

SEAVIEW

ISSUE 2, 2020

From the Principal



Ms Connie Alves

Welcome back to all our students! The transition back to school has been somewhat surreal but wonderful to hear students, see students on site and watch them learn in "real life". We have enjoyed engaging with many students during recess, lunch and homeroom. At times we have even joined with students shooting hoops and playing handball.

Thank you to our students for engaging with the online learning and to our families for supporting their child's learning.

Students have returned to face to face teaching in a very positive way and are working hard to make up for any missed time. Year 12 students have been particularly hard working recognising that the effort they put in now will pay dividends later. Additional support has been organised for Tuesday afternoons for Year 12 and Year 11. The school is funding two teachers to be there to support senior students. The support can be assessment tasks, trial and HSC preparation, study skills, time management, study plans, the PIP, revision, advice and general discussion about how to seek support. Year 12 are encouraged to use this resource.

We have received information from the New South Wales Vice-Chancellors' Committee regarding the ATAR and university entry. The New South Wales Vice-Chancellor's Committee (NSWVCC), which represents all NSW-based universities, supports the joint decision of the NSW Education Standards Agency (NESA) and the NSW Department of Education to hold the HSC exams in 2020. University of Wollongong Vice Chancellor Professor Paul Wellings, speaking on behalf of all the NSW Universities, assured all students, teachers and parents that universities would assist as much as possible via admission processes and wished to remind students that there are alternative pathways into university such as bridging and foundational courses to build up knowledge and skills lost during the pandemic. "As in all previous years, NSW universities work closely with the NESA and the Universities Admissions Centre to ensure that university admission processes and pathways are as equitable and transparent as possible. This will continue for 2021 admissions with universities taking the impact of these disruptions into account in assessing applications for admission, especially for certain student groups that are more likely to have been disadvantaged by the disruption," said Professor Wellings. The key message for Year 12 is to remain committed to completing the HSC in 2020.

What's on?

Mondays

Homework club
3.00 - 4.30pm
Library

Tuesdays

Senior Study Sessions
1:05 - 2:45pm
CR0002

Thursdays

Chess Club
Lunchtime
Library

Fridays

Craft club
Lunchtime
AR1017

Fri 3 July 2020

Last day Term 2

Tuesday 21 July 2020

First day of Term 3

Wed 26 August 2020

Athletics Carnival

Wed 16 Sep 2020

P&C Meeting

Have you downloaded our free school app?



Easily access all newsletters, notes, notices, reminders, events and receive emergency alerts. Download the App. by searching 'Dulwich High School' in the App store.

From the Principal's Desk cont.

HSC trials will be taking place weeks one and two of Term 3. Our teachers are confident that students are equipped to respond to the exams. Unlike many other schools, "live" lessons did not stop. Teachers were delivering "live lessons" regularly to support Google Classroom. Speaking to some year 12 students they feel that teaching was of quality, well prepared, delivered and organised but exhausting. Having this time will provide teachers and students time to revise any work that needs to be improved.

Homework Club is back!

Monday afternoon (from 3pm)...two staff members are there to support all students. This is run by our maths teacher Mr Casimero. Staff can help students catch up on any missed assessment during COVID-19.

The School Oval

This oval belongs to Dulwich High School of Visual Arts and Design. It is an area that gets utilised by our students for various activities including an open learning space for PE and sport. This KLA utilises this learning space to deliver the curriculum ensuring that students meet the outcomes required. There have been many occasions over the years where the oval has not been utilised to deliver learning nor allowed to be opened during lunch because of safety concerns.

Over the years we have given the community use of the oval, only to find students and staff stepping or sitting on dog excrement, falling into holes which have been made by dogs (as much as we love them) and despite signs saying; no dogs, broken glass, sharps, community dumping rubbish, ditches on the field causing trip hazards for both students causing injuries, fires being lit, broken goal posts and other vandalism.

Allowing unrestricted and unsupervised community access has often meant that the grounds has been vandalised to the point that the school cannot use it. In saying that I am sure that some community members are respectful when accessing our grounds but there are some who use it for the wrong reasons.

The priority of this space is for student use as much as possible.

An additional room

A demountable has been requested to support the schools specialisation to be placed on the school oval close to the other buildings, close to bathrooms, and water in order to operate as an art room where ceramics will be taught. The school is in desperate need for such a space as a matter of priority. Although it will take some space there will be enough area for student recreation, PE lessons and sport to be delivered.

