

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

Issue: 8 Volume: 20

Date: September 2020

PRINCIPAL'S REPORT

As this unprecedented term comes to an end, I would like to thank you for your support and collaboration as we have worked together to support the growth and learning of the wonderful students in our care.

Learning Focus

The focus has truly remained on the preparation, delivery and completion of Remote Learning Tasks in the remote environment. Staff have supported each other to develop their skills in engaging and motivating students in the online environment, while exploring ways to provide formative as well as summative feedback.

Parent Teacher Student Conferences were held last week and attendance was high. Our first attempt in the online forum was successful and may have provided further opportunities to engage with families as we begin to transition into our more "normal" setting. Thank you to all those who participated in the conferences; your patience has been much appreciated.



Return to Onsite Learning

At the date of publication of this newsletter, information regarding returning to onsite learning remains as the **Week Beginning October 5.**

No students on site except for **Wednesday October 7** when students required to sit the GAT are expected onsite. All other students will be learning remotely.

Week Beginning October 12 - Year 11 and 12 students and Year 10 students undertaking studies in VCE/VCAL classes return to onsite learning. All other students continue to work remotely.

The College will keep you updated with any adjustments or changes to these dates via the Compass Portal.

Absence Hotline: 9735 7040

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

Visit: www.lilydaleheights.vic.edu.au

Principal's Report (continued)....

Term 4

Planning for Term 4 is underway although I am reluctant to make definite calls on returning dates and structures until they are confirmed. Needless to say, the College focus will be centred around:

- Supporting mental health and wellbeing and supporting students to re-establish friendships and connections
- Teaching and Learning by beginning the process of catch-up learning, extending those who progressed well during remote and flexible learning and ensuring that students continue to develop their literacy and numeracy knowledge and skills, build their personal and social capability and are physically active.
- Transitioning every student successfully into the 2021 school year with a sense of purpose and optimism and direction.

Victorian High Ability Program (VHAP)

Congratulations to the current Year 7 and 8 students who have been nominated to participate in the Victorian High Ability Program. The Victorian High Ability Program is a new Department of Education initiative which provides high ability students in Years 5 to 8 at government schools the opportunity to participate in a 10 week online extension and enrichment programs in English and Mathematics. The program, delivered by Virtual School Victoria, will focus on extending and developing students' Mathematic and English abilities. Students will participate in a face-to-face masterclass with other high ability students from schools in their local area. This is the first year of the program and we look forward to supporting and encouraging our nominated students throughout their experience.

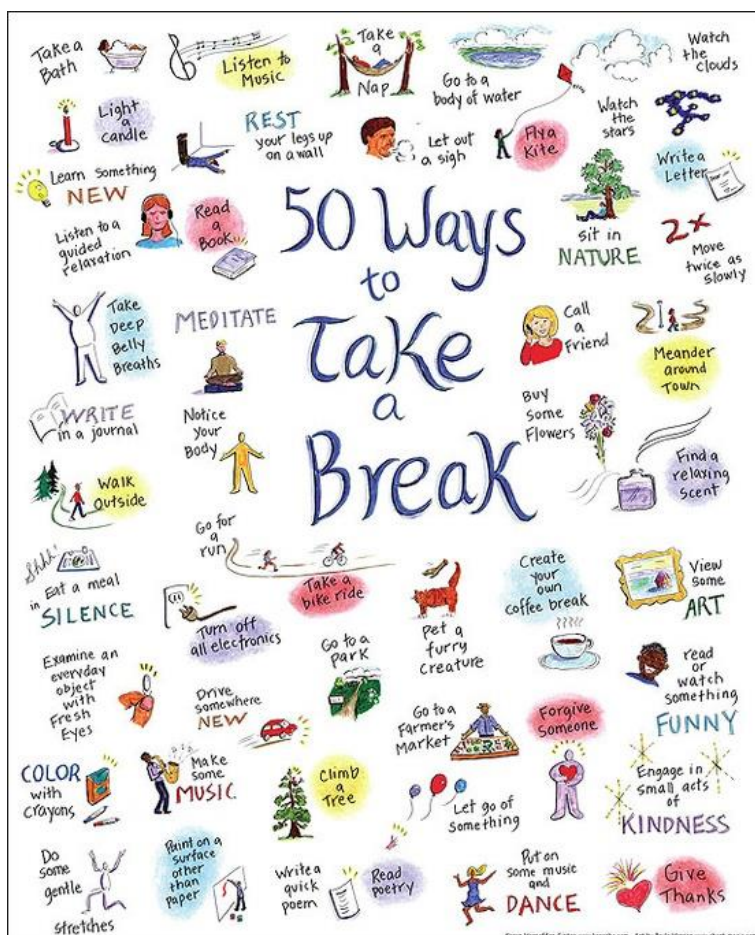
Term Break

Please do take the time to encourage your children to move away from their screens during the term break. Although the temptation to binge on movies and television series can be overwhelming, it is important to break this up with other activities. Suggestions for families include: walking, riding, baking, reading, puzzles, board games, cleaning, gardening and much more.

Stay well.



**Rosina Fotia,
Principal**



BUILDING UPDATE

PAST TWO WEEKS

Sports Pavilion

- Install switch board
- Install glazing
- Install louvers
- Paint walls
- Concrete external stairs

Town Square

- Complete rocks
- Spread top soil

S-HUB

- Commence roofing demolition works
- Commence footings details
- Jet drains and re-camera

NEXT TWO WEEKS

Sports Pavilion

- Fit off lights
- Waterproofing and wet area and prep

S-HUB

- Complete demo of brick walls
- Complete demo of roof
- Commence re-battening
- Concrete bathrooms and footings
- Commence structural steel



Building Report (continued)....



