

SEAVIEW

ISSUE 5, 2019

From the acting Principal

Ms G Dracopoulos

We were pleased to have Sydney based artist Abul Abdullah partake in our ARTALKS last week. A finalist in both the Wynne and Sulman Prizes this year, Mr Abdullah presented in our Art Gallery where he provided insight into his inspiration and artmaking.

The P&C Art Exhibition, 'Never far from the tree' was a huge success again this year with contributions made by parents, carers and local artists. This is always a special opportunity for the wider school community to celebrate and acknowledge a variety of artworks.

These events provide additional opportunities for our school community to connect with practising artists by extending the experience of art making beyond school and forming long lasting partnerships with educators and professionals whose contributions are greatly valued.

Photos below taken by parent photographer, Jodie Barker.



What's on?

Mondays
Homework club
3.00 - 4.30pm
Library

Fridays
Craft club
Lunchtime

Fi 30 Aug
Diversity Day

Tue 3 Sept
Captains Assembly

Wed 4 Sept
Parent Teacher Night, Years 7-11

Thu 5 Sept
Yr 7 Taronga Zoo excursion

Thu 5 Sept
Yr 12 Body of Work exhibition

Thu 26 Sept
Yr 12 Graduation Day

Fri 27 Sept
Last Day of Term 3

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From the Principal's Desk

Subject selection

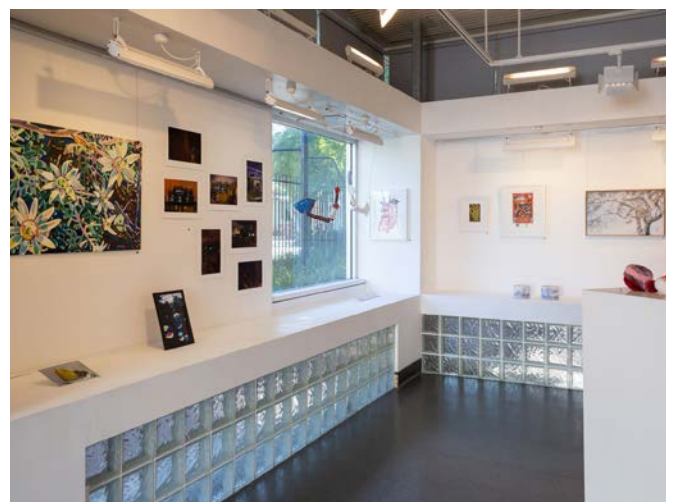
Subject selection Information Evening Year 9 & 11 2020, will be held on Wednesday 21 August, in the school multipurpose hall. On this occasion, information regarding electives and stage 6 courses as well as the subject selection process will be outlined. To this regard, it is extremely important for students to attend with their parents. Representatives from each faculty will also be available to answer questions and provide further details about elective courses. Students will be receiving all relevant information on this evening.

Students in Year 7 will be selecting their first elective course for 2020 – NE8, a suite of creative and innovative elective courses available to all students in Year 8. Students can select from : Cartooning; Ceramics; Dance; Drama; Electronics; Electronic Music; Garden to Table; Jewellery; Maker Space; Music performance and Production; Wearable Art.

Each course will be structured using Project based learning (PBL) and Product Orientated Learning (POL) pedagogical approaches. Students will be given the opportunity to develop knowledge and skills in their chosen area of study as well as investigating and responding to a driving question.

NEO continues for all students in Years 9 & 10 2020. Students in Year 8 & 9 this year will be selecting their NEO course for 2020 this week also.

Subject selection is always a competitive process. Please assist us by reminding your child to submit their selections online, by the due dates.



From the Deputy Principals

Year 7 seem to have, well and truly settled into the school and are enjoying the various learning opportunities, such as the Dulwich Archies and Archibald excursion, that the school offers.

In 2019, a sample of Year 9 students have participated in focus group sessions. A two fold purpose in 1) engaging in promoting student voice and 2) for the school to access and gain better understanding of the student's learning experiences throughout the year.

Subsequently, students have been meeting, sharing and providing feedback to teacher facilitators on their experiences. One insight has been in hearing from students about Visible Learning and Success Criteria, which has been a teacher professional learning focus for the year. It has been impressive hearing students reflect on and articulate their learning experiences.

Year 11 are now facing the pointy end of the HSC Preliminary course, which is ended at the end of this term. I hope that Year 11 have now established strong study routines and are preparing for the end of course assessments. In Term 4, which is all too soon, they will be starting the HSC.

And lastly, the school has been working with students to improve uniform standards during the winter. Encouragingly, students have been responsive with visible improvement across the school. Uniform can be purchased at www.picklesschoolwear.com and the school is actively following up with students who are persistently not in school uniform. Please see the Uniform section of this newsletter for further information about our school's uniform.

Mr C Taylor
Deputy Principal
Years 7, 9, 11

As Relieving Deputy Principal, I have really enjoyed my 3 weeks at Dulwich High School of Visual Arts & Design.
A few key upcoming events this term are:

Diversity and Wear it Purple Day

Diversity and Wear it Purple Day will be held on Friday 30 August from Period 3. There are some exciting events planned, which will begin with a formal assembly on the day, with guest speakers. Some of the fun activities planned include Talent Quest, Food Stalls, Sport Tournament and Mufti day. Posters are located around the school to provide further details.

Parent Teacher Night

Parent Teacher Night for Years 7 to 11 will be held on Wednesday 4 September and will begin at 3.30pm. It is a valuable opportunity to discuss academic performance across a range of subject areas and establish how best to support and encourage ongoing learning. Further information about the booking procedures will be provided closer to the date.

Subject Selection Information Evening

A reminder that Subject Selection Information Evening for current Years 8 and 10 will be held on Wednesday 21 August. The session time for Year 8 is 5.15 - 6pm and Year 10 is 6.15 - 7pm. It is important that students discuss their subject choices with their family and teachers.

Mr N Davis
Deputy Principal (Rel.)
Years 8, 10, 12

MUSIC Faculty

HSC Music

Having completed several milestones in their HSC journey, our Year 12 Music 1 students are finally on the home stretch toward their HSC exams. At the start of the term, students sat their trial exams under conditions modelled in the HSC performance exam, to a panel of markers. This 'dry-run' is valuable practice and preparation ahead of Week 8 this term, when the students will perform their program to a NESA panel. Best of luck to Music 1 class of 2019; Aedan, Brigid, Angus, Monika, Gus, Georgia, Tyler and Zeke!



MUSIC Faculty cont



Stage Band at the Australian Schools Band and Orchestra Festival (ASBOF)
On the 28 July at the Sydney Conservatorium of Music, our Stage Band, directed by Mr Neil O'Donnell, performed for audience and adjudication at the ASBOF. To reach the standard of entry into the Don Burrows Big Band event is a major milestone for the band and our ensembles program. Dulwich students performed three Australian works and held their own alongside several reputable schools including Manly Selective, Fort Street and Newington.

Alleyne Moss, music teacher, was in the audience - "fantastic to see our Stage Band bring their program to the event with such energy and enthusiasm".

The adjudicator for our section, Roger Schmidli, gave all of the bands wise words of encouragement at the end of our section, commenting on good bands having everyone pulling their weight, not just a shining soloist. Dulwich High School of Visual Arts and Design Stage Band was awarded a Silver Award, demonstrating excellent rhythm section groove, solid sax section and overall enthusiasm for the works presented. Congratulations!

Mr. Neil O'Donnell
Music Teacher, Stage Band Director



Technology @ DHSVAD

Did you know?

That you can view and download important forms and read about upcoming events and news from the school website visit: www.dulwich-h.schools.nsw.edu.au

Download the App Enews by searching for 'Dulwich High School' in the App Store

- To have access to the latest news, make a payment or submit an absentee form
- Use your finger to digitally sign the form and submit – it's that easy!

Sentral Parent Portal

<https://web2.dulwich-h.schools.nsw.edu.au/portal/login>

Use this link to access your child's profile, book interviews, check reports and attendance.

REMINDER

Bring your own device to school EVERYDAY, fully charged.

There are charging stations available in the school library. You just need to take your device and charger.

