

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

**Issue: 3   Volume: 21**

**Date: April 2021**

## COLLEGE CALENDAR 2021 – MAY

Tuesday 4 <sup>th</sup> May	Open Night for Year 7 2022
Monday 24 <sup>th</sup> May	Whole School Athletics Carnival
Friday 28 <sup>th</sup> May	Curriculum Day

***Please Note: all dates and times are subject to change***

## PRINCIPAL'S REPORT

Welcome to Term 2, I trust that everyone has had a restful Easter period and enjoyed the beautiful autumn weather over the term break. This term promises to be very busy and includes events such as: NAPLAN, Work Experience, Open Night, Examination periods, Self-Evaluation, Attitudes to School Survey and Reports.

I would like to take this opportunity to welcome two new staff members to the College team. Ms Asma Mukta joins our Mathematics and Science faculty and Mr Veenesh Lobin joins the Arts faculty.

### Learning Focus:

This month the College will continue to keep its focus on Literacy and Numeracy across the whole school. The key emphasis for Professional Learning during this term will be embedding Writing to Learning and Substantive Talk as well as continuing our work related to moderating student work and developing a range of vocabulary strategies for use in the classroom. Term 2 also sees the NAPLAN testing completed across the country. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. This year, students will once again complete these assessments online.

### Building Works:

Building works and upgrades continue to be a priority in the school. The detailed design process for the \$5,000,000 refurbishment of C-Wing is almost complete and it is anticipated that works will begin in August of this year. In addition, schematic design for the refurbishment of the Performing Arts and Maths/Science Wings is well underway. At this stage, it is anticipated that staged works will begin on these wings early in 2022. In both instances, the College priority will be to ensure that there is no disruption to the teaching and learning program for staff and students.

### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in

**Absence Hotline: 9735 7040**

**Email: [lilydale.heights.co@education.vic.gov.au](mailto:lilydale.heights.co@education.vic.gov.au)**

**Visit: [www.lilydaleheights.vic.edu.au](http://www.lilydaleheights.vic.edu.au)**



## *Principal's Report (continued)...*

the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy. The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance. NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy. This year's NAPLAN testing will occur online between May 10 and May 21.

### **Students Attitudes to School Survey**

Early in May your child will be asked to complete the 2021 Students Attitudes to School Survey. We value student voice as a means to improving student engagement, wellbeing and quality instruction and are conducting a survey to find out what your child thinks of school. This annual student survey offered by the Department of Education and Training assists the College in gaining an understanding of their perceptions and experience of school. Students will be asked about their thoughts and feelings in relation to their school, their learning, peer relationships, bullying and life in general. Responses to the survey are anonymous and data generated from the survey is analysed by the College Leadership Team and presented to College Council.

### **Encouraging School Attendance**

Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success—both in school and in life. When you make school attendance a priority, you help your child get better learning outcomes, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school and transitioning to further study, traineeships or full time employment. When students are absent for fewer days, their results and reading skills often improve—even among those students who are struggling in school. Students who attend school regularly also feel more connected to their community, develop important social skills and friendships.

If you are having difficulty getting your child to school and would like some support, please do not hesitate to contact the relevant sub-school Learning Leader on 9735 1133.



***Absences add up!***

***Missing just two days a month means a child misses 10% of the school year.***

### **Road Safety**

In light of the incident which occurred last week, it is a timely reminder to ensure that all students are aware of their responsibilities as pedestrians. All pedestrians should try to be more attentive to their surroundings and follow the rules; as pedestrians, our eyes and ears are the best tools for keeping us safe.

- Don't jaywalk
- Use footpaths wherever possible and if not, walk facing the traffic signal to know your surroundings
- Watch for the signs and signals
- Use pedestrian crossings to cross the road
- Before crossing the road look both ways to make sure there aren't any vehicles
- While on road do not text, play or listen to music.

And please, always take care.

## *Principal's Report (continued)...*

### **Duke of Edinburgh Award**

The program is an internationally recognised program which encourages young people to explore their full potential and develop skills for life. This program develops: confidence, resilience, determination, leadership, planning, problem solving, communication, creativity, adaptability, capacity building and leadership. Qualities that the College and community has identified as pivotal to success in adulthood.

Congratulations to the following students who have received their certificates and acknowledgement from the Duke of Edinburgh Program

Tayla Anderson : Silver Award

Evie De Graauw: Level 4

Laura Dangaard: Bronze Award



**Rosina Fotia, Principal**



## VALLEYDALE CAFÉ

Valleydale Café opened on Thursday 29<sup>th</sup> April 2021 and will be open on most Thursdays and Fridays until the end of June.