Communicating with the whole school has needed to change due to COVID-19. Our very first Zoom assembly (see photo) was delivered and reasonably successful given that it was online for approx. 900 students and 90 staff. It certainly was unusual to speak into a camera with out a visible audience. We delivered our second zoom assembly where our student leaders talked about a muffin day. Feedback from students and staff was encouraging. We look forward to seeing the entire school at once.

Director's visit...occurred a few weeks ago. Ms Kelly is the Director Educational Leadership from the Canterbury Network. She spent her time talking to student leaders, visiting classrooms and a walk in the playground engaging with students. At a different time Mr O'Neill and Ms Kang presented our program and processes supporting HSC students and staff. Ms Kelly spoke very highly about the program of support we have in place ensuring that we are well equipped to deliver the curriculum. Thank you to all involved.

Art Express...we have 3 students whose work is in Art Express exhibition. Take the opportunity to do a virtual tour.

Attendance to school every day and on time makes a difference to student success. Being late and missing school is not an option unless your child is sick. (See table about Every Day Counts for the impact). Engaging in learning and in school curriculum benefits everyone today and in the future.

Lots of work has been done throughout the school. (More about this further in this publication). Ms Copp and Ms Humphrys have been very busy getting our school ready for the return of students. Work continues to take place including laying bricks, clearing the gardens, painting toilets and much more.

From the Principal's Desk cont.

Expectations...there are a number of things that I request parents speak to their children about:

1. Acceptable behaviour on public transport in particular students who catch the 445.
2. Acceptable language when interacting with each other at school and outside of school.
No offensive language is acceptable.
3. Being aware of their impact on others
4. School uniform
 - a. Several students have returned to school with items that are not uniform. Setting the tone for the day begins with wearing the school uniform. It is imperative all students wear full school uniform. The wearing of the school uniform is a visual, psychological and physical reminder that the student is ready to work/learn. As like any job there is a dress code. Ours is the school uniform. Wear it with pride.
 - b. It communicates volumes to the staff, to the other students and the wider community that students belong to DHSVAD
 - c. It provides safety
 - d. It gives a sense of community, culture and belonging
 - e. It sets a value system
 - f. It sets high expectations
 - g. It prepares for work requirements
 - h. It communicates respect and sensitivity from the community
 - i. Students are easily identifiable
 - j. It makes all students the same-no class system of wealth or poverty. Everyone is equal when wearing the school uniform
5. Coming to school prepared by having all equipment needed for learning
6. Using good manners
7. Being grateful
8. Being respectful to each other, staff and the wider community
9. Following reasonable instructions
10. Building positive relationships with each other, families and wider community
11. Doing their personal best
12. Seek support when needed
13. Being kind
14. Being inclusive
15. Looking after their well being
16. Setting routines
17. Being punctual to school
18. Attending school

Having enough sleep, putting devices to sleep, eating healthy food, and exercise for a healthy mind and body, spending quality time with family and friends are all needed to ensure the wellbeing of all.

Thank you to Jo Boag, P&C president for her initiative with not only supporting local cafes but giving teachers vouchers for treats and coffee. A wonderful gesture that has made an impact on the staff.
THANK YOU for your donation.



From the Principal's Desk cont.

Discussion about the new school plan for the next 4 years has commenced and will continue for the next two terms.

Subject selection information nights for Years 10 and Year 8 is set for next term. We will keep you up-to-date with this as we get closer to the time. The delivery of this information will depend on the pandemic. Year 10 have begun learning about years 11 and 12 led by Mr O'Neill and Ms King. We will continue to mentor students in KEYS, homeroom and meetings. Check the calendar and Enews for updates.

It's nice to catch up with ex-students. George and Peter pictured below attended Dulwich High School in the 70s.

By the end of this term you should have received your **child's report**. Please check the parent portal.

Enjoy the rest of the term.

Ms C. Alves



Ex students George and Peter



Director's visit

Zoom Assembly



From the Deputy Principals

Welcome back to face-to-face teaching and learning!

The flexibility, support and understanding of the school community has been highly valued over recent months. The return of students to learning in the school environment has been welcomed by the school community.