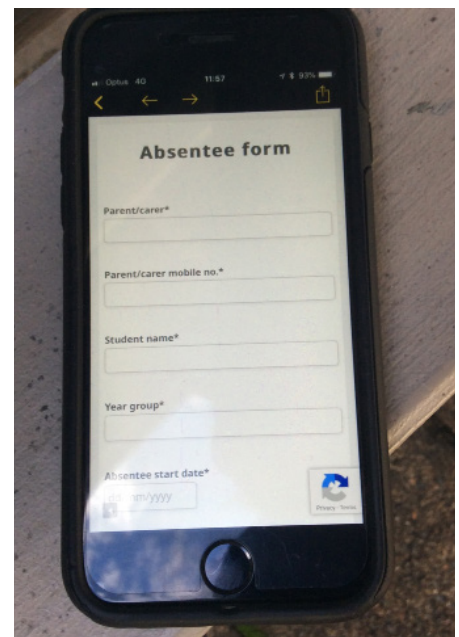
Tech Hub

Looking for news on BYOD or how to download software? Go to our technology website to troubleshoot:

<https://techhubdhsvad.squarespace.com>

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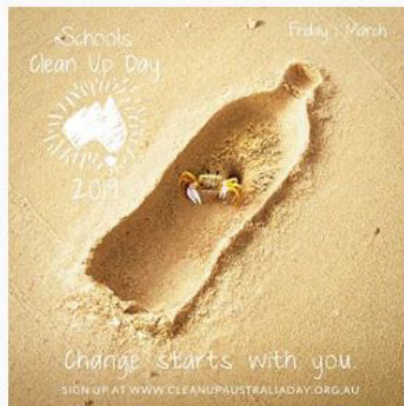
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POSTS

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DRAMA

Years 10 and 11 Drama, as well as the Support unit attended a drama incursion to see the play 'Little Girl Lost' put on by Company of Rogues.

The production company stayed back after the performance to get critical feedback from our students and they were incredibly grateful for the insights and questions our students gave the performers and producers. This feedback would have helped the company fine tune their performance as they headed towards the opening night of the show at the Carriageworks in Glebe.

David Qualgia
English/Drama Teacher



Visual Arts

On the 5 August, Year 7 students attended the 2019 Archibald Prize at the AGNSW.

This is a huge undertaking, to organise an excursion for a 170 students requiring a staggered program rotating them through the Archibald, Wynne & Sulman Prize exhibitions and viewing various galleries within the permanent collection.

It was a long day for many of the students, but they are to be applauded on their excellent behaviour and level of engagement in looking and responding to the art works. Students enjoyed the wide approaches to portrait painting from Photorealism to minimalist abstract styles. The excursion was organised to support the students in their portrait painting task for Term 3 leading to our "Year 7 Dully Archies" portrait exhibition, October 23.

Our thanks to Ms Pegrum for her organisation for the day and the SAS, SLSO staff and Visual Arts teachers for enabling the day to be a positive learning experience for our students.

Year 12 Visual Arts students have been focusing on the completion of their HSC VA body(s) of work.

There is tremendous talent being demonstrated in the works in a wide variety of art forms. Works will be completed and submitted for marking on September 2.

The HSC BOW exhibition will be on September 5.

One of our previous students and 2013 school captain, Yishun (Jason) Tang was awarded the Royal Australian College of Architects University Medal for best architectural design.

Bachelor of Architectural Studies student Yishun Tang was awarded the AIA Undergraduate Medal for his project "*Little Bay Retreat*".

Mr Tang's winning design proposes accommodation for hikers in a basic and flexible structure at Little Bay in Hat Head National Park.

The jury's citation from the AIA describes his project as "an overnight accommodation for walkers travelling along the coastal trails, takes us on an ethereal journey that demonstrates a level of sophisticated elegance and architectural rigour."

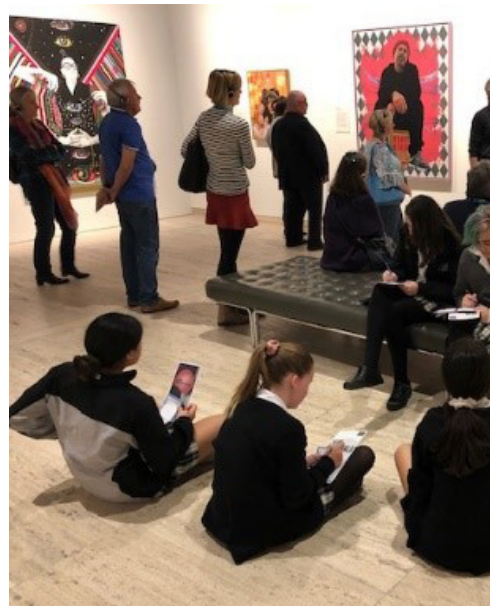
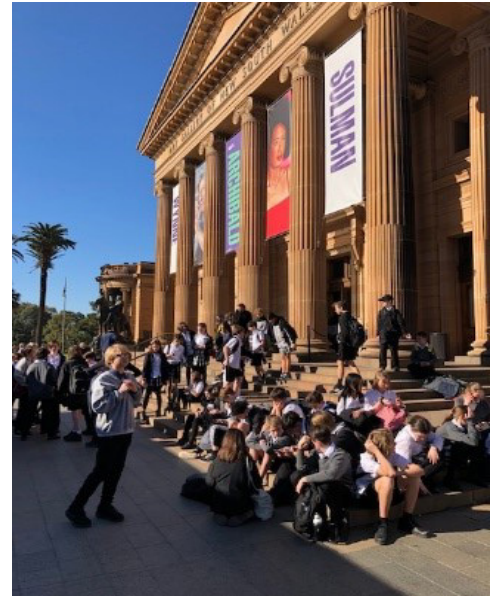
"The design evokes a purposeful craftsmanship that rejuvenates the body both physically and mentally – a well-deserved winner of the NSW Undergraduate Medal."

Mr Tang says his design concept is meant to be celebrated when occupied and camouflaged when vacant." UNSW Built Environment Newsletter.

Yishun will return to the school to do a workshop on Bauhaus design with Year 9 Visual Design students.

Our Year 7 Artstream classes have been successful in being selected by Kaldor Projects Education to present their artmaking project at the Art Gallery of NSW, later this year. This project is to celebrate 50 Years of Kaldor Projects, starting back in 1969 with Christo and Jean Claude's "Wrapped Coast".

The school installation/printmaking & performance work will involve the students creating their own "political party" called the eARTH party, that will highlight environment issues that affect the world and their future. More information to come as the activity evolves.



Visual Arts cont

Our after school extension workshops are up and running for Semester 2. Students are participating in Oil painting, Dark Room Photography, Resin Design Jewellery workshops. The response and quality of the artwork produced in workshops from semester one provided an excellent launch for this new initiative.

The third ARTALKS evening was held August 8 in the Seaview Gallery. We were honoured to welcome Abdul Abdullah as the guest speaker. The audience were thoroughly entertained and informed of his journey as an artist and the ideas behind his works. Abdul was extremely generous with his time, and had many one-on-one conversations with parents and students after his presentation, fascinated by his artist practice.

Our thanks to the P&C for their assistance with the organisation and catering... another amazing feast!

We used our new projector for the first time for this ARTALKS evening, a purchase made possible by the P&C ARTalks fund. The projector provides high quality images that do justice to the works that the artists are presenting during their talk.

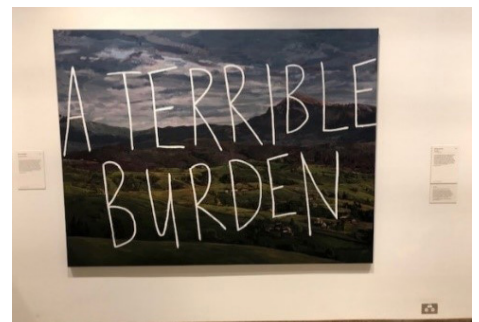
Thank you also to the school's entertainment crew. The students are professional and efficient in carrying out their roles in preparing the gallery for a significant public event.

A reminder that Year 8 Artstream students will attend an excursion to Canberra, Week 5 Term 4.

They will spend 2 days engaged in a busy itinerary including a workshop at the National Portrait Gallery and The National Gallery of Australia.

Check out our Visual Arts Website – www.art-highschool.com to keep updated with what is happening in Visual Arts.