Tim Wright – Assistant Principal.

FINAL ART CHALLENGE FOR TERM 3

The Art Challenge has been extended and will now be open for all of the school holidays

This challenge is open to all students, staff and anyone in the LHC community

"There are no rules. That is how art is born, how breakthroughs happen. Go against the rules or ignore the rules. That is what invention is about." Helen Frankenthaler

Challenge: There are no rules – Create whatever you want!

It may be a photograph, a music piece, a drawing, a sculpture, a short film, collage, a poem, it may be sports related or a mathematical equation, a science experiment or an animation etc.... Just be creative!

Email a photo of your art piece with a brief artist statement to Mrs. Morley any time over the school holidays to - (MOR@lilydaleheights.vic.edu.au)

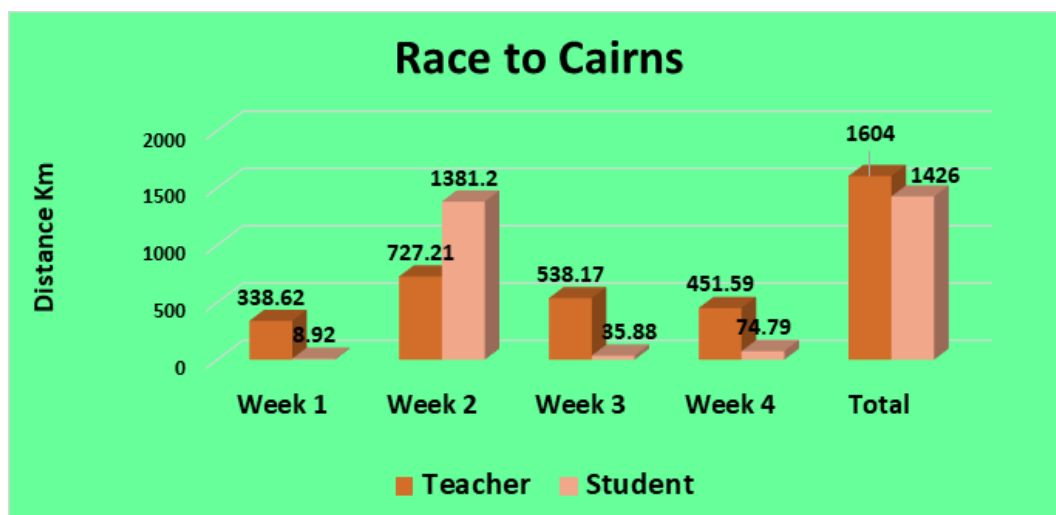
Prizes will be awarded in Term 4.

Laura Morley – Art Co-ordinator.



STUDENTS VERSUS TEACHERS - RACE 2: RACE TO CAIRNS

At the time of publication, we are five into our race to Cairns and the teachers have a slight lead at the moment (see below).



The students were in the lead after the second week of the race – a special shout-out to the Year 10 SELF classes for their efforts there, as well as to everyone else who has participated so far. This is still anyone's race! There is a fair way to go yet, so students, you need to make sure you spring back into action over the school holidays and rack up those kilometres. Hopefully we'll have a winner by the end of the holidays - who will it be?

You can log any activity where you cover distance - rides, walks, runs, even swims.

Send screenshots of the distance you've covered to Mrs Lahza at LAH@lilydaleheights.vic.edu.au and she'll log them into our tally.

Matt Smith – Health & PE Co-ordinator.

EDEN MAGEE, GOLD AWARDEE: MY STORY FOR THE DUKE OF ED

Before Duke of Ed, I had never been camping, I wasn't an overly confident individual when meeting new people, was afraid of public speaking and had never volunteered in an unfamiliar environment.

However, the Award Program has allowed me to become more outgoing, adventurous and confident. I've learnt that giving up isn't an option, when things get hard, working through it is much more rewarding than giving up and having regrets.

The Award has also allowed me to make new friends and strengthen already existing friendships through adventuring and doing things I wouldn't have previously done. Duke of Ed has allowed me to do many other things including being a part of the school Student Leadership Team, even after many years of doubting myself, and also has given me skills I can use beyond high school in my everyday life.

