of Ed Award. This is a massive achievement showing independence, resilience and organisation to name only a few of the many qualities Eden has developed throughout her journey along the Awards. Eden has worked in this program for the last four years, she has gained her Bronze, Silver and now Gold, well done!!!!

Clare Rayner.

HISTORY OF THE SPORT HOUSE SYSTEM AT LILYDALE HEIGHTS COLLEGE

The House system started in 2004, set up by Mr Wright who was one of the PE teachers at the College in his first year as Sport Coordinator.

It was set up for all Year 7 – 9 students to start with, with it being optional for the other students, to have some inter-form competition. The first Carnival it ran with was the Swimming Sports. Apparently, it was 18 degrees; no one went in the pool and everyone was back at the school by recess!

The four Houses were named for the following reasons:

Blue House - Olinda – The Olinda Creek was originally called the Running Creek because it was a perennial stream. It was named after the daughter of one of the major designers of Melbourne and the man who planned Warrandyte, Clement Hodgkinson.

Yellow House - Castella - Paul de Castella was one of the early settlers to the area. He owned the Yering Cattle station and in 1856 planted the first vineyard in Victoria. Many believe that the town Lilydale was named after his wife Lily De Castella.

Green House - Melba - Dame Nellie Melba – world famous Opera singer. Lived in Coldstream and built the Melba Estate.

Red House - Yarra- named after the river. Originally the river was called Birrarung by the Wurundjeri; the name was mistranslated from Yarro-Yarro, which meant ever flowing.

Amount of times each House has won each Carnival

Swimming	Olinda - 3	Castella – 0	Melba – 8	Yarra – 4	
Athletics	Olinda - 2	Castella – 3	Melba – 4	Yarra – 6	
Cross Country	Olinda – 1	Castella – 5*	Melba – 5	Yarra - 5*	(*including a tie in 2017)



Sonya Tamos – Inter-School Sports Co-ordinator.



Community Achiever Program (CAP)

As a Year 12 student, do you demonstrate leadership in your school or workplace, coordinate a community initiative, volunteer in a local cultural, sporting or religious group or provide care to someone in need? ACU's **Community Achiever Program** is designed to acknowledge commitment to our local communities.

The **Community Achiever Program (CAP)** recognises a students' potential to achieve great things. A successful CAP application means a student could receive a provisional university offer as early as August to study at ACU. Being part of this CAP group also offers successful students unique opportunities to enhance their leadership and volunteering skills, while they study at ACU.

CAP applications to study in 2021

- **Open** – Wednesday 1 May 2020
- **Close** – Wednesday 12 August 2020 (Melbourne courses)
Wednesday 2 September 2020 (Ballarat courses)
- **Offers released** early September to mid-September 2020

Students are encouraged to begin gathering their required documentation now to submit along with their application. Failure to meet all the requirements for the CAP will result in not being considered for the program. Students are encouraged to browse [how the CAP is assessed and offered](#) so they can make sure their submission is well-written, and also provides guideline minimum ATARs required.

Find out more at [Community Achiever Program \(CAP\)](#)



Applications for 2021 Entry

*Current domestic Year 12 students who intend applying directly to ANU for undergraduate study in 2021 are advised that **ANU will now make offers based on Year 11 results on 10 August 2020, and these will be honoured for study in 2021 as long as students have completed Year 12.***

Should the Year 11 results not meet entry requirements, selection officers will automatically consider your Year 12 results in the December offer round.

Students considering applying are encouraged to browse [Frequently Asked Questions](#). Applications are open and will close on 25 May 2020. Students are advised to read through [Application Information](#) before applying at [ANU Applications for 2021](#)



Scholarships at Bond University

Bond University offers an extensive *scholarship program* to both domestic and international students, with values ranging from 25% scholarships to 100%. It is important to note that applications for the 2021 Scholarship Program for Australian Year 12 students **open on 1 May 2020**. Students applying for the Vice-Chancellor's Scholarship must submit their application by **9 August 2020**. The closing date for all other scholarships is **6 September 2020**.

Scholarship applications should be submitted online; students should note that only one application needs to be made, and students can apply for as many scholarships they are eligible for.

Visit [Bond University Scholarships](#) for a comprehensive list of scholarships, including other sport scholarships, and/or to apply. Also visit [Bond Application Tips](#) to read through useful tips on applying effectively. For further queries, email scholarships@bond.edu.au or phone 1800 074 074 toll-free (within Australia).