Mr P Wooten
HT Visual Arts



HSIE Faculty

Each year the History Extension (1 unit) course is offered at Dulwich High School of Visual Arts and Design to our Year 12 students who have a particular flair and interest in History. The History Extension course requires students to engage with complex historiographical ideas and methodologies and to communicate sophisticated, sustained and coherent historical arguments about the nature and construction of history. The knowledge and skills that they acquire through the coursework is then applied to their History Project in which they investigate an area of particular interest and passion. This year, we have been fortunate to have a cohort of 8 History Extension students who have just completed their major project for this exciting and challenging course. I would like to take this opportunity to publically acknowledge and congratulate each and every one of them for their conscientiousness and for the exemplary pieces of rigorously researched academic essays they have submitted for their History Projects. History Projects have been constructed from a wide range of contexts reflecting the diverse interests of this wonderful group of young historians and academics with topics ranging from ethnocentrism in archaeology, to the role of truth in the post truth world where Fake News is the word of the day, to the complex relationships between History and Art. I hope you enjoy reading these short excerpts from the synopses of their History Projects and join me in congratulating Mia, Sid, Anna, Alexandra, Toby, Clara, Ruby and Jake for their outstanding efforts.

Mr Josh O'Neill
HT HSIE

Mia Ardianto, A study of how history and collective memory are used as political tools in the context of the New Order regime and the Indonesian killings of 1965.

In his book, *What is History?*, E.H. Carr states, "When politicians appeal to historical facts to justify political claims, we should ask ourselves what history actually is." The notion of history as an attempt to seek the 'absolute truth' is challenged when we question the way history is constructed and ask ourselves, who owns the past and who can speak as an authority on the significance of past events. What does this say about the role of history? While the construction of the past has always been shaped by the contextual and personal bias of the historian, the discipline of history has equally been susceptible to the sway of politics. Politicians and historians have exploited the disciplinary freedom of history by constructing 'objective truths' with the intention of advancing and consolidating power. History and memory have served as tools in political strategies, where governments place certain events into the national consciousness while silencing or forgetting others. Postmodernism and the digital revolution have interrogated this intersection between politics and the past, creating a shift in the fundamental value of history, with critical approaches to historical works becoming an expectation within the academic sphere. In the context of Indonesia, the political potency of history is revealed through the New Order government's persistent and relentless exploitation of the past to justify 32 years of an authoritative regime. Those in power still frequently make use of manipulated understandings of the past to mobilize memory as an instrument of politics in the present. Equally, forgetting and silencing of particular narratives or events have also served as a political strategy to control, intimidate and indoctrinate all factions of society. If opposing voices have long been condemned to silence and the 'official' version of history is widely accepted; if over 30 years of political propaganda remain deeply ingrained in the psyche of the people; if society does not have a critical understanding of the past, how can they learn from past mistakes and apply meaningful change for the future? French postmodernist historian, Jacques Derrida claimed, "il n'y a pas de hors-texte" or "nothing exists outside of text". In the Indonesian context the authorised national version of history omits large elements of the 'truth' and what remains is primarily political propaganda. Does this change what really happened?

Sid Darawshe, A Reinterpretation of the Risorgimento.

The mythology of Risorgimento has provided Italians with a semblance of united national identity since 1861, even instilling within the wider population (at the time of unification) a hope that such an event would herald a second Renaissance. However much of the nationalistic ideation that charged Italians during the unification process - with figures such as Garibaldi embodying their popular will, was betrayed when the new Kingdom of Italy became the founding event laying the groundwork for a liberal, unitary state headed by the Savoy State. The enthusiasms of Italians wanting liberation from foreign rule and a return to irredentism were exploitatively channelled, at the dismay of Garibaldi and Mazzini, towards facilitating Northern hegemony under the guise of a democratic revolution. The construction of a national myth celebrating Risorgimento as a triumph of liberalism has infiltrated every crevice of the Italian superstructure, evidenced by the countless statues and street names honouring Risorgimento revolutionaries and statesmen alike, but is rendered fragile by the contradictions revisionist historians have only recently been given the license to expose. Contradictions such as the triumvirate of Cavour, Mazzini and Garibaldi are an expression of convenience rather than one of historical accuracy.

HSIE Faculty cont

Anna Decombes, *To what extent does the depiction of history through art contribute as an accurate source for historical research?*

Current historical debates regarding the use of art as an accurate and valid representation of history centre primarily around political art forms focusing on depictions of political leaders or politically charged events or issues, and largely disregard the art of everyday life which may not intentionally have a political purpose, but still presents a representation of the world around the artist at that time. These forms of art present a unique perspective, offering an insight into social history and time periods that are distinct from written histories. Susan Sontag explains how art is presented in the modern day “as it is usually put today, that a work of art by definition says something” revealing that in modern society the interpretation of art as always having to represent something can differ from the artist’s intent. Historical interpretations of art have long been debated for this reason; however, some historians have used art as evidence to learn about events and their interpretations from the past. Of these works, those that specifically challenge societal actions are extremely useful in providing new perspectives to historians. However, in order to conclude whether the meaning of art is or isn’t a construct of history, which is produced as a result of context, artworks should be evaluated on their depiction of social commentary to determine the degree to which art is or can be used as a source of history. It is therefore imperative that historians look at the context that the work was created in, and assess whether time and geographical placement changes understanding and influences meaning.

As art is produced within a context and in many ways reflects the world of the artist, who is also an individual of history, artworks have to be ‘interpreted’ and evaluated through two processes in order to assess the work as a source. Firstly, understanding the artwork as a piece of art, analysing the artistic structure of the work through the construction and meaning; and secondly through the historical lens, interpreting the broader meaning through context. These art sources have to be made accessible to an historian for its historical value to be realised, and if attained this analysis of art would be useful in the teaching of history through the visual representations of certain eras. This approach to the deconstruction of art sources can be considered as postmodernist as the meta-narratives of art are constructed, rather than transmitted, and therefore present an acute perspective of time and history through the minute interpretation of the artist.

Alexandra Drinkwater, *An exploration of the ways in which history has been constructed for, about and by the Roma Sinti, how that has evolved over time and the way in which the oppression of them as a culture has been recorded and propagated.*

Although the Roma, most commonly referred to as Gypsies, are an ethnically dispersed minority with a majority of their population densely based in Europe, the knowledge and awareness of Romani history and identity have often been blurred, debated or misconstrued within modern historiographical contexts. With wide historical debates being mainly centred around the identity of the Roma in modern society, the question of how the construction and often misinterpretation of their history has inversely impacted their identity has yet been disputed. The contrasting and polarised concept of their oppressed and romanticised identity being the integral to their history’s construction, evolution, recording, and in some instances propagation. With the Roma’s oppression highlighted throughout the Holocaust, Communist state policies, the Great Gypsy Round-up (General imprisonment of the Gypsies), integration, forced assimilation, deportation, institutionalization and emancipation Romani historiography is rather built upon their oppressed position, yet how has their cultural identity, traditions, and origins interfered with or influenced the construction of their history?

Highlighted through their marginalized position in society and romanticised depiction interpreted by the non-Roma, the recording of Romani history has often been defined by the historical occurrences of prejudice against their minority and their romanticised identity rather than using traditional methods of construction and presentation of a national history.

Toby Knight, *The Collision of Futurism and Fascism.*

The role of art in the realm of politics has been a continuous debate throughout history, with some schools of historical thought asserting that it is of great importance to politics and others remaining ambiguous of its role and influence. Modernist art is inherently politic, the extreme experimentation with form, shape, and medium as well as the invention of new machinery and techniques required art to devote itself to new ideas. This saw art taking a drastic shift from the traditional notions upheld by the orthodox art world. Hence, modernist art transformed into an intrinsically political practice. The prolific Italian modernist movement, futurism, was a “hope that technology would save the problems of mankind...portraying motion, strength and velocity” with the most prolific futurist works expressing a “hope in mechanization.” However, futurism’s conception and its involvement in the arts in the early twentieth century would innately collide with the rising prominence of fascism. Emily Braun in Mario Sironi and Italian Modernism discusses the complex relationship between futurism and fascism through the focal point of Mario Sironi. Sironi’s body of work as a standalone source provides important insight into the role of an artist under fascism as well as how much each

HSIE Faculty cont

ideology influenced the other. Through a postmodern gaze, the role that art, particularly modernist art, plays in politics inherently contributes to the regime's success. Each of these interpretations presenting a varying level of critique on the actions of the artist, with postmodernism being the most severe. Thus, this essay synthesises these historical thoughts, describing the relationship between futurism and fascism; detailing the role of art and the artist in politics, and how much futurism can inform an historian of the fascist ideology.