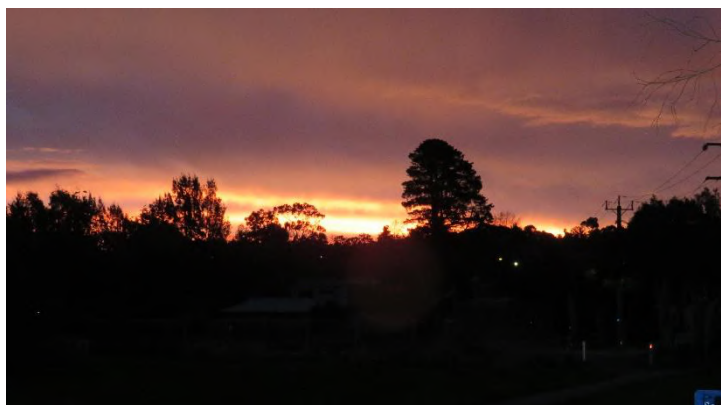
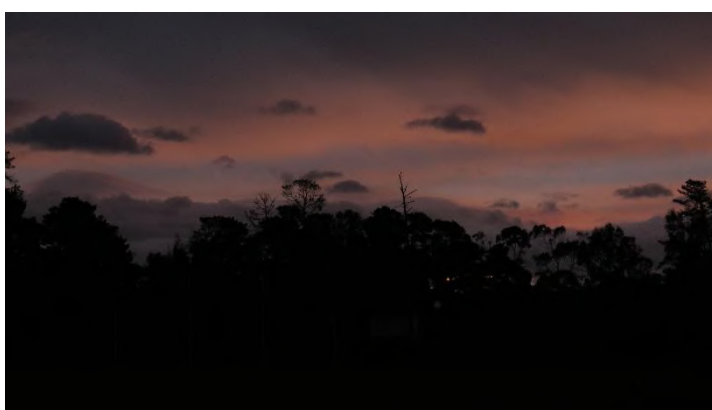
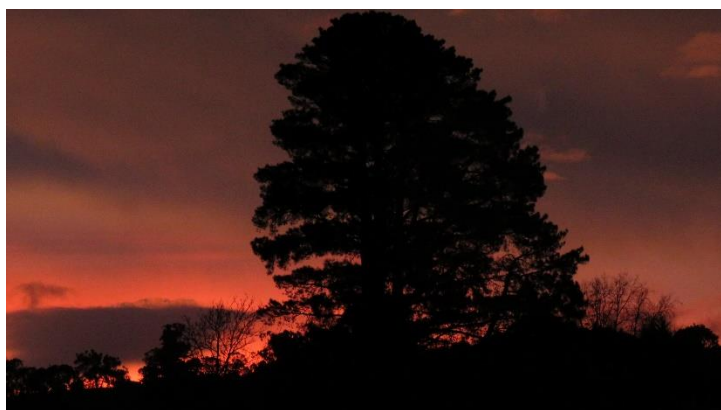
If you are reading this and are debating doing Duke Of Ed... my advice is do it, you won't regret it!!

Eden Magee – Year 12



NIGHT-TIME PHOTOGRAPHY CHALLENGE

Students and staff were encouraged to take some night time photos during the last few weeks and submit them to Mrs Rayner via email for inclusion in our College Daily News and The Heights Newsletter. Here are some of the lovely photos that were received.

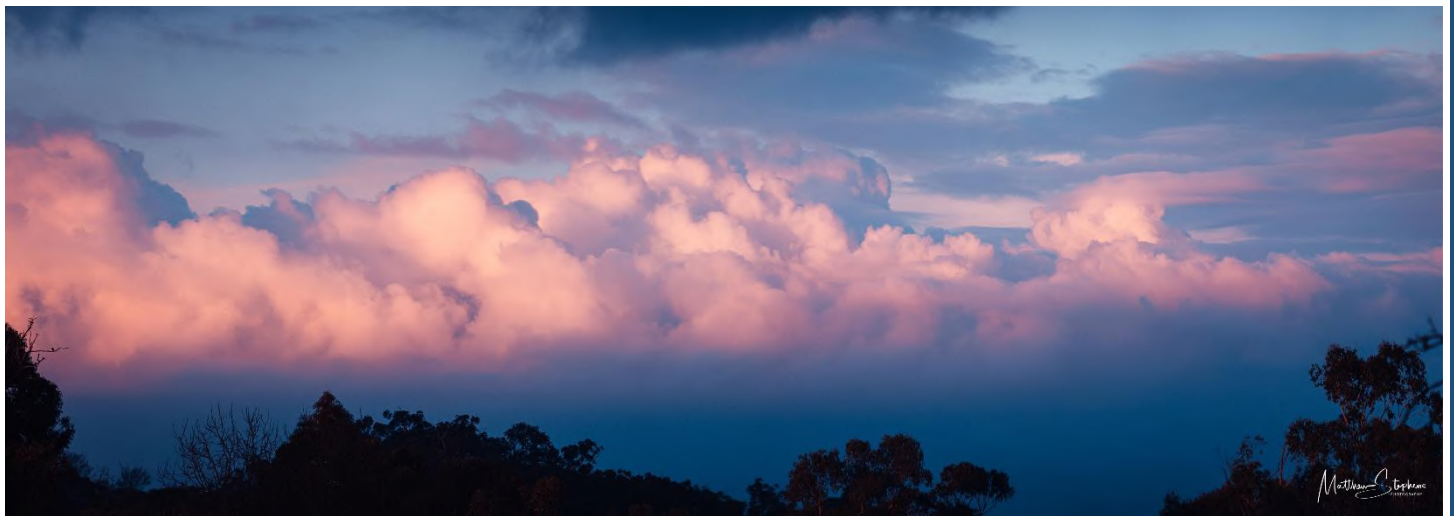
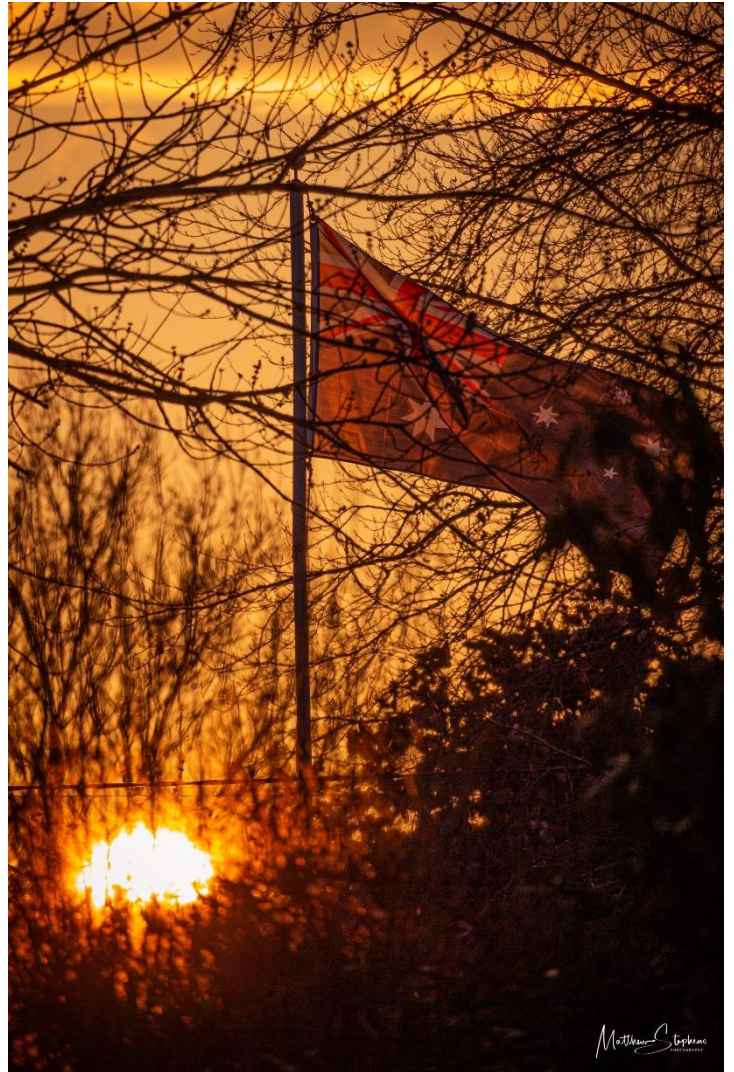