Discover why Victoria University (VU) is the New Way To Do Uni at our online information evenings on ZOOM. Find out all about the VU Block Model, our industry connections, undergraduate courses and the variety of pathways to education available.

Victoria University will be presenting a series of Information Evenings virtually from 6.00pm to 7.00pm over a number of nights. **Sessions will be held on:**

- Sport & Outdoor Leadership
- Law, Criminology & Legal Services
- Business, Tourism, Hospitality & Event Management
- Engineering, Built Environments & IT
- Creative Arts, Humanities & Music
- Youth Work, Criminal Justice & Community Development
- Education & Early Childhood
- Psychology & Social Work
- Biomedical, Exercise, Environmental & Biotechnical Sciences

Register for one or more sessions at [VU Information Evenings by Webinars](#)

Juliet Honey – Careers

YEAR 8 JAPANESE: CUP NOODLES

Fun Fact: Did you know that 'Cup Noodles' were invented in Japan in 1971?

During Term 1, Year 8 students learned how to communicate about food in Japanese. As part of our Food Unit, we held a 'DIY Cup Noodles' in class. Students learned how to hold and use **Ohashi** (chopsticks). Students brought their own container filled with pre-cooked noodles with some vegetables/meat/flavouring. I brought in Japanese ingredients and toppings and we added these and boiling water to create our own 'Cup Noodles'. Our students were able to learn how to create a healthier alternative to 'cup noodles' at home. This experience prompted class discussion about the cultural differences surrounding food and eating in Japan and Australia. Providing these opportunities for our students helps us to deepen our understanding and appreciation of cultures different to our own.

Mayumi Takahashi-Chan - Japanese Teacher



Year 8 Japanese: Cup Noodles (continued)....



TIK TOK CHALLENGE

Café Culture students were challenged to make a Dalgona coffee video using Tik Tok, as part of work on food trends. This was part of our remote learning.

I received some fantastic videos and these were just a couple of the photos.



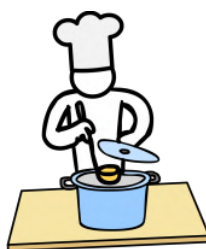
YEAR 7 FOODS

Food Technology classes have been set practical activities to make at home.

This week's task for Year 7 was to make fried rice as part of work on Asia.

This is Xavier cooking at home with the help of the powerpoint presentation.

Sharon Francis – Foods Department



SUSTAINABILITY UPDATE

Obviously with the outbreak of COVID-19 and the start of Remote Learning this term, the Sustainability Team has not been able to meet. We had been planning to celebrate Earth Day on Wednesday 22nd April with Environmental Lessons in all SELF classes and lunchtime activities. This event is on hold and we will decide on a new date to celebrate our wonderful planet when school based learning recommences.

In relation to Resource Smart Schools, we have chosen to aim for our WASTE star this year. The Unit 1 & 2 Product Design students, with the guidance of Shane O'Connor, are currently designing ideas to build recycling stations for the College. This would include a drop-off point for batteries, used pens and markers, as well as used cosmetic containers. So the entire College community would have a place where these items could be placed and the Sustainability Team will organise for them to be taken to major collection points.

Another aim is to increase the amount of composting and recycling of curb side items. The Product Design students are also looking into collection of these in staffrooms. It will be exciting to get back on site to see these projects through to completion.

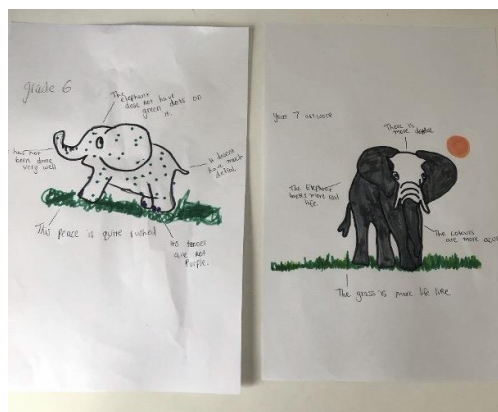
Wishing you all the best in these unusual times.