Jeffery Schnapp makes the assertion that bourgeois society was "buried in the trenches of World War I," which led to the question of "what sort of being would take the place of the bourgeois subject?" One of these "beings" to be conceived in the trenches of the Great War was fascism, whose ideology would be based upon mythic, aesthetic, and individualist characteristics. Looming in the shadow of fascism was the modernist art movement, futurism, which would form a close relationship with fascism throughout the twentieth century, based upon the similarities of the ultimate goal of their ideologies. However, historians tend to argue about this relationship, with some asserting that they were closely entwined and others arguing that they were distinct from each other. There is an inherent disconnect between the movements that alludes to them being separate - futurism's loathing of the past and fascism's glorification of the past. However, one notion remains true throughout this argument, this being the ultimate goal of each movement - forming a new and glorious Italy. Of course, fascism would achieve this through a more politically driven movement whereas futurism would be fuelled by the arts.

Ruby Martin, From Forgeries to Fake News- the role of truth in the construction and presentation of History.

The symbiotic relationship between history and ethics becomes noticeably prevalent in cases of historical forgeries, in particular, those that result in the alteration and or falsified documentation of the past. If the role of the historian is to tell history 'as it were', as emphasised by Von Ranke, one must consider whether there is a place for fabricated accounts of the past whatsoever within the historian's all-inclusive construction of history. When forgeries occur, regardless of whether they take the form of literary, archaeological or pious, the outcomes can be long-standing and have extraordinary effects on the documentation and course of history.

This project explores the relationship between ethics and history in terms of the ways in which historical evidence is studied, utilised by historians and presented to the public in cases of forgery and fabrication. This project also evaluates the debate surrounding the credibility of constructions of history that refer to and include falsified sources and analyses the ethical implications of such inclusion. This essay also appraises the position of established falsified accounts of history in the construction of the past and explores the value of forged documents in their own right and questions whether these falsifications provide insight and value into specific ideologies and values of their time.

Two primary case studies substantiate this essay's conviction that there is to an extent, important substantiation and value in falsified or forged accounts of history. Firstly The Protocols of the Elders of Zion - an anti-Semitic fabricated text first published in Russia in September 1903 alleging an account of a Jewish plan for global domination. This forged document can be linked to the events of the Holocaust and greatly fed into Nazi ideology despite its counterfeit nature. And secondly, The Donation of Constantine - a fictitious pious Roman imperial decree by which the 4th-century emperor Constantine the Great allegedly reassigned authority over Rome and the western part of the Roman Empire to the Pope. This later allowed the church to justify its authority over the monarchs of the western part of Europe and paved the way for many of the theocracies of the middle ages.

These two case studies both on their own and in amalgamation, depict how fictitious history can result in imposing alterations to the course of history, but also how each falsification in their own right, holds historic value and can be utilised to provide evidence for ideologies and values from the time period in which they originated.

Clara Metcalfe-Lowe, Ethnocentrism in Archaeology.

Historians, anthropologists and archaeologists alike attempt to create their work devoid of bias, although it is near impossible as people are products of their context, which greatly influences their image and interpretations of historical events, sites & cultures. These contextual biases, known as ethnocentric bias, can affect the findings of academics and often become more pronounced in works overtime as information is reviewed, reassessed, reevaluated or revealed and societal changes occur. Ethnocentrism is believed by a number of contemporary anthropologists to have been eradicated from the field, however, it is often unconsciously included in many anthropologies. Despite efforts by many anthropologists to remain impartial in the construction of their work, it is near impossible for an individual to escape their personal context, and thus, their ethnocentric bias.

HSIE Faculty cont

Sir Arthur J. Evans is arguably one of these individuals. His context as a wealthy, Victorian-era male, living in a monarchical society, impacted his image and interpretation of the site of Knossos in Crete. Evans' ethnocentric biases, lack of professional archaeological experience and desire to be the man credited with the discovery of a lost society, as well as other contributing factors, all impacted his interpretation of the site, and thus those he passed on to others. Anthropological studies, such as Evans' excavations at Knossos, had for many years provided biased and subjective views of the cultures being investigated. Contemporary anthropology has largely moved toward providing more impartial accounts of societies and their history, demonstrating the evolution of anthropology from Herodotus' histories through to Evans' publications on Minoan society until contemporary social histories.

Jake Smith, Cowboys and Indians.

This essay examines the history of the Native Americans and their relationship with the White European Settlers, their roles in the American Indian Wars, and the falsification of Native American history that has been imposed by the hegemonic superstructure. The misinterpretations of their culture that has been constructed through propagated narratives, misuse of facts and cultural biases is the leading cause in the continued falsification of said history. This has resulted in the miseducation of America's youth in the teaching of American history, contributing to the inaccuracies of history textbooks and perpetuating a national mythology. Not only have this falsification has not only damaged the integrity of Native American cultural identity, but alludes to the glorification of the White European Settlers in their "patriotic mission" for expanding their capitalist ideologies and strengthening their power and influence. This project will focus on how contrasting approaches to a historical issue or event have shaped the subject area, the changing interpretations of a historical debate or controversy and the use and misuse of history in either a specific context or over time. Thus, by examining the various causes in the falsification of Native American history, the role of education in this issue will be identified.

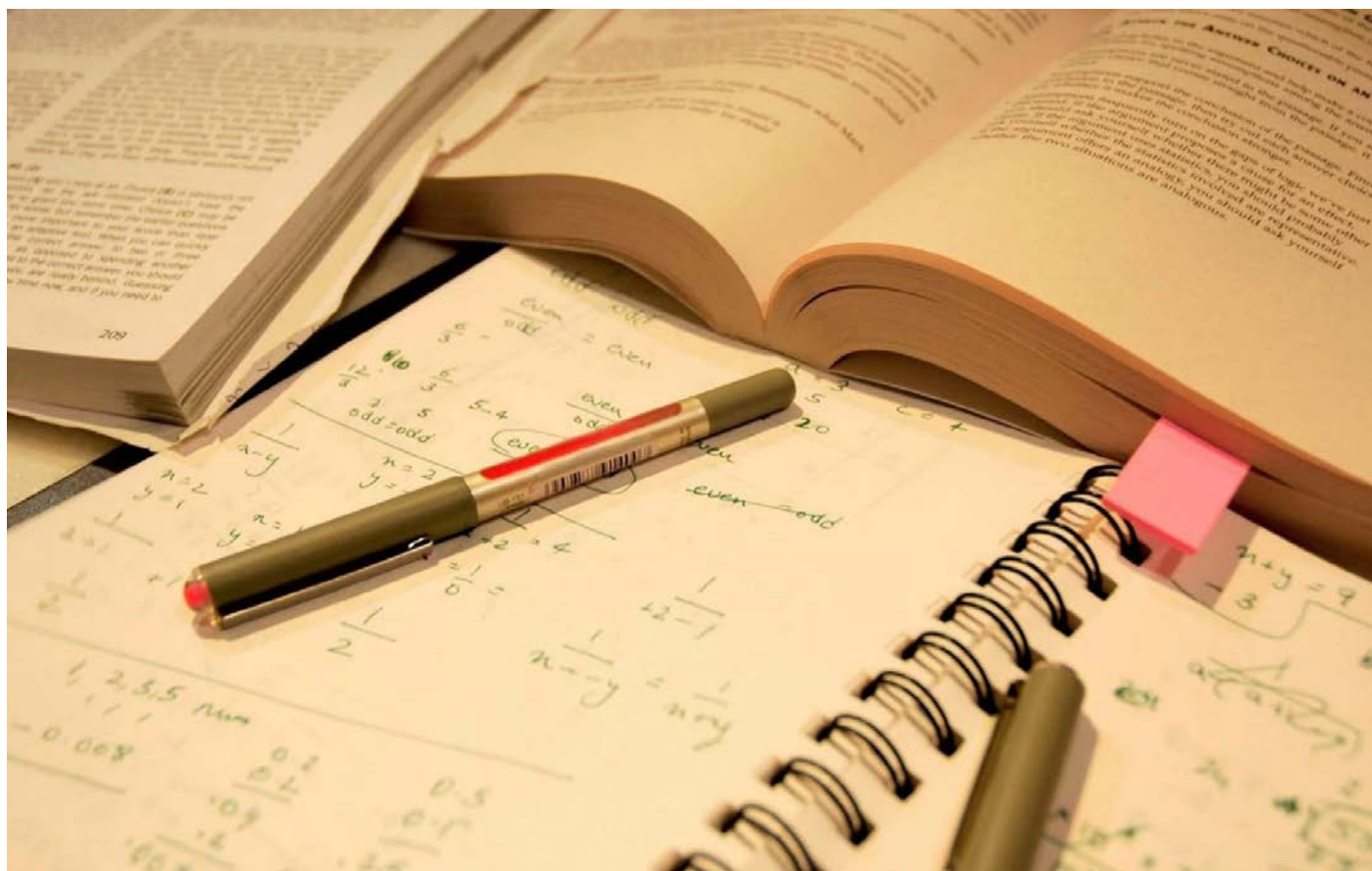
Year 7 Nicholson Museum Excursion



A group of Year 7 History students went on an excursion to the Nicholson Museum at the University of Sydney to explore and further our understanding of Ancient Rome. We each had the opportunity to handle an artefact from an ancient society and used our historical skills to assess what it was and how it was used. We were also taken on an engaging tour of the museum's Roman exhibitions including Lego Pompeii. Many fascinating objects and stories were discovered, highlighting the fact that the Ancient Romans still capture our imagination thousands of years later.