### Opening hours are:

Thursday 13<sup>th</sup> May, Thursday 27<sup>th</sup> May, Thursday 10<sup>th</sup> June - **12.00 noon - 1.30 pm**

Thursday 20<sup>th</sup> May, Thursday 3<sup>rd</sup> June, Thursday 17<sup>th</sup> June - **12.00 noon - 2.30 pm**

Every Friday - 12.00 noon - 2.30 pm

It is advised that you contact the school on 9735 1133 to make sure the café is not closed due to a school event. We would love you to visit us – we hope to see you there!!

Sharon Francis – Foods Department.





## YEAR 8 VOLLEYBALL

At the end of last term the Year 8 Volleyball Team competed in the Yarra Division Volleyball Competition. This was the students' first opportunity to represent Lilydale Heights in volleyball and they all did an outstanding job. The LHC team was comprised of two girls teams and one boys team. Year 12 student coaches, Jordy, Cat and Eliza, did a great job helping the students with their game play throughout the day. All three teams showed the College Values and proudly represented our school, with one team placing third overall for the girls. Awesome work to all that participated!

Nicola Boyle – Sport Teacher.



***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



## FIRST NATIONS OF LHC

Last term after hosting our first Yarning Circle, our deadly mob of First Nations students have decided to get together and have a yarn regularly at our lunchtime club, Mob Mondays, that runs in Week A. During this time, we discuss ways to embed our culture into our school community, alongside a variety of other topics. Any allies that wish to attend are more than welcome!

This term, five of our First Nations students have participated in a new Koorie Student Program run by Yarra Ranges Tech School. The program has provided students with an opportunity to incorporate culture, innovation and technology. These students have collaborated with students from other schools in the area and have had the opportunity to be mentored by Indigenous mentors such as Corey Tutt, 2020 NSW Young Australian of the Year and Founder of Deadly Science.

Thanks to the help of our wonderful librarian Kerrie McMurray, students can now access the First Nations section in the library! Students are able to borrow books from First Nations authors that discuss a wide range of issues such as culture, identity and environment.

On Friday 30<sup>th</sup> April, The Minister of Education will be coming to our school for our 'official' opening of our new Sustainability Hub and the Town Square. A local Wurundjeri elder, Murrundindi, will be at the opening to perform a Welcome to Country and a Smoking Ceremony. In addition to this, representatives from the five schools in the Lilydale & Upper Yarra Education Plan will be in attendance to launch the Collaborative Indigenous Strategy. The strategy is designed for the six schools to work together to support the individual needs of First Nations students, as well as authentically embedding and celebrating First Nations culture and perspectives in our school community and curriculum.

Tanna Draper Nagas - First Nations Advocate.





## ASSESSED SILVER & GOLD DUKE OF ED EXPLORATION FINALLY COMPLETED FOR 2020 GROUP

I wanted to send my congratulations to the students for their efforts during this exploration, as well as for their efforts with their Award over the last year. They have finally made it – working towards the final sections of the Award. I was extremely impressed with the way the students worked together to make their key navigation decisions, set up their camp and cook their meals. They were totally independent and increased their abilities to problem solve, completing their exploration goals.

Overall, we walked over 50 kilometres across the three days in various types of terrain. Students also coped with four seasons in a weekend; from freezing fog, some snow, drizzly rain and finally sunshine. I have loved working with the students; they are extremely respectful, helpful and really care for each other, as well as the natural environment. Well done all!

Clare Rayner – Duke of Ed Co-ordinator.





*Assessed Silver & Gold Duke of Ed Exploration (continued)....*





*Assessed Silver & Gold Duke of Ed Exploration (continued)....*





## STUDENT ACHIEVEMENT

During April, Emily Hudak represented LHC in the Tintern Grammar Horse Trials at Wandin Park. Riding her horse Sir Tosca, Emily competed in two events - the Combined Training where she came 9<sup>th</sup> and the Horse Trials where she came 12<sup>th</sup>. Emily is now looking forward to competing in the upcoming Show Jumping event in May.

Nicola Boyle.



On Thursday 29<sup>th</sup> April, I competed in the Yarra Valley Interschool Clay Target Competition. It was a great day for competition, warm and sunny. The competition was 30 targets across 3 disciplines, Down the Line, Skeet and Sporting, 10 targets in each, each was shot from 5 stations and with 2 targets at each. I scored a 9/10 in Down the Line, a 5/10 in Skeet and another 5/10 in Sporting, giving me a total of 19/30 and winning first place in the Senior Girls category.

Aimee Norris - Year 11.