Shannon Sargeant on behalf of the Sustainability Team

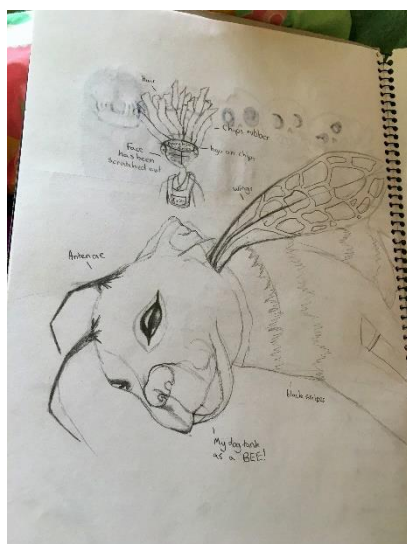


ARTISTS/DESIGNERS OF THE MONTH – JUNIOR/MIDDLE/SENIOR SCHOOLS

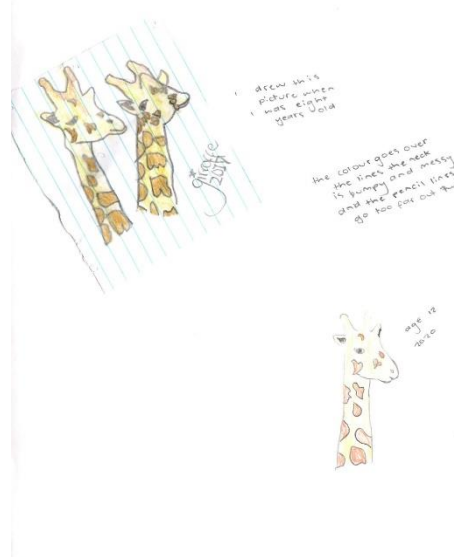
YEAR 7 ART



Ella W, 7A



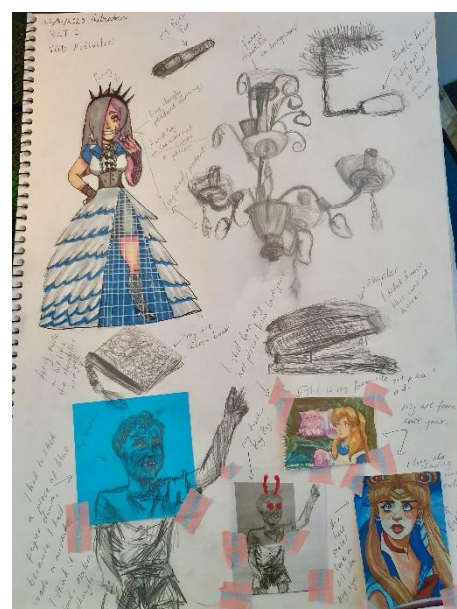
Acacia D, 7B



Annie B, 7C



Charlie G, 7C

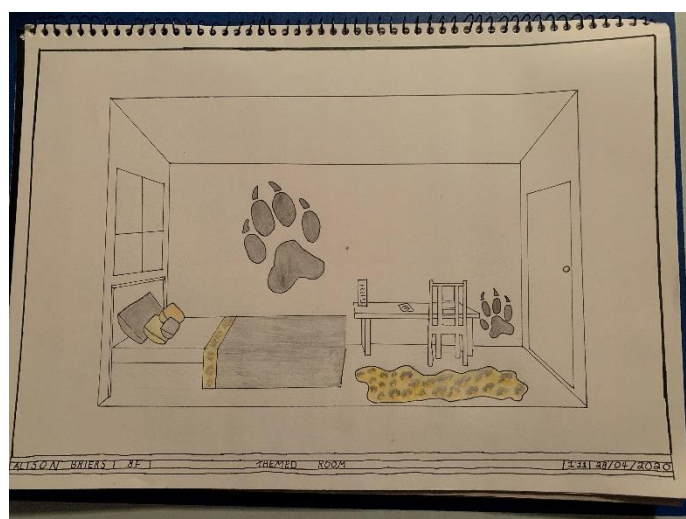


Chelsea C, 7B

YEAR 8 VCD



Isabelle W, 8E



Alison B, 8F

A 3D isometric rendering of a furnished room. The room features a wooden desk with a laptop, a black office chair, a small shelf with a lamp and books, a wooden door, a bed with a black headboard and blue pillows, a window with orange trim, a fan, a small table with a plant, a rug, a cat, a potted plant, and a recycling bin.