Ms Dowling





HOME WORK CLUB

MONDAYS

3 - 4:30 PM
In the Learning Centre

Dulwich High School of Visual Arts and Design are excited to invite students from all year groups to be a part of the Homework Club. The Homework Club is open Mondays during the school term from 3 – 4:30pm.

The Homework Club is a quiet space where students can:

- Work on their school projects, homework, and assignments
- Build their understanding on concepts taught in class
- Study for an upcoming exam or test

Students will be able to work independently as well as seeking assistance from teachers.

Teachers providing support: Mr S Casimiro & Ms J Peters

SENIORS LEARNING COACHING & MENTORING SUPPORT

TUESDAYS

1 - 2:30 PM
In the Learning Centre

Ms Tessadri offers her expertise and assistance with academic writing, planning and general learning support to all senior students.

Please encourage your child to access these resources as they provide the opportunity to revise outcomes, receive feedback and collaborate with staff and peers to consolidate their learning.

PDHPE Faculty

Year 9 students Combine Physical Education and Numeracy

As part of the National Numeracy Learning Progression students were asked to use the javelin to calculate length using a single informal unit or a javelin. Students were asked to estimate length or area by visualising how many of the units fit into the space to be measured.



2019 Sydney East Athletics Championships

The 2019 Sydney East Athletics Championships were held on Tuesday, 6 August 2019 to Wednesday, 7 August at Sylvania Waters Athletics Field with a number of Dulwich High School students representing the school and Bligh Zone.



Year 9 Student Antton Pagliasso in action at the 2019 Sydney East Athletics Championships.

Antton will now represent Dulwich High School of Visual Arts & Design, Bligh Zone and Sydney East at the upcoming CHS State Athletics Championships.

Congratulations to the following students who came first, second or third in their respective age groups. These students that achieved the top three results in the region will represent DHSVAD at the upcoming CHS State Athletics Championships:



Girls 12 Years
High Jump
Yasmin Sayer



Girls 16 Years
Shot Put 3KG
Anna Alexanderova



Girls 17-19 Years
Discus Throw 1KG
Casey Aldred



Boys 15 Years
High Jump
Javelin Throw
Antton Pagliasso



Boys 12-15 Years
1500m Race Walk
Xavier Gonzalez

PDHPE Faculty cont



This year Dulwich High School of Visual Arts & Design has registered to participate in the NSW Premier's Sporting Challenge. Year 7's will participate in this challenge as part of the new Year 7 NESA Syllabus which was introduced this year.

The purpose of the Challenge is to encourage students to participate in sport and physical activity to lead a healthy lifestyle.

Our school will be working towards a class-based award at the conclusion of the Challenge and would like to invite families to support us in encouraging students' healthy use of leisure time and to experience the joy of being active together.

Students completing the Challenge will receive a personalised certificate (Diamond, Gold, Silver or Bronze), signed by the Premier of New South Wales.

Physical activity is valued for its physical, social and emotional benefits. It also helps young people to develop communication skills, confidence and resilience.

Liam McClifty Represents Australia in Taipei



Support Faculty



In Science, students have been investigating the Earth and the impact of natural disasters on the built environment. Students built a range of different structures such as communication towers, buildings and car parks and then replicated the effects of an earthquake on each structure. The students created their own Richter magnitude scale for the testing. They then investigated which structures could withstand the range of Richter magnitudes, those being the low level density structures.

The Garden

The garden is busy with activity in the build up to spring. The soil has been tilled and mulched with sugar cane to prepare for spring vegetables and edible flowers.

All of the students are involved in this process throughout the week which culminates in the Friday afternoon working bee where all aspects such as weeding, planting and watering are conducted.

The garden currently has sunflowers, radishes, carrots, rocket, sweet peas, chives, rosemary, curry leaves, passionfruit, broad beans and snake beans planted in the beds. We are looking forward to a bumper crop of produce to use in Food Technology.

Ms Tamara Regan
HT Special Education



Project 52

Year 9 Photography and Digital Media

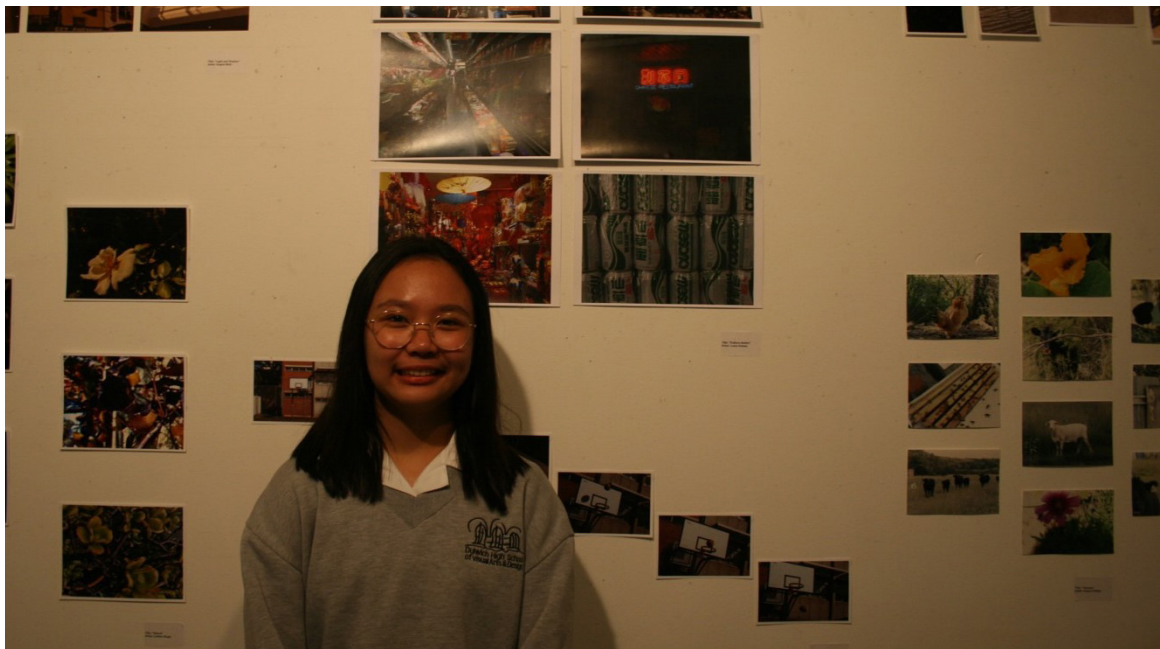
On Wednesday the 12 June, students from Year 9 Photographic and Digital Media exhibited their work from the recent photographic unit "Project 52" in the Seaview Gallery. Students explored personal experiences, connections and story through a series of 52 photos with selected photos curated to be on show. The exhibition was a great success with a wonderful turnout of family and friends on the night. As this was the first official photography exhibit at Dulwich High School of Visual Arts & Design, there was definitely a great sense of pride among the students. The quality and maturity of the photographic artworks by students was outstanding, with many displaying personal stories and experiences through the lens of their cameras.

Ms Handran-Smith
TAS Teacher

Student Luisa Gomez shared her thoughts on the exhibition.