The Senior Executive visited the Year 9 Photography and Digital Media Exhibition, which is a wonderful opportunity for students to showcase their creative and engaging digital works.

During Tuesday Knowledge Equals Youth Success (KEYS) lessons, students have accessed wellbeing support, lessons and activities to assist their return to face-to-face learning. Year Advisor meetings have also occurred during KEYS lessons to provide another opportunity for students to stay connected with year group updates and initiatives.

A reminder to refer to the assessment booklet to plan and manage the completion of assessment tasks. If you require some additional support, the Homework Club has recommenced on Mondays from 3 to 4.30 pm in the Library.

During times of uncertainty and change, students may experience a range of emotions. It is important to encourage students to develop strategies to cope with these emotions in a constructive way. In addition to all teachers at Dulwich High School of Visual Arts & Design, students can access specific support through the Wellbeing and Teaching & Learning Support Teams, as well as the School Counsellors. If you or your child are not sure about how to access support, contact the school via phone (02 95607299), email (dulwich-h.school@det.nsw.edu.au) or speak to your child's Year Advisor.

N Davis
Deputy Principal
Years 7, 8, 9 and Wellbeing



From the Deputy Principals cont.

Update regarding 2020 Higher School Certificate

With regards to the HSC, the New South Wales Education Standards Authority (NESA) indicated on the 24 March 2020 that the 2020 HSC would be going ahead. NESA has delayed the start of the external exams by one week, with the written exams now commencing on Tuesday 20 October. A copy of the HSC Examination schedule can be located through the following link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/media-releases/media-release-detail/2020-HSC-exam-timetables-now-available>

Other official changes to the Creative Arts HSC performance and practical exams are:

- **DRAMA** Individual Project (Critical Analysis—Portfolio of Theatre Criticism): You may use filmed theatre performances Individual Project (Video Drama): Submit documentation and up to 2 minutes of edited footage, instead of the final film
- **MUSIC** You can only perform solo, with pre-recorded accompaniment or with a single live accompanist
- **VISUAL ARTS** Body of Work: Now due on 14 September Practical and oral language exams
- **DESIGN AND TECHNOLOGY** Major Design Project: Now due on 10 September
- **ENGLISH EXTENSION 2** Major Work (Multimedia-Short Film): Submit documentation instead of the final film
- **INDUSTRIAL TECHNOLOGY** Major Project (Product): Now due on 27 August
- **TEXTILES AND DESIGN** Major Textiles Project (Product): Now due on 31 August

Dulwich High School of Visual Arts and Design Trial HSC Examinations

The Trial HSC Examinations for Year 12 students will be held from Tuesday 21 July to Friday 31 July 2020.

A copy of Trial HSC Examination schedule has been emailed to all students, whilst they have also been provided with a printed copy. After extensive consideration by the executive at the school, it was decided that the dates scheduled for the examination would not be changed to minimise the compounding effects of major works due throughout Term 3. In making the decision, the school needed to balance the needs of all students with NESA requirements. Moving the Trial HSC Examinations would undoubtedly have had an adverse impact on the many students in Year 12 who will be submitting a major work or producing a performance for a practical based subject that will be externally marked by NESA. We wish all students the very best with their upcoming exams and major projects.

University Applications

Students in Year 12 who have indicated their intention to apply for university are reminded to stay up to date with information that is communication from the University Admissions Centre. UAC has provided updates regarding university entry for Year 12 students through the following link:

<https://www.uac.edu.au/media-releases/joint-national-statement-on-university-entry-for-2020-year-12-students>

In addition, please be reminded of key dates: <https://www.uac.edu.au/key-dates>. A copy of the 2020-21 UAC Guide is available through the following link: <https://www.uac.edu.au/assets/documents/uac-guide/uac-guide-2020-21.pdf>.

Supporting Year 11 and 12 students who experienced difficulty with online learning

Since the return to face-to-face teaching, the academic expectations of students in Year 11 and 12 have been clearly communicated to students. Unfortunately, there have been a number of students who have been issued with an N-Award Warning Letter regarding the need to complete specific work, including assessment tasks. To support Year 11 and 12 students who have been issued N-Award Warning Letters, Learning Catch-Up Plans will be established. In addition, two teachers will be available to support students in CR0002 every Tuesday afternoon from 1:05pm-2:45pm. This is a wonderful opportunity for all students to receive support and feedback regarding their learning and completion of set work.