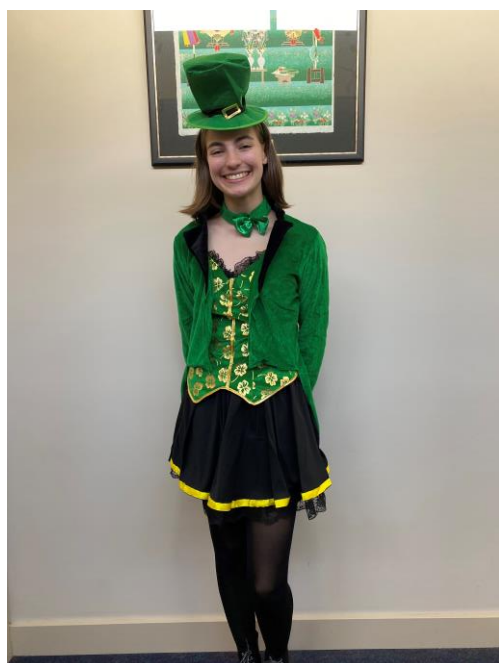
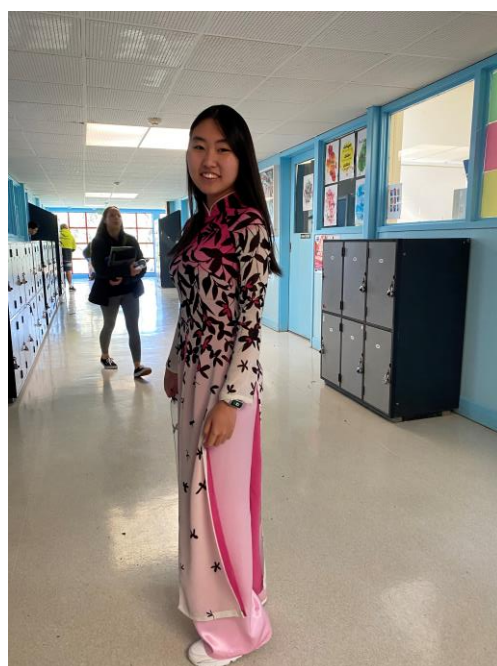


## HARMONY DAY

The Student Interact Representative Council (SIRC) ran a very successful Harmony Day once again this year at the end of Term 1. Students spent the weeks leading up to this event planning and preparing everything needed to run a range of activities at lunchtime. The focus of Harmony Day is to celebrate multiculturalism in our community and create an environment that is inclusive for all. Students were asked to come dressed in cultural clothing and had the option to participate in a range of organised activities during lunchtime. We thank our local Lilydale Rotary members for their involvement on the day and for also providing our 'best dressed' winners with movie vouchers. The total amount raised on the day was \$761.25 – our best ever effort so thank you to everyone who got involved. A donation will be made to the Gippsland Multicultural Services which is an organisation that supports migrants and refugees in the Gippsland area.

A big congratulations to our Student Leadership Team for coming together as a team, using great communication skills and ultimately running a really successful day. Stay tuned for more things from the SIRC this term!

Michelle Pezzimenti – SIRC Co-ordinator.





The Senior VCAL team has recently been working on the Year 12 garden bed outside the Common Room. This has involved redesigning and revamping the area. They have been applying numerical processes such as measurement and problem solving to complete their project. The finished product looks fantastic and is a great way to honour our Year 12's each year. We are all looking forward to adding the 2021 post!

Jason Boyce – VCAL Teacher.





## PARENTS: WHAT DO I DO IF MY CHILD WANTS TO LEAVE SCHOOL?

This can sometimes happen if:

- they're having difficulty studying
- they learn things easier in a hands-on environment, rather than a classroom
- there are problems with their friends or health

In Victoria, the law is:

- your child cannot leave schooling until they are 17 years old
- your child must go to a school campus (or an approved alternative) until they finish Year 10
- after Year 10, your child does not need to go to a school campus, but they must take part in education, training or employment for at least 25 hours per week, until they are 17 years old

In some cases, finishing Year 12 at a school campus may not be the best option for your child. There are other options, like finishing Year 12 through:

- vocational training, which is more hands-on learning
- a school-based apprenticeship in a workplace
- a Learn Local organisation

There are many benefits of staying at school. Research shows that many students who leave school without finishing Year 12 will:

- earn less money when they start work
- be more likely to have long periods of unemployment

We are here to support you and your child. If you would like to discuss your child's school and career plan, please contact the College.

Juliet Honey – Careers and VET Co-ordinator.

### **A FREE, ONLINE PARENTING PROGRAM - PROTECT YOUR TEENAGER'S MENTAL WELLBEING AND REDUCE THEIR RISK OF EXPERIENCING DEPRESSION AND ANXIETY**

#### **Program features:**

- Take our parenting survey to receive personalised feedback about your parenting
- Receive up to 9 interactive online modules (15-25 minutes each) tailored for you
  - Be part of a world leading research project.