"Exhibiting my photography and along with other students through Project 52 has left me feeling very special. As a mainstream student, having the opportunity to represent ourselves through photography has allowed people to recognise our huge effort and creativity. On the day of the exhibition, many people took their time to admire each photo and I did too, recognising the hard work that most of my classmates put in and their own style that made it stand out. Thus, this experience has made me feel proud of myself and my classmates who also took this opportunity to express themselves."

Luisa Gomez from 9 Photographic and Digital Media 2.



Counsellor Service

Growth Mindset

Every three years public schools are required to set goals. At Dulwich High School of Visual Arts & Design, one of the goals in the current cycle is that of Growth Mindset. Growth Mindset is the work of Carol S.Dweck and has been well researched. Whilst it is not the sole reason for educational success, it has been found that students who adopt a positive growth mindset are more likely to succeed with their learning and with life.

So what is growth mindset. It's a way of thinking. When students believe they can get smarter and understand that effort makes them stronger. Therefore they put in extra time and effort and that leads to higher achievement. This is in stark contrast to a fixed mindset, where people believe that ability cannot be changed. The brain is not stagnant and has the capacity to change, this is known as plasticity; it can be moulded, new connections can be formed. This is achieved through practice and reinforcement.

Once a child starts to achieve success this will feed into a desire to keep learning. The research states that people who adopt a growth mindset will not only see improvements with their learning but will also reap benefits in other areas of their lives, such as happiness and contentment.

<https://ed.ted.com/featured/qrZmOV7R>

Office News

Statements

Thank you for all those who have already paid their school fees. These payments have added to the quality and variety of resources available to Key Learning Areas. Only outstanding statements have been emailed & we would appreciate a payment before the end of Term 4.

Any enquiries, please do not hesitate to call the office and if you are having financial difficulties, a payment plan can be organised.

Sick bay

Can you please remind your children that if they feel unwell during school hours, they must present at sick bay.

We will call you if it is necessary for you to collect them. They should not call you themselves.

Also, if there are any changes or new health concerns, with your child, please notify the school, so we are aware in case of an emergency.

Contact details/health plans

It is vital that we have your current contact and child's health details, if you have changed these please contact the administration office to update.

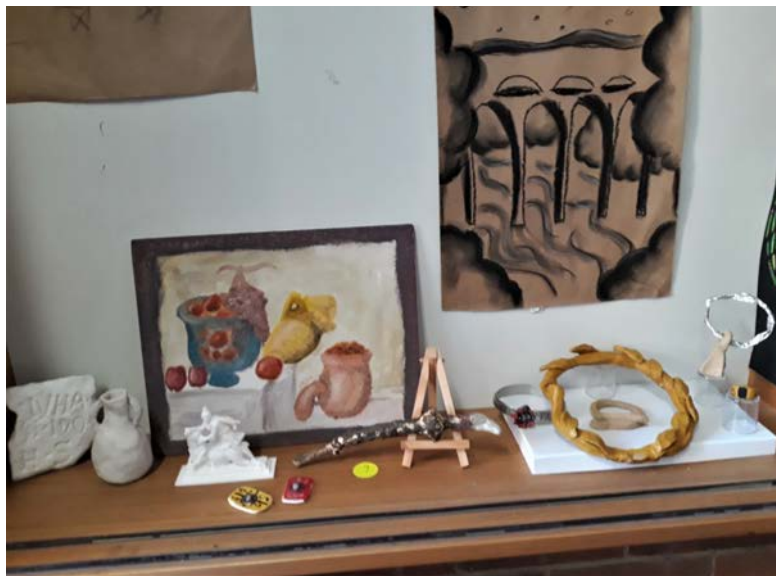
ANAPHYLAXIS: Students are required to carry their own auto injector at all times.

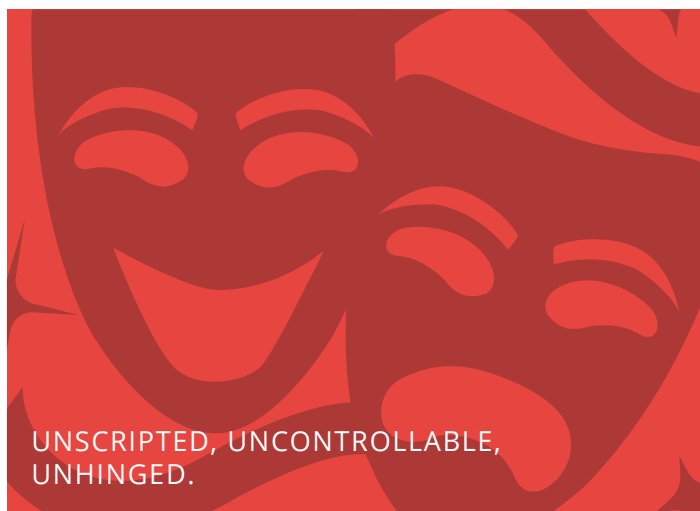
Mrs S.A. Copp
Business Manager

Cabinet of Curiosity

Year 7 History students have created an Ancient Roman 'Cabinet of Curiosity' upstairs in D Block. As part of their studies on Ancient Rome they were asked to make replicas of an artefact or site that sparked their imagination. Many wrote insightful labels to add meaning to their artefacts that include a teething charm, harness ornaments, shields, Gorgon head, bone levers and a 3D printed sculpture and Pantheon. One class also created charcoal drawings. Students are encouraged to come up and see the exhibition, it will be up for Term 3.

Ms Belgum and Ms Dowling
Art Teacher History Teacher






UNSCRIPTED, UNCONTROLLABLE,
UNHINGED.

Join the Dulwich High School of Visual Arts & Design Theatresports Team

Monday Lunch in Room AR1004 (Drama)
Week A
13:05-13:45

Build your skills in improvisation,
collaboration and saying "YES!".



Dulwich High School
of Visual Arts & Design



Craft Club

Every Friday
Lunch
AR1017

All Welcome!



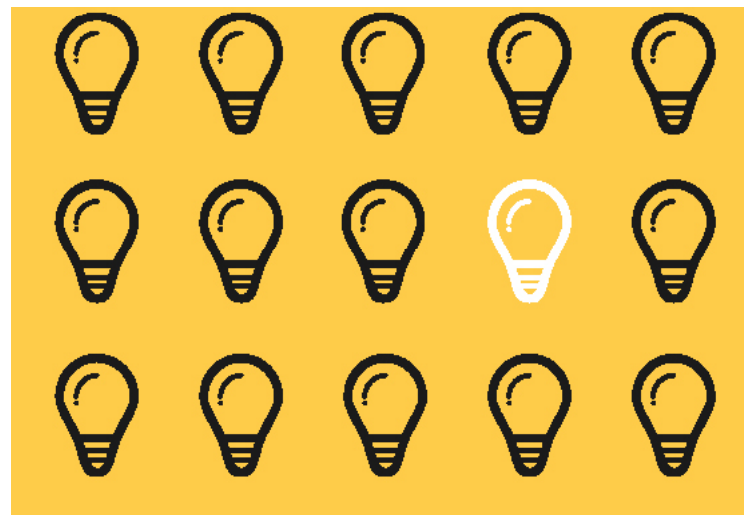

BOXING & BREAKFAST PROGRAM

WEDNESDAY 6.30AM - 8AM
12 - 17 YEARS
CONTACT: S/CST TYRINA KURZYDLO 0427 012 042






RESILIENCE - COMMITMENT - RESPECT - INTEGRITY - CITIZENSHIP



PHILOSOPHY CLUB

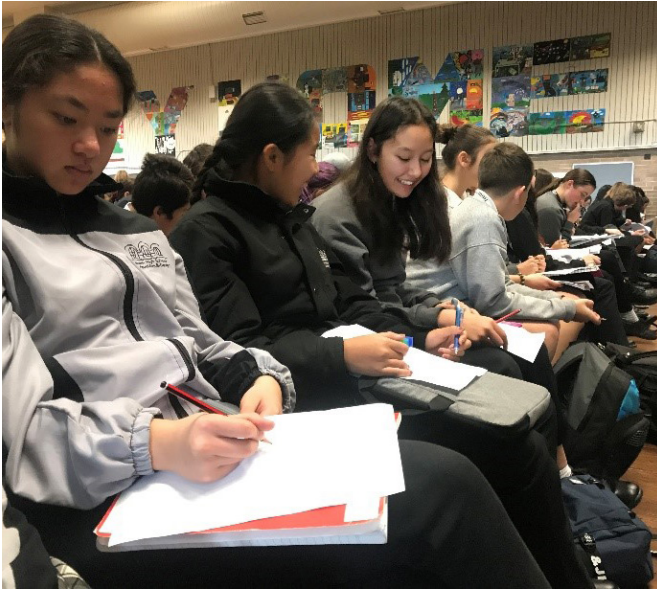
*A place to enrich your mind and
ideas*

MONDAY LUNCHTIME WEEK B

GR0012

MATH Faculty

30 Students visited Tempe High School to watch Eddie Woo present. Eddie Woo is a head teacher best known for his online mathematics lessons published on YouTube. They worked on an engaging activity and even got to take a photo with Eddie Woo. Students thoroughly enjoyed his presentation and were excited to explore the mathematical world.