I would like to thank the many students and their families whom I have spoken to throughout the term for their support whilst relieving in the position for Ms Dracopoulos. I have greatly appreciated and valued all the interactions I have had whilst in the Deputy Principal chair this term. I look forward to continuing that relationship in my return to Head Teacher Teaching and Learning at the school.

Chris Hoycard
R/Deputy Principal

Counsellors Report

It goes without saying that this year has been a tumultuous and challenging period of schooling for most students and their families. The Coronavirus outbreak has seen an unprecedented global response which seems to have affected almost everyone in some way.

The situation has demanded flexibility, creativity and perseverance on the part of teachers, students, and their families. For some, this has been a really challenging time.

Now that we are returning to school in its regular format, it seems logical that most students would be brimming with excitement to get back to 'normal' life. It may come as a surprise then, if your child is reluctant, stressed, or uncomfortable with the prospect of returning to school.

Anticipatory anxiety about returning to school can be exacerbated by many different factors. Here are a few basic steps that you can do to help with the worries:

- Take care of the basics: ensure your child is getting enough sleep regularly, eating healthily and engaging in exercise.
- Empathise: If they'll talk to you about it, listen to their concerns. Try talking about it incidentally rather than making them feel like they're on the spot.
- Problem-solve to increase your child's resilience: If you know what is worrying your child, work out a plan with them to address their fears.
- Focus on the positive: It might have been a while since they've last been at school. Remind them of the things that they missed while they were in lock down.
- Pay attention to your own actions: Children take cues from their caregivers – model confidence and calm to encourage their self-belief in coping.

In the first instance, If things just seem too much and your child is having a real problem getting back to school, contact your child's Year Advisor on 9560 7299, who will support you to navigate the 'new'.

The Kids Helpline 1800 55 1800, is open for support every day of the year. It's a free phone call from any mobile, landline or public phone.

Thanks and Welcome Back
Ryan Saunderson and Josephine (Jo) Rynsaardt
School Counsellors



EVERY DAY COUNTS....

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

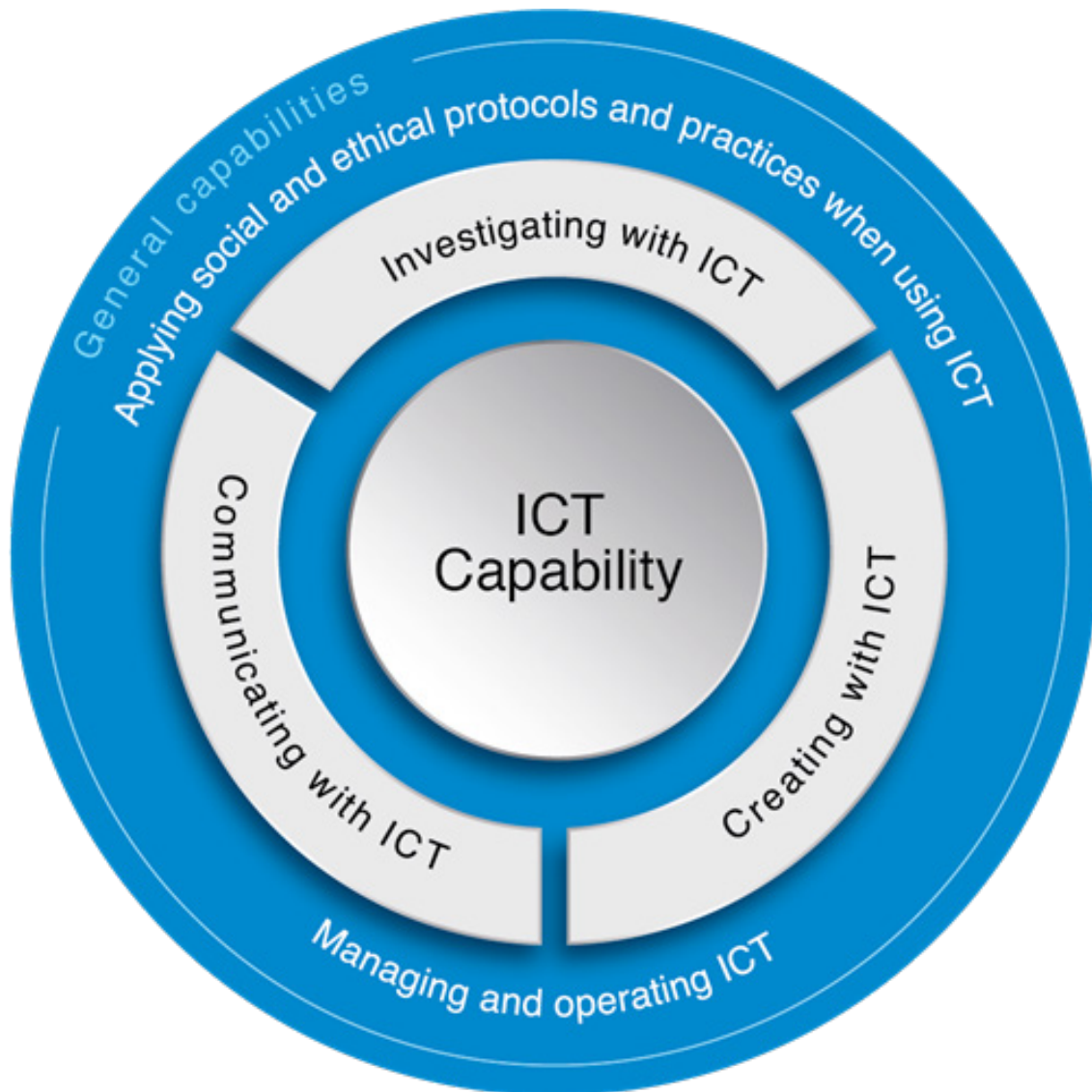
Give your child every chance to succeed...