Ryan Percival, 11C

Night-Time Photography Challenge (continued)....



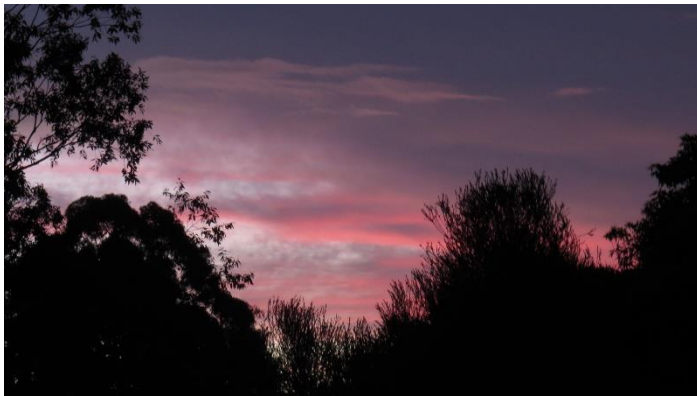
Matthew Stephens, 11A



Night-Time Photography Challenge (continued)....



Mrs Rayner



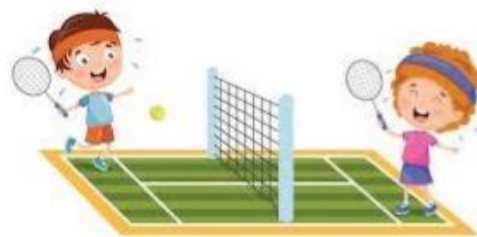
Ms Boyle

SPORTS REPORT

In the absence of school sport, this month we will again share some of the interesting and unusual sports facts that have been printed in our Daily News during Remote Learning 2.0.

Sonya Tamos – Inter-School Sport Co-ordinator.

The longest Grand Final in a Grand Slam tennis tournament was when Roger Federer defeated Andy Roddick in the 2009 Wimbledon final 5–7, 7–6 (6), 7–6 (5), 3–6, 16–14 in 77 games. It took 4 hours and 17 minutes to play. That would mean they started playing the match at the start of Period 1 and didn't finish until you would be in line at the Canteen at lunch time.



Kareem Abdul-Jabbar holds the all-time leading scorer in the NBA

Kareem has scored a total of 38,387 points during his career. This was all achieved within his 20 seasons of playing for the Bucks and Lakers. Andrew Gaze is Australia's NBL all time scorer with 18,908 points during his 22 year career.

Real Life Quidditch!

People from around the world can actually compete in international Quidditch tournaments, where the rules have been modified because, well, humans can't fly on brooms like they did in the Harry Potter films..... in a nutshell, Quidditch is a game played with two teams of seven players each, all "flying" on broomsticks.

The players are:

Keeper (green headband): Guards the three hoops

3 Chasers (white headbands): Try to score points with the Quaffle

2 Beaters (black headbands): Throw Bludgers to "knock out" opponents

1 Seeker (gold headband): Tries to catch the Golden Snitch

PLUS: The Snitch

Each match has one Snitch, a person dressed in yellow who wears a sock with a tennis ball attached to the back of their waistband. To "catch the snitch," a Seeker has to grab the ball as they would another player's flag in flag football.