Thirty students visited Tempe High School to watch Eddie Woo present. Eddie Woo is a head teacher best known for his online mathematics lessons published on YouTube. They worked on an engaging activity and even got to take a photo with Eddie Woo. Students thoroughly enjoyed his presentation and were excited to explore the mathematical world.



Year 7 Report

Events

Sometimes going to events for the first time, for a Year 7 student, can be a bit daunting or confusing. If you are like me, you need to be organised, here's some information about a couple of upcoming events:

Friday 30 August 2019 - Diversity Day

What is it? Celebrating the diverse gender, sexuality and cultural groups of our community, this school event has a market carnival atmosphere featuring a number of different events.

What do I wear? Students are encouraged to wear purple for rainbow youth, or clothing representing your cultural heritage.

Will there be food? There will be food stalls hosted by different faculties; Japanese Yakisoba and Maths Waffles are always crowd favourites.

What else is happening? An awesome talent show plus a number of different creative and physical activities.

Want to know more about Wear It Purple? Go to their website: www.wearitpurple.org

Thursday 5 September– Zoo Excursion

What is it? An excursion to the Zoo, organised by the Science faculty.

Where do I go? Meet teachers at the school hall before school at 8:15am.

What do I wear? Full school uniform, plus a hat and sunscreen – or raincoat in wet weather.

Will there be food? Students are asked to bring their own lunch and recess.

What else is happening? A number of different learning activities based on the Zoo exhibits.

Want to know more about the Zoo excursion? A digital copy of the permission note is available on the year 7 google classroom page.

Diary Activity

Your school diaries have a wealth of wellbeing goodies contained in their spiral-bound pages. Take your time to check out the tips and hints for a wellbeing boost each week! Here's a fun interactive example:

Mindfulness Activity – Swapping Hands

Use your non-dominant hand to hold the spoon when having your breakfast cereal. When eating dinner swap the knife and fork between your hands. Describe how much you have to concentrate?

Didn't get your school diary at the start of the year or new to the school? Come collect one from my staff room: AR9001, next to the colourful lockers.

Mr Neil O'Donnell

Year 7 Student Advisor

Tommy Boyd
Winner of the Wear It Purple Day
2018 Talent Quest



Uniform

Dress Code

Dulwich High School of Visual Arts & Design (DHSVAD) is a uniform wearing school with the school community supporting the wearing of correct school uniform by all students.

Students are the ambassadors of our school and are actively representing our school community at all times. Members of the public base their opinions about our school on what they see and hear. As proud public school students, wearing the uniform provides a strong message to the whole community. This includes the wider community, school staff and other students.

Wearing the school uniform is part of the daily routine, giving students the message that they are going to school and are ready to learn.

- It sets high expectations, sets the conditions for learning, it provides a neutral dress code void of bias and prejudice
- It is cost effective, it neutralises economic and social status
- Wearing uniform ensures teachers can manage duty of care, keeping students safe.
- Wearing a school uniform gives a sense of identity & belonging to Dulwich High School of Visual Arts & Design

We expect our students to take pride in representing DHSVAD on the way to and from school, on excursions, at sporting events and featuring in other public appearances.

The uniform was designed by our student body and committee. It is created to be gender neutral and can be accommodated to suit student's needs.

Please don't forget to label all items with your name.

Out of Uniform procedures

We understand that things happen, times get tough, it rains or life gets in the way of living. If for unforeseeable reason, your child is out of uniform, they must present themselves to the Head Teacher (HT) Wellbeing, in the Interview Room (8:30am – 8:45am):

- Bring a note signed by the parent/carer (before school) with the reason for being out of uniform
- HT will issue a uniform pass for the day
- It will be recorded. If it becomes a pattern, the parent/carer will be contacted

No note from home procedure

- Go to HT Wellbeing in the interview room between 8:30am – 8:45am
- Obtain a uniform infringement note
- A letter/email will be sent to parent/carer
- Three times without a note, will result in a detention

Pre loved uniform shop

All uniform items in lost property with no names will be donated to the clothing pool. Our school runs a pre loved uniform shop to recycle and reuse our old uniforms. We gratefully accept all donations of uniform items that are no longer needed and are still in good condition. If you would like to donate any uniform items, please bring them to the reception desk marked to the attention of Mr Konistis.

At the pre loved uniform shop, items are sold for a fraction of the price. It is managed by the Retail Services students, supervised by Mr Laki Konistis and provides students with retail skills. They gain the necessary sales experience through the shop's management and presentation. All proceeds from the pre loved uniform shop will be given to students who need financial assistance with school activities and requirements.

If you need a uniform, you can email the school's email address (dulwich-h.admin@det.nsw.edu.au), attention it to Mr Konistis, with your requirements and we can check to see if we have requested items available.

Uniform cont

Action

We will be closely monitoring the school uniform to remind students of the required uniform. Students will be given warnings, letters/emails will be sent and phone calls maybe made if out of uniform. I ask that we work together to make sure that Dulwich High School of Visual Arts & Design, maintains its high standing and reputation in the community by ensuring that uniform and behaviour remains of the highest standard.

Any concerns, please direct enquiries to the school.



Senior Uniform

The uniform shop is situated in the Art Express Building
Opening hours: Monday 8:15am - 9:15am & Thursday 8:30am - 9:30am
Pickles Marrickville Outlet Cnr Saywell & Fitzroy St Marrickville
Monday & Thursday 9:30am to 5:00pm & Sat 9:00am to 1:00pm
Online orders through www.picklesschoolwear.com

Year 11 Report

It has been an enormous year for Year 11, and just as I warned them, it has gone by very quickly. Next term they will have completed their preliminary courses and will be starting Year 12 – this is as difficult for me to believe as it is for many of them. I want to acknowledge the cohort's hard work this year, and encourage them to reflect on their goals, sacrifices and achievements. Plenty more where that came from!

One aspect of Year 12 that students must appreciate is the formal examination process, and Year 11 exams will take place in weeks 8 and 9 of this term. Please note that not all subjects have an associated exam. They will shortly be receiving their timetables as well as explanations of school exam policies including attendance and uniform expectations. KEYS lessons have been organised to help students select the most effective strategies for studying and managing examination stress. These KEYS resources have been posted on the Year Group Google Classroom page for students to revisit.

Another resource that Year 11 currently have at their disposal is a trial membership for the Edrolo website. Edrolo features a wide range of resources, study aids, practice exam questions, instructional videos and quizzes for a range of Year 11 and 12 topics. It is available until week 8, so students should log in and explore what it has to offer – the school will then gather data about its usefulness and functionality from students. Instructions for logging in can be found below.

1. Go to www.edrolo.com.au/dulwich-hill
2. Enter your surname and check that it recognises your correct first name
3. Enter your email address and choose a secure password that you will remember
4. Click 'Send Confirmation Email'
5. Edrolo will send a confirmation email to the email address you used above – head to this email and click the activation link within this
6. You'll then be logged into your account!

The Year 12 graduation jackets have officially been ordered and are expected to arrive in time for Week 1 of next term. Students who were not able to place and pay for their jacket need to let me know as soon as possible as a second order will most likely be organised before the end of week 6. Don't miss out!

Some students have applied for school leadership positions – including Captain, Vice-Captain and the prefect team. These roles present exciting opportunities to engage with school events and the student body, and also look impressive on a resume or university application that needs a little something extra. Best of luck to all of our applicants.

Hal Leggett
Year 11 Student Advisor

Year 12 Report

As our Year 12 journey starts to come to a close, we do need to finalise a few NESAs and graduation requirements. In the coming weeks, you will receive information about our school graduation, clearance/sign-out days, and how and where the HSC examinations will take place. Please note that the Year 12 cohort also traditionally organise a school gift at a cost of around \$10 per student. We will be finalising the nature and cost of this gift at our next Year Meeting.