#### **Who can sign up?**

Parents or guardians of a teenager aged 12 to 17 who:

- Live in Australia
- Are fluent in English
- Have internet access

To sign up, go to: <https://preventionunited.org.au/programs-and-resources/pip/>

### Japanese Culture Session

Year 8 Students doing the Japanese Culture Session chose to make **Kyara-Ben** (Character Bento Boxes), and to have a session drawing **Manga** characters. Students had lots of fun designing the character for their Bento Box, selecting ingredients and assembling their '**Kyara-Ben**'. There were some very creative Bento Boxes made by our Year 8 students. Everyone enjoyed being able to eat their Bento Box during their **Manga** drawing session. LHC Year 8 students learned food related vocabulary and grammar during Term 1, so this session was a great way to complement what we have been learning in class. Thank you to all students and staff involved in the Japanese Culture session for a wonderful day in Voice of 8 2021.

ありがとうございます! (Arigatou Gozaimasu)!





## Voice of 8 (continued)....



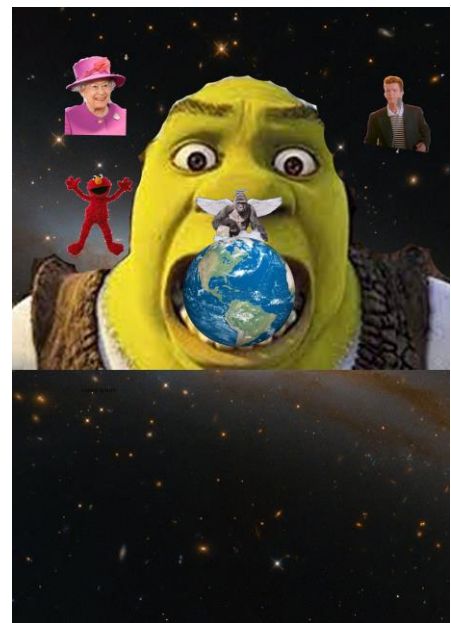
## Photoshop Session

Students worked through tutorials in Adobe Photoshop to create a prediction of what the future could possibly look like.





Voice of 8 (continued)....







## Vic - Pathways to Post School Life

### A session for young people in Years 10-12 and their families

The National Disability Insurance Agency (NDIA) and the Department of Education and Training (DET), Victoria would like parents/carers of young Victorians with a disability in Years 10-12 to attend a virtual information session.

This is a session for parents/carers of young people with a disability on building skills and paving a pathway to post school life. The DET and the NDIA will discuss a range of career planning and pathways tools, NDIS-funded supports and other assistance to help young people to build skills to prepare for their transition, and support them in achieving education, training, employment and other goals, post-school.

Sessions are offered over multiple dates to allow flexibility for attendees, and will be delivered via video-conference using Microsoft Teams. Registrations will close three business days before the event. If you would like to attend, please register via Eventbrite. Two business days prior to the event, login details (including the MS Teams link to join the session) will be sent from [events@ndis.gov.au](mailto:events@ndis.gov.au) to the email address you provide at registration.

For any enquiries regarding this session, please contact [events@ndis.gov.au](mailto:events@ndis.gov.au). Please include the session name in the subject line.

---

**Where:** Virtual Information Sessions via Microsoft Teams

#### Dates & Times:

Tuesday 11 May 2021	7.00pm – 8.30pm (AEST)
Wednesday 12 May 2021	10.30am – 12.00pm (AEST)
Tuesday 18 May 2021	10.30am – 12.00pm (AEST)
Thursday 20 May 2021	7.00pm – 8.30pm (AEST)

**RSVP:** Please register via Eventbrite at <https://www.eventbrite.com.au/e/vic-pathways-to-post-school-life-a-session-for-students-in-years-10-12-tickets-147913698855>

---

**Additional information:** Accessibility is important to us. If you have any accessibility requirements please let us know when you register for your chosen session. Please note - we need a minimum of five (5) business days' notice to book Auslan interpreters and live captioning services.



[ndis.gov.au](https://www.ndis.gov.au)

### Youth Ambassador Job - Yarra Ranges Council

Are you aged between 17 to 24 years and want to help shape what happens for young people in the Yarra Ranges? You can apply to be a Yarra Ranges Youth Ambassador.

- Payment is \$31.13 per hour (Band 3) plus 25% casual loading and superannuation
- Casual position (averaging 3 hours per week) for up to two (2) years
- There are five (5) positions available

Our work is focused on social justice and we strongly encourage applications from Aboriginal and Torres Strait Islander people, people of Colour, people with disabilities, people from LGBTIQ+ communities and more. We can discuss the job with you on the phone or by email. We can be flexible with the application process, if you would prefer to talk through the application just let us know and we can call you.

**Contact for more enquiries:** Jess Ocleston, Middle Years & Youth Planner. Ph: 9294 6465

**Closing date:** 11.59pm, Sunday 2 May 2021

## 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/](http://www.eheadspace.org.au/) **Call 1800 650 890**
- contact Kids-Help Line: <https://kidsline.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.