At Wimbledon, the grass is cut to a height of exactly 8mm during the event. It's also estimated that 54,250 tennis balls are used during Wimbledon. What happens to these balls when they are used you ask? Apparently used tennis balls are sold from the Wimbledon Foundation kiosk, with the proceeds donated to the Wimbledon Foundation, whose goals are to strengthen local community, support healthy and active lives, develop young people and help those in need.

Sports Report (continued).....

What was the first ever Sport?

There really is no definitive answer to what was the world's first sport, but there are two that stand out as the main contenders and have an equal claim to being the first ever sport. Both running and wrestling can equally lay claim to the title due to the fact that there are Palaeolithic cave paintings in the Lascaux caves in south-western France that depict both wrestling and sprinting, painted over 17,000 years ago.

Running from the dinosaurs was not considered a Sport!



A **CASTELL** (also known as People Stacking and which translates into *Castle*) is a human tower built traditionally at festivals in Catalonia, the Balearic islands and the Valencian Community (Spain). At these festivals, several colles castellers attempt to build and dismantle a tower's structure.

The castell is built in two phases. First, the base of the tower is formed. People forming higher levels of the tower move to a position from which they can easily get to their places in the tower. This is done slowly and carefully and as subsequent base levels are completed, the castellers in the base determine if their base is solid enough for construction to continue. Then the upper layers of the tower are built as quickly as possible in order to put minimal strain on the lower castellers, who bear most of the weight of the castell. The disassembly of the castell is often the most treacherous stage of the event.



Hamish and Andy tried their hand in a 200 year-old Spanish tradition in 2012, which they said should be translated into something like 'stacking loads of people on top of one another and seeing how high you can go without falling down.'

Not all unusual sports happen above ground – Ride in an underwater bike race

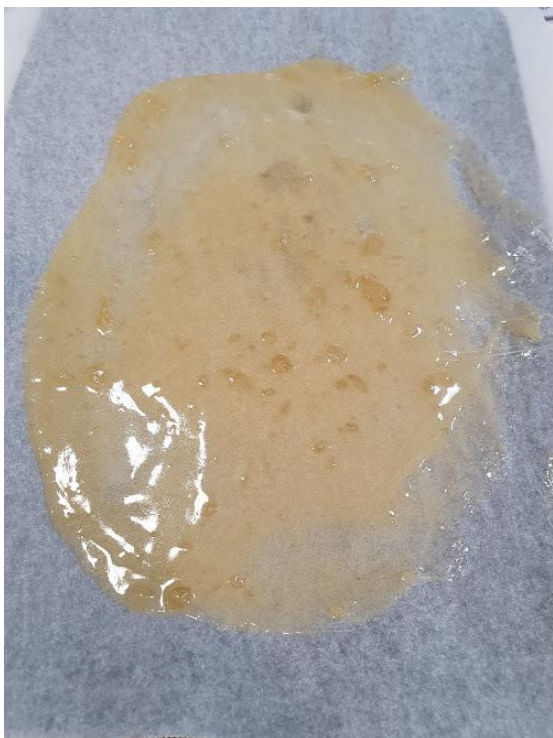
Every Fourth of July, Discovery Diving out of North Carolina hosts an underwater bike race to raise funds for a cancer charity. You can ride in this race either pedalling, pushing, or finning your bike to the finish line. The local dive shop provides racers with derelict bikes from around the area, it's up to the fates whether you race with a perfectly-sized bike or a ridiculously small child's toy!



The term **"Love"** used in the scoring system of tennis is said to have originated from the French word for "egg," l'oeuf, because a zero on a scoreboard resembles an egg. However, these claims are unsubstantiated.

BIO-PLASTICS WEBEX

Year 8 students recently participated in an online session on bio-plastics as a solution to ocean plastic waste, which was run by Swinburne University. Students watched a demonstration on how to make bioplastic and were given the option to make it themselves.



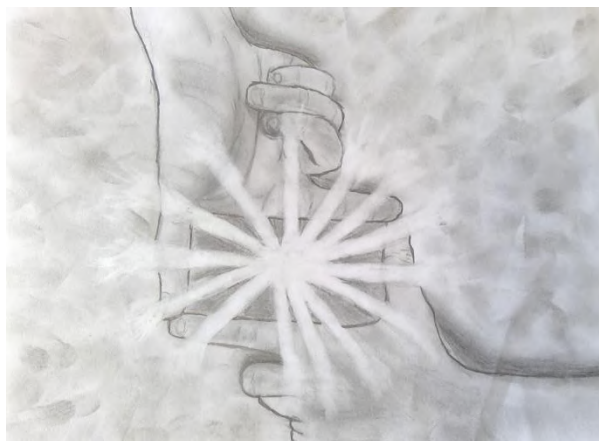
I had fun making this! It smelt really weird though and looks a bit strange too. 😊
- Abigail Jeffree, 8E

STUDENT WORK FOR ART AND DESIGN DURING SEPTEMBER

We have had some outstanding work completed during our remote learning lessons in both Art and Design classes. Check out some of the amazing results!