One requirement from NESAs, is a photo identification verification for the HSC exams. Each student has already received a form with their school photo on it. They need to sign the form to indicate that the photo is of them and it is clear for others to see. The HSC Presiding Officer and the other HSC Supervisors will use these photos to 'sign students in' for each HSC exam they attend. Please remind your children to sign and return this declaration, or to ask Ms Abihanna for a new copy. Please do not worry about the Principal/Justice of the Peace section of the form. We have a number of staff who are able to complete this section. Students only need to sign on behalf of themselves and to return the form.

To support students through the HSC Trial Examination period, DHSVAD organised a free trial for *Edrolo* – an online resources platform for Years 11 & 12 students in English, Maths and HSIE (at present). The trial will continue to run for another few weeks. *Edrolo* provides quick summaries, videos, HSC Questions and some diagnostic tests/quizzes. Each student's account should include their personalised classes/courses. If you or your child would like the school to offer this service in full, or you would like to give feedback on this service, please contact the school.

Now that the HSC Trial Examinations are over, we have an excellent opportunity to check in on our students' levels of resilience and their capacity to 'bounce back'. Soon, they are going to start receiving Trial marks back (or you might have already) and they may not be quite as good as they had been hoping. Additionally, the HSC is around two months away and there's a chance some students still have a considerable amount of content to cover in some of their courses and/or major works to finalise.

We'd like to encourage you as parents and carers to ask your children what they understand by the term 'coping strategy' and give examples of how you might deal with stress or difficult situations, e.g. reading a book, going for a walk, tidying your bedroom. Discussing more proactive strategies will also support students' conversations at school, particularly in our remaining KEYS sessions. These include: maintaining perspective, help-seeking, flexible thinking, planning and taking action.

Please continue to contact the school if you require any support with university applications, understanding NESAs requirements or supporting your children through this stressful time. We look forward to hosting you at our major work exhibitions and other events leading up to the Week 10 finale!

Ms Abihanna
Year 12 Student Advisor

We wish all
Year 12 students
the best in their
study planning

SRE and SEE

The NSW public education system provides time in class for education in faith, morality and ethics from a religious or non-religious perspective. Currently, each year group from 7 to 10 at DHSVAD has one lesson per term. All lesson providers are approved in accordance with Department of Education Working With Children policy.

Students are allocated to these lessons based upon their selection as provided at enrolment or in writing from the parent/carer at any time thereafter. Students who do not attend one of these special education lessons will remain in their usual timetabled classes under teacher supervision.

To change your child's selection, or for further information about Special Religious Education (SRE) and Special Education in Ethics (SEE), please read the school's participation letter, which is available through the front office.

Lesson options are currently provided by the Anglican, Catholic and Greek Orthodox denominations. For more information about each of these SRE providers, including their authorised curriculum scopes and sequences, please visit their websites.

Anglican SRE is provided by the Anglican Diocese of Sydney.
<https://whysre.com.au/>

Catholic SRE is provided by the Catholic Archdiocese of Sydney.
<https://ccd.sydneycatholic.org/>

Greek Orthodox SRE is provided by the Greek Orthodox Archdiocese of Australia.
<http://www.greekorthodox.org.au/>

P&C NEWSLETTER

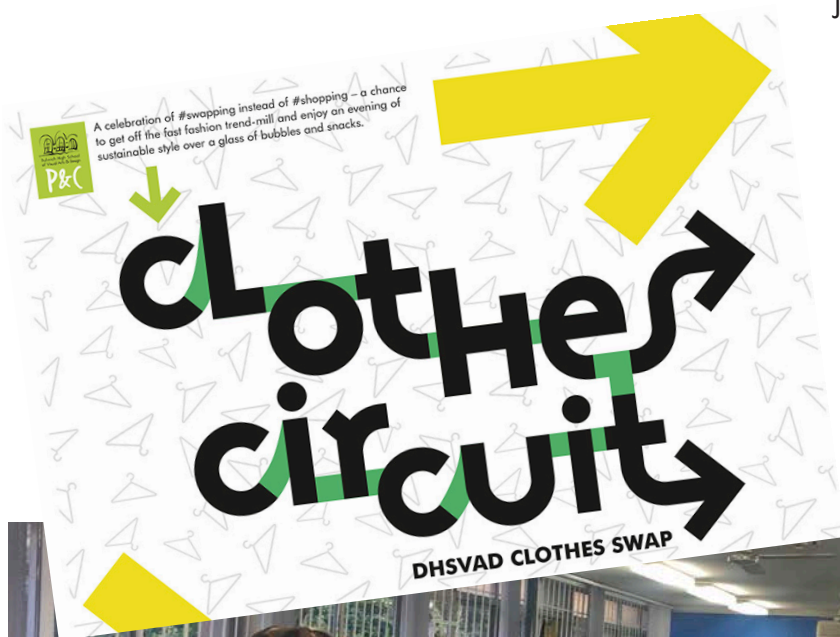
TERM 3
2019

From the President...

We had a very busy start to the term with 3 events, starting with our **Never Far from the Tree parent Art Show**, followed by our first **Clothes Circuit** and our first **ARTALKS** for the year with Abdul Abdullah. These events are not focussed on fund raising but creating opportunities for our community to come together. Thanks to those who supported and volunteered their time and contributed to these valued events.

Coming up we have the P&C cake stall at the fair and a clothing sale with the remainder stock, we will be calling out for volunteers in the next few weeks.

Jo Boag



Bargains were found for the people who came. It was great to see a few students turn up as well. We had such a great response to our call out for stock that we have a surplus from the event. We will be holding a clothing stall at the Dulwich Fair in September. We will need volunteers to help man the stall.

P&C MEETINGS

We meet on the **3rd Wednesday of every month at 7pm** in the school office meeting room.

(Its usually only 2 meetings a term! so its not as much as it sounds)

TERM 3 MEETING

Term 3

Wed 21st Aug

Wed 18th Sept

If you can't get to a meeting look out for our Volunteer call outs for our various events throughout the year.

We look forward to meeting you!



ARTALKS

Abdul Abdullah was a modest and generous presenter who shared his journey as an artist to a full house. As a young artist creating interesting and diverse artwork contributing to the dialogue of our culture, our students were inspired by his insightful and very human approach to big ideas.

This was followed by a delicious spread put on by the P&C to make the event special.



never far from the tree

An exhibition of artworks by Dulwich High School of Visual Arts & Design parents and carers.

An interesting and diverse range of work from artists in our community. A small showcase of the sophisticated work on show. Thanks to all contributing artists.



WHAT'S HAPPENING...

P&C EVENTS 2019



TERM 3

- 15 Sept- Dulwich Fair P&C Cake Stall
- 15 Sept- Dulwich Fair Student Art Market

TERM 4

- Wk6 TBC 2020 Information Night
- Wk8 TBC- ARTALKS
- Wk9 TBC Twilight Concert



BE PART OF YOUR CHILD'S
HIGH SCHOOL COMMUNITY...

CONTACT US...

EMAIL

pandcdhsvad@gmail.com

FACEBOOK

pandcassociationDHSVAD



O'GRADY
DRAMA

CALLING ALL ACTORS

**O'GRADY DRAMA IS
LOOKING FOR HIGH SCHOOL
STUDENTS FOR OUR
YOUTH STUDIOS.**

**TUESDAYS . CROYDON . 5PM
WEDNESDAYS . HOMEBUSH . 6:15PM**

**LIMITED SPOTS AVAILABLE,
SO HURRY TO BOOK
YOUR PLACE!**

CONTACT PRINCIPAL MEL DUKE

0435 566 238

**WANT TO AUDITION FOR
THE GIFTED & TALENTED
ENSEMBLE**

2020?

**START PREPARING
YOUR AUDITION
PIECE
(OPEN TO YEARS 9 -12)**



AUDITIONS EARLY TERM 4



Art Camp

Camperdown
Sept 30-Oct 2
10am-3pm daily

Inner West Council is offering a FREE 3-day workshop developing costumes using sustainable materials. Guided by artist Gabrielle Bates, students aged 13-17 years will gain skills in sculptural costume design, material assemblage and painted finishes. All tools and materials provided. Limited places. Email gabrielle.bates@live.com.au for details.