Every day counts!



Managing Technology

The pandemic has seen technology as a major tool to facilitate learning, seeing teachers and students engage in a variety of patterns. Students, staff and parents are to be congratulated on the fast uptake for online learning. Information and Communication Technology (ICT) is one out of 7 general capabilities embedded within the Australian Curriculum. It equips young people with a range of skills in preparation for life beyond school. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make it work for them at school, at home, at work and in their communities.



Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn. [The Information and communication technology capability](#) is supported within our school via our BYOD program and DoE NSW provided internet and software access. Guidelines for parents and students in relation to using technology at school can be found via their [digital citizenship](#) program. It is advisable that you take your child through this information and discuss what it is to be a good digital citizen and responsibilities required by students. The schools internet is to be used to support learning. Student's must use it appropriately. Failure to comply will incur consequences.

Technology @ DHSVAD

Did you know?

That you can view and download important forms from the school website visit:
www.dulwich-h.schools.nsw.gov.au

You can submit absentee notifications via our messaging app Enews

- Download the App by searching for 'Dulwich High School' in the App Store.
- Use your finger to digitally sign the form and submit – it's that easy!

Sentral Parent Portal

Book mark the login link for easy access to the portal:

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

Contact Details

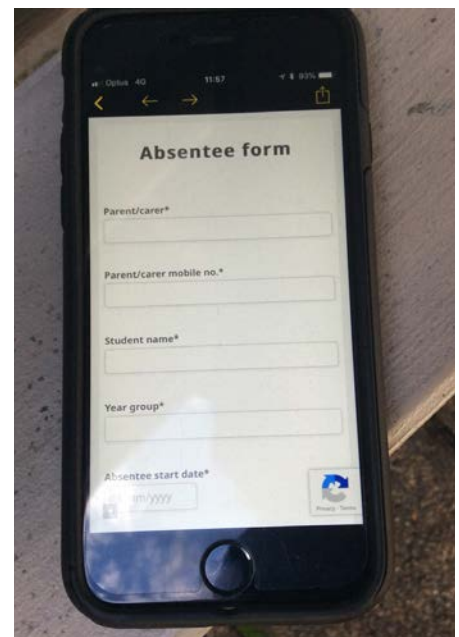
Reminder: it is vital that we have your current contact details, if you need to change these please contact the administration office to update.

Tech Hub

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

<https://techhubdhsvad.squarespace.com>

Follow us on Instagram: [dulwich_high_school](https://www.instagram.com/dulwich_high_school)



dulwich_high_school

Edit Profile



17 posts

67 followers

13 following

DHSVAD

www.dulwich-h.schools.nsw.edu.au

POSTS

IGTV

SAVED

TAGGED



Administration Office

Quick update on what has been occurring around the school in 2020.