Year 7 Art – Art works from CAT 1:

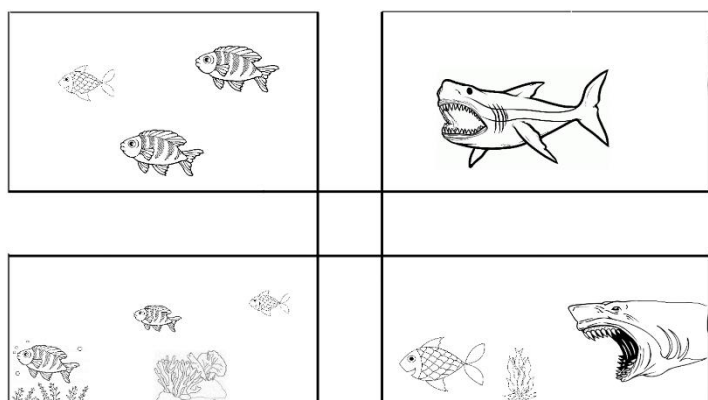
The Window – creating their own art work featuring a window and a view from that window



Jarrah O., 7D



Jessie S., 7D



Eli N., 7E



Zoe M., 7E



James B., 7F



Lucy B., 7F

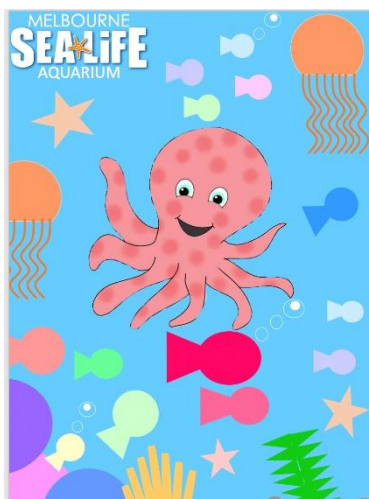
Student Work for Art And Design during September (continued)....

Year 8 VCD – Poster Designs from CAT 1: Aquarium Poster:

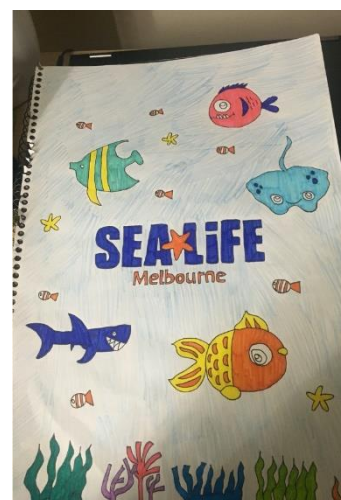
Creating a poster design for the Melbourne Aquarium, working to a set design brief



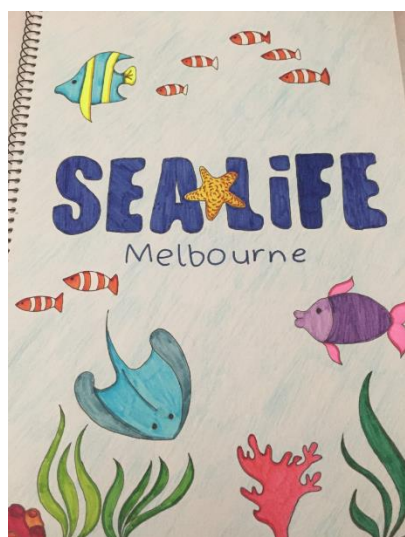
Cooper L., 8A



Isabella C., 8A



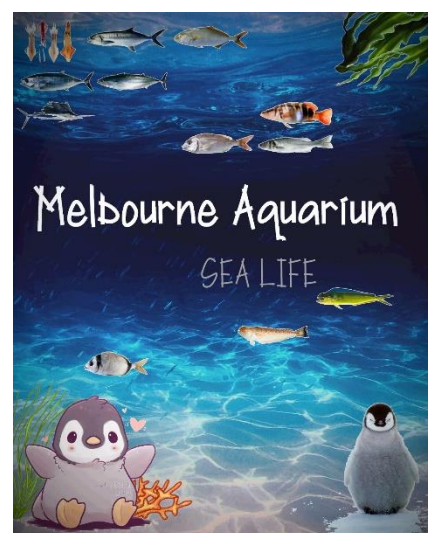
Ryleigh T., 8B



Tia R., 8B



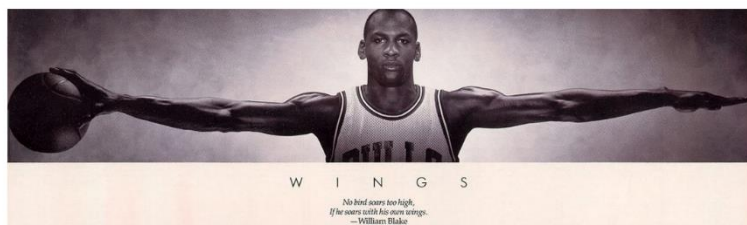
Tiannah B., 8C



Jolyon S., 8C

Middle School Studio Art for CAT 1: Appropriation:

Students investigated the concept of appropriation and chose an artist's work to appropriate themselves



Artist: Gary Noltan

Title: Wings

Size: 183cm x 58cm

Below the picture of Michael Jordan there is a quote that says, "No bird soars too high if he soars with his own wings". The quote is by poet William Blake. I think maybe the message of the picture is you can get far working by yourself but if you work with others you can achieve more than you could by yourself.

My plan was to use the outline of the image to create a colourful picture. And I plan to change the quote to something about being happy.



Leith B., 9D

My reasons for changing the original image is to send a message about looking after people's mental health. The original picture is black and white and has a serious message; I want to change this to the opposite. It is a famous image so people wouldn't expect it to be neon and colourful and it would get people's attention.

Student Work for Art And Design during September (continued)....