[illegible]

The image displays a grid of 22 presentation slides, numbered 1 through 22. The slides are organized into four rows and five columns, with the last row containing only two slides. The topics covered include:

- Slide 1:** Abstract Expressionism: A CONCRETE THING OF WESTERN ART HISTORY.
- Slide 2:** WHAT IS AN ART MOVEMENT?
- Slide 3:** MY 3 CHOSEN ART MOVEMENTS
- Slide 4:** OP ART 1950s-1960s
- Slide 5:** Bridget Riley
- Slide 6:** PSYCHEDELIC EVENTS
- Slide 7:** ARTWORK ANALYSIS
- Slide 8:** ART 1950s-1960s
- Slide 9:** ANDY WARHOL
- Slide 10:** HISTORICAL EVENTS
- Slide 11:** ARTWORK ANALYSIS
- Slide 12:** ART & POVERA
- Slide 13:** ROMANUS MERZ
- Slide 14:** HISTORICAL EVENTS
- Slide 15:** ART WORK ANALYSIS
- Slide 16:** what happened?
- Slide 17:** Similarities & differences
- Slide 18:** url- slides 16, 17
- Slide 19:** URLS OF ART SLIDES
- Slide 20:** URL- pop art slides
- Slide 21:** URL- Arte Povera SLIDES
- Slide 22:** URL

[illegible]

Laura Morley – Art Co-ordinator.

A SHORT HISTORY OF WRITING

The written word is an incredible thing. In fact, language in general is incredible. The complexity of human languages far surpasses other animals on the planet (though dolphins are pretty good. Also, if you are a fan of Douglas Adams, you will know about Mice).

The development of writing pushed humanity forward into new areas of development, and has helped lead us to where we are today (for better or ill). But we haven't always had writing. Before the advent of this technology, people relied upon the oral tradition. This tradition meant knowledge was stored and passed down the generations through word of mouth and that there was a finite amount of information that could be recorded; the amount of info a person could remember.

Writing meant that information could be stored, compiled, filed, archived and maintained. The amount of information that could be kept in this way was only limited by the amount of clay there was to make into tablets to write on. There's a lot of clay.

The writing form that we, in the Western World, relate to, has its origins in Ancient Mesopotamia. Known as the Cradle of Civilisation, Mesopotamia is situated in modern day Iran and surrounding areas. From there, the writing system spread into Egypt, was adopted by the Babylonians, then spread through the Mediterranean into the city states of Ancient Greece, then the Roman Empire and eventually through the rest of Europe in some form or another. To begin with, the original forms of writing consisted of small, three dimensional shapes, with each shape representing a specific good, such as a clay sphere representing a large measure of grain. This type of bookkeeping existed from around 8,000 BCE to 3,000 BCE. And yes, 'writing' was originally created for the purposes of accounting and economics. So romantic.

Eventually the use of objects was replaced by two dimensional stamps of certain shapes. Three circle stamps meant three lots of grain. As the amounts being recorded began to grow, a simpler form was needed to record the numbers; 20 circles of grain could surely be condensed in some way. Symbols were developed to represent larger numbers, such as ten, so instead of twenty individual circles, you would use the ten symbol twice, followed by the circle that represented grain. This made recording information easier and more concise, and meant more information could be stored on one tablet. This occurred around 3,100 BCE.

In order to help know who belonged to what tablet, the need to have symbols representing people's names appeared. At first, pictures of objects that sounded similar to people's names were used, or images that related to a name's meaning. These were called logograms.

Soon, the rich and powerful wanted logograms placed on their burial chambers so they could be remembered for all time. These people also wanted short statements about how great they were added, so the need for more symbols arose. The use of symbols to represent words grew into other aspects of life (and death) and spread to other parts of the world. This is where Ancient Egypt's use of hieroglyphics stems from.

Soon, it became apparent that there were so many words, and using pictures was going to get confusing. This is when symbols that represented sounds, rather than words, began to appear. By combining the symbols for sounds together, you could write a word. As long as you had symbols for each sound, you could put them together to create any word you wanted. This was the start of writing as we know it and evolved around 2,500 BCE. This meant that writing became used for more than just accounting. More complex and abstract ideas could be written down, and so the oral tradition slowly became a written tradition, with stories, religious ideas and laws being recorded.

This use of writing soon spread out into the Mediterranean, especially into Ancient Greece, where, around 1,500 BCE, symbols that represented sounds became the Alphabet, the basis for the alphabet we have today.

The invention of writing really is an incredible thing, and evolved over thousands of years of human history (it is still evolving now). In fact, it allows us to record history, and is the reason why the time before writing is sometimes known as pre-history; there are no in-depth accounts and records of life from before then. So next time you are reading or writing, don't forget the journey those words and symbols have gone through to be put down on paper.

Peter McKenzie – Literacy Co-ordinator.



Now is the time to do things differently

.....