We have had carpet and vinyl replaced in odd corridors and rooms, multiple rooms have been painted in some way or another, storerooms have been cleared out and classrooms altered for social distancing, then returned to normality.

We have had asphalt replaced in the canteen quad with new seating around a tree, new lines painted for handball games in the main quad, new lines painted and hoops replaced on netball and basketball courts, a fence replaced on the side of the basketball court, a new amphitheatre created next to the netball court, many maintenance jobs completed including all the gutters cleaned, downpipes replaced, a window replaced above E Block entrance, an external door replaced into B Block, seating and tables painted in front of the Art Express building and the gardens have been replanted in places.

Contractors are in the process of replacing the corridor ceiling at the top of A Block and outside the main entrance to the school, plus more painting is still to be completed externally.

We have also had 2 very large fans installed in the multipurpose hall to assist in keeping our students cooler in the summer months, a large distribution board removed from the middle of Art Express building and slowly making plans to convert the building into a performance space.

We have purchased a new laser cutter, a new commercial glass washer for the Dully Café and numerous computer items to assist teachers and students with online learning.

We are in the early stages of having solar installed to help us reduce our electricity bills thanks to the grants and submissions from the P&C, plus we are waiting to hear more about our application for 'cooler classrooms'.

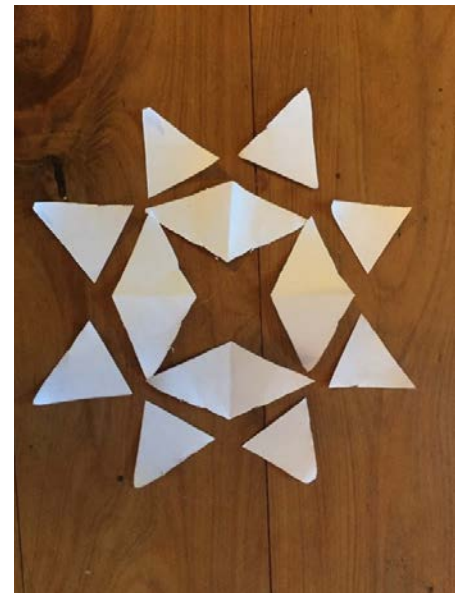
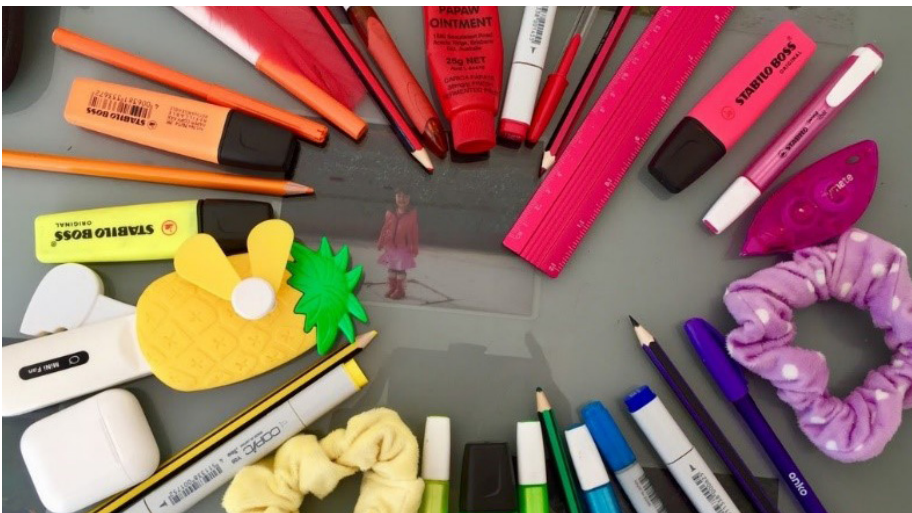
S A Copp
Business Manager



TAS Faculty

During Covid19, TAS Faculty implemented a new unit called "The Makings of a Designer" for Technology Mandatory. In this unit, students learnt about and interacted with the elements and the principles of design. Students learnt about colour, shape, texture, line, emphasis, movement and much more! They were given fun, quick tasks at home to create projects out of found objects or materials that were accessible to them. These tasks helped the students to demonstrate their understanding of these elements and principles of design. These projects included practical activities, making prototypes & logos, and creating digital representations of ideas through posters. Students then used this knowledge from the activities to study an Australian Designer of choice. The TAS Faculty were blown away by the effort put into these tasks by students and have included some images of outstanding student work.