Artist: Giambattista TIEPOLO
Title: The banquet of Cleopatra
Date: 1744

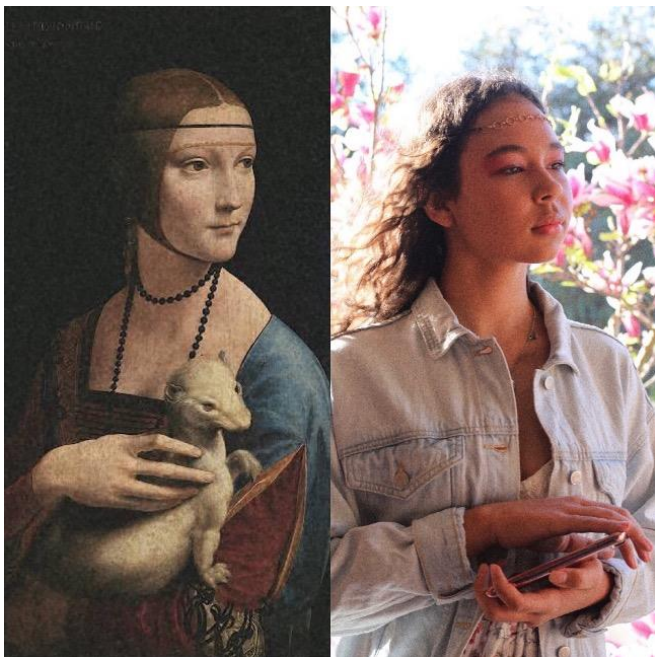
The banquet of the Apostle. Which pretty much derives from the epilogue of the novel, which I haven't read, however there have been mentions of one.

I changed pretty much everything except for the three people sitting down at the table and the dog. I decided to keep them in the original clothing just because I wanted the artwork to somewhat be the same yet different from the original work. Instead of servants there are the kids, Lee Gilyoung and Shin Yoosung. And replacing the item on the ground next to the feet of Kim Dokja who is Mark Antony is Dokkaebi Bihyoung, I originally said it was going to be Biyou, the other Dokkaebi,, however I decided to go for the bigger one because it fit the right shape.



The new meaning of this is that they're talking about their next big move from the scenarios (which is in a way like a new horror or level in a video game.). I didn't end up adding the constellations because, 1. I didn't really know how to position them, 2. It was too small and was starting to blur up and 3. It was getting hard because I didn't put the page on the highest amount of graphics so it would have naturally blurred. (In my defence, it was the first time for me using this program and overall drawing like this).

The woman in the dress, next to the person in the cloak is Han Sooyoung, who is laughing to Yoo Jonghyuk and Kim Dokja about one of the demon kings, in which she has one of its eyes, Kim Dokja is closing his eyes and sighing and Yoo Jonghyuk doesn't really care. The kids are playing with Biyou, Kim Dokja's child? In a way, it makes a lot of sense in the novel and Bihyoung is just vibing on the ground. The winged woman is Uriel, whom is a constellation from Eden, and she is on their side, along with the mysterious cloaked person, whom seems to be helping them out.



Paige M., 10A

The original artwork was Lady with an Ermine, painted by Leonardo de Vinci from 1489 to 1490.

The new title of my artwork is Girl with an Addiction.

I have changed the background of the painting, the media and materials used, the era this artwork is supposed to be from, the colours and meaning. The original artwork is a young lady holding an Ermine, a symbol of innocence. The appropriation I created from this artwork shows a young girl cradling a mobile phone. This shows how things have changed over time, clothing, fashion, priorities, and what people idolise. Mobile devices have become people's priorities and many surround both their moods and their emotions upon a device. Technology stole the childhood so many people got to experience before our world became so reliant on technology and sped the process of growing up for many. The babying of the device shows how many look after their phones and care for it, treating it almost as if it were human with a beating heart.

I believe my new appropriation was successful; it presented a similar but a slightly altered perspective from the original. I was able to convey my plans and thoughts into existence and I believe when side by side the similarities are clear, although I would've liked for it to have been a bit clearer what it was that I was appropriating.

Student Work for Art And Design during September (continued)....

I have chosen the work 'The Great Wave Off Kanagawa' (1830) by the artist Katsushika Hokusai.

It's from the Thirty-six Views of Mt Fuji series 1826-33.

"Colour woodblock" Woodblock printing is a technique for printing text, images or patterns onto Dimensions and size: 25.7 x 57.7cm image and sheet.

The Great Wave Off Kanagawa is part of Hokusai's Ukiyo-e series 'Thirty-six Views of Mount Fuji'. Mount Fuji was (and still is) a symbol which holds great importance in Japanese culture. It is a symbol of national pride and identity, of beauty, and holds great spiritual importance. Hokusai, in this series, wanted to show all the aspects of Mount Fuji's beauty and importance, as well as the beauty of the whole of Japan and by extension, the nature of the mountain as a constant in the lives of all Japanese people; whether they be farmers, fishermen or noblemen. It was a unifying factor in their lives, and this series is how Hokusai represented that. The Great Wave depicts a raging, powerful and formidable, yet awesomely beautiful ocean scene. Fishermen crouch in their boats in anticipation for the wave about to break upon them yet still, they have braved the seas on a clearly rough day. The work already stands as an admiration of both the awesome power and beauty of Japan's oceans and coastline and of the strength of the fishermen who braved it. But most importantly, Mount Fuji is clearly visible, standing tranquil and unmoving in the background. The most important symbol in this work is not the waves, nor the fishermen in their boats, for they only contribute to the importance of the mountain.