- 1 Share the load
- 2 Cook something you've always wanted to cook
- 3 Do some tasks you don't normally do
- 4 Learn something new with your children
- 5 Understand what is important for your household

#TogetherForRespectAtHome

TOGETHER FOR
EQUALITY & RESPECT

Understanding the many challenges we are facing together right now, local organisations in the Eastern Region have partnered to develop a series of posts that promote ways to stay safe, healthy, connected and respectful while at home. Stress, anxiety and frustration are all normal responses during this time, however they are never an excuse for violence. All people deserve to live free from fear and family violence and #TogetherForRespectAtHome is asking us to choose kindness, compassion and respect while we get through this together.

For more information and support, please contact -

BeyondBlue: 1300 22 4636

Lifeline: 13 11 14 1800

RESPECT: 1800 737 732

Eastern Domestic Violence Service: 03 9259 4200

Lilydale Heights College would like to thank Bendigo Bank Mooroolbark Community Branch, for their support and sponsorship of the Duke of Edinburgh Program and our Automated External Defibrillator Device (AED).

Mooroolbark

Community Bank® Branch



Bendigo Bank

Feeling Safe: For Secondary School Students

Get the facts

This fact sheet has been designed to give you the facts about child abuse. It includes advice on what to do if you have been abused, are being abused, or are at risk of being abused. This fact sheet also provides you with advice if you know someone who has been abused, or is at risk of being abused.



What are your rights?

- Everyone has the right to feel safe and be protected from abuse.
- No one is allowed to threaten you, hurt you, or touch you in a way that makes you feel uncomfortable, unsafe or afraid.
- This includes all adults, other teenagers and children – it includes everyone from family members, coaches, teachers, to friends and strangers.
- Every relationship should be respectful.
- No one should ever involve you in sexual activity without your consent, and no one should behave in a way that makes you feel unsafe or afraid.
- You don't have to deal with abuse on your own. Talk to a trusted adult. Teachers and other adults at your school can support you to get help.

What is child abuse?

- Child abuse includes physical abuse, sexual abuse, emotional or psychological harm, neglect, and family violence.
- Child abuse can also include grooming. This is behaviour where an adult tries to establish a relationship or other emotional connection with a child, to prepare them for a sexual relationship.
- Child abuse does not have to involve physical contact or force. It can include:
 - controlling a child through threats
 - exposing a child to sexual material and sexual acts
 - exposing a child to family violence.
- Child abuse can be perpetrated by any member of a community or a family member. Abuse can impact anyone and it is never the victim's fault.

For more information on sexual abuse and sexual assault visit Youth Central:
<http://www.youthcentral.vic.gov.au/know-your-rights/sexual-assault>.

What should I do if I have been abused or I feel unsafe?

- You should talk to an adult you trust.
- If you have been abused, or feel unsafe or threatened in any way you don't have to deal with this on your own.
- Abuse is never your fault and you should tell a trusted adult so you can get the help and support you need to feel safe and protected. Talking to someone won't get you in trouble.
- You can tell a teacher or any adult at your school. They will be able to help you.

What should I do if I think someone I know has been abused or is unsafe?

- You should talk to an adult you trust. Any staff member at your school will be able to help.
- You can also help your friend by encouraging them to tell a trusted adult.

What if my friend doesn't want to tell an adult?

- You should still tell an adult you trust on your friend's behalf.
- Even if your friend has specifically asked you not to tell an adult, you still should. It is more important to make sure that your friend is helped and feels protected.



What will happen if I tell an adult at the school that I feel unsafe, or that I know someone who is unsafe?

- You will be helped.
- Teachers and other adults at your school must listen to your concerns and help you.
- The information will not be shared with the person who is making you feel unsafe.
- Information will only be shared with people who can support and protect you.
- In some cases the people helping you are required by law to tell the police, the Department of Health and Human Services' Child Protection services and/or your family to prevent any further abuse, or risk of abuse.

What if I don't feel like I can talk to anyone at my school?

- You should still find a trusted adult to talk to.
- Abuse or feeling uncomfortable is too big to deal with on your own.

There are many people who can support you to feel safe and protected. You can:

- contact eHeadspace for advice online visit: www.eheadspace.org.au/ Call 1800 650 890
- contact KidsHelp Line: <https://kidshelpline.com.au/teens/> (24 hour web chat) Call 1800 55 1800
- Call or visit your local police station or call 000.
- Talk to your doctor, psychologist, social worker, welfare officer, or another trusted adult.