I feel as if generally altering artwork from artists takes away any meaning behind the work in all honesty. I have two design concepts that kind of tie into the piece but also not really. The first design was Mt Fuji on fire, everything red and orange and yellow rather than the calm blue of the ocean. It disrupts the whole scene and takes away from the art's desired meaning of beauty and wonder. In the second piece I thought to eliminate the meaning being Mt Fuji and rather to focus on the water as a living spirit or being controlling the ocean from a sense of existence life.

Website reference:

https://brainart.co/2020/06/22/warm_and_cool_colors/

VCE Studio Arts - Final artwork from both Unit 2 & Unit 4 students:

Both year levels had to use the studio process to explore & develop their initial ideas and then resolve & present them.

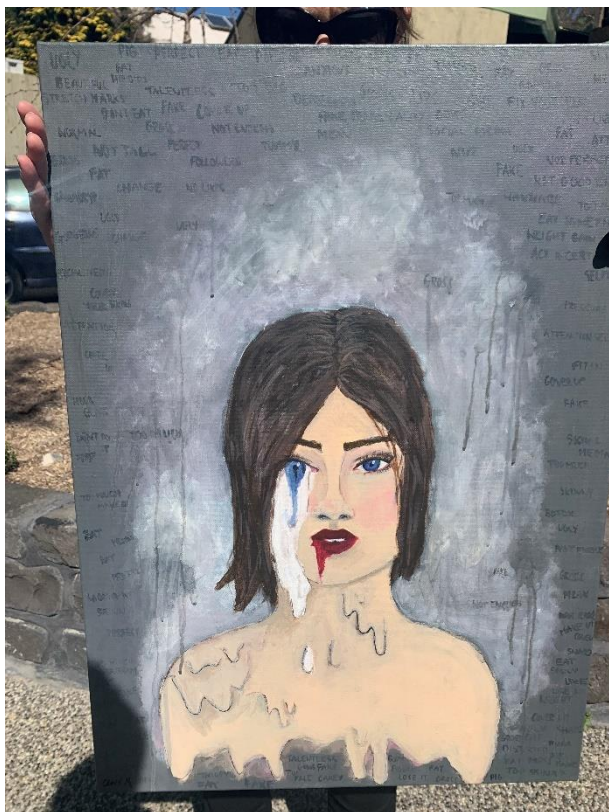


Maddy T., 11C



Prem K., 11C

Student Work for Art And Design during September (continued)....



Charlie M., 12



Megan L., 12

Laura Morley – Art Co-ordinator.

***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



ALL SYSTEMS GO - YOUTH HEALTH HUB (PART 1)

We are very happy to announce the soft launch of the interim Youth Health Hub.

This new Hub will offer support to young people via virtual/telehealth options with services to expand as COVID-19 restrictions are eased.

The Youth Health Hub is for young people in the Yarra Ranges between the ages of 12 – 25.

The service will provide mental health, general health, housing, legal, and education support, as well as life skills and activities.

The Youth Health Hub has been funded by the Australian Government under the PHN Program for a two-year period.

The Youth Health Hub is operated by **Inspiro Community Health Service**, and consortium partners including **Oonah Health and Community Services Aboriginal Corporation**, **Eastern Community Legal Centre**, **Anchor** housing services and **Cire** education services.

Working in collaboration with the Youth Health Hub is the Main Street Medical Practice in Lilydale, as well as the Knox headspace satellite in Lilydale, which is separately funded by the Australian Government.

Services include mental health, youth counselling, sexual health, dietetics, exercise physiology, housing and homelessness assistance, education support, supports for Aboriginal and Torres Strait Islander peoples, youth workshops, legal assistance and youth-friendly GP services among others.

The hub will operate virtually in line with COVID-19 restrictions. A physical hub will be located in Lilydale sometime later this year as COVID-19 restrictions are eased, with outreach services operating from partner organisations including Anchor in Lilydale, Inspiro in Belgrave, Oonah and ECLC in Healesville and Cire in Yarra Junction.

Youth Health Hub

- Tel: 03 9757 8777
- Mobile: 0409 348 604
- Email: youthhealthhub@inspiro.org.au
- Website: www.inspiro.org.au/youthhealthhub
- Facebook: <https://www.facebook.com/Youth-Health-Hub-Yarra-Ranges>

The aim is to have an integrated service model with many local agencies working together for the benefit of young people in the area.

Thanks for reading (and please 'like' the Youth Health Hub Facebook page to keep up with the latest)

Yours,

The Youth Health Hub Team.



MOOROOLBARK CRICKET CLUB

JUNIOR CRICKET

Kids looking for a summer sport?

Mooroolbark Junior Cricket club is fun family environment where lifelong friendships are made and good times are had by all!

With a long and proud history of one of the most successful clubs in the RDCA, Mooroolbark Cricket Club welcomes all new players – Boys & Girls aged 5-16 years.

Season and training commencement is TBA at this stage due to stage 4 restrictions, however when we do begin rest assured that our club will be following strict Covid Safe guidelines.

**JOIN THE
MIGHTY
BARKERS!!**

**Boys & Girls
Teams**

**Woolworths blasts
for kids aged 5-7**



**Boys & Girls
teams U/10's –
U/16's**

**Meet new friends
in a fun family
environment**

ALL ENQUIRIES

Please Contact

Vicki Powell 0401 346 170

Vicki.powell@optusnet.com

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.eheadspspace.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.