TAS Faculty



Bring to school kit



A working & fully charged laptop



A set of headphones



Pens, pencils & a ruler

Math Faculty

Online Education from Mathematics Teacher's Shoes:

It has been a surreal time for everyone at school. Students were asked to stay home, while teachers worked from both school and home. What a bizarre feeling to be in pyjamas and ugg boots while teaching and attending Zoom/Adobe Connect meetings.

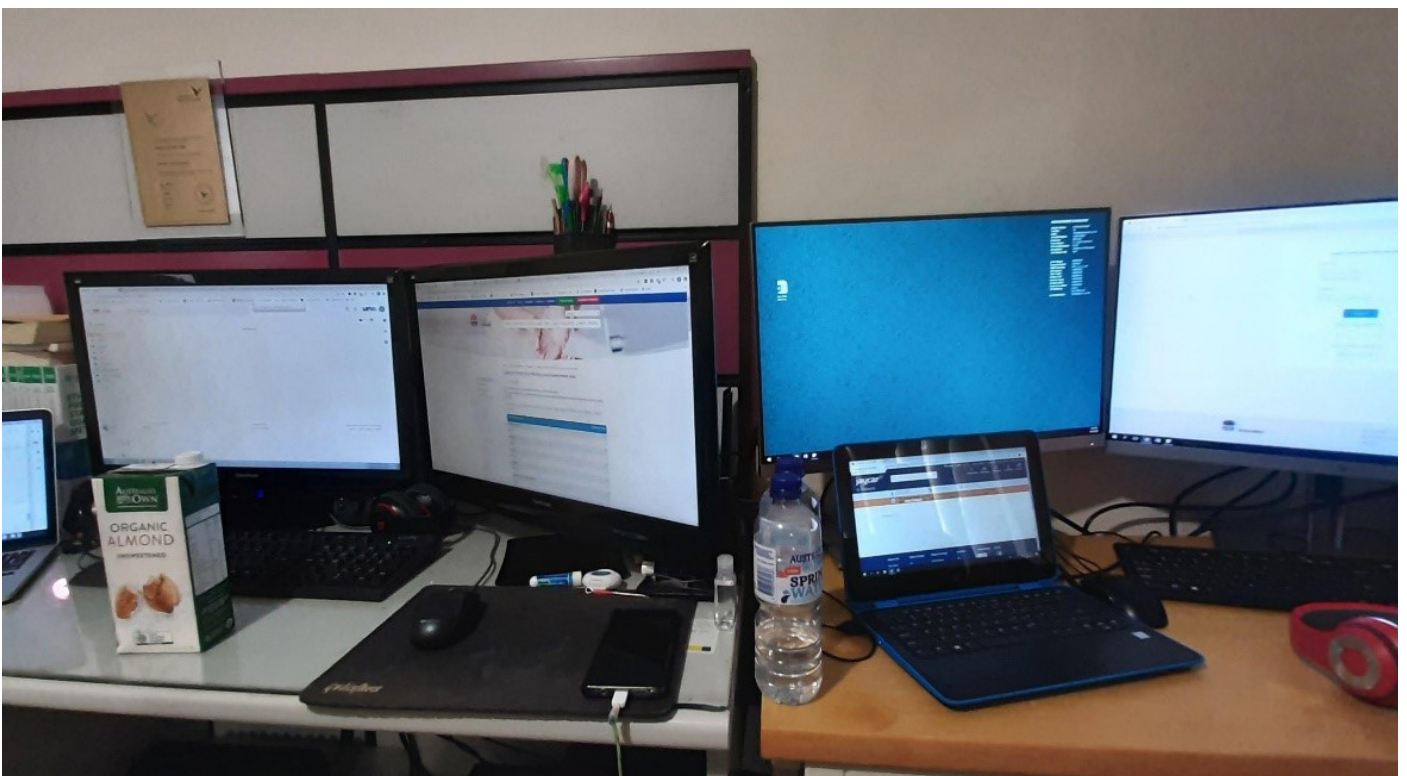
S Kang
HT Maths



Set up for teaching Mathematics online

“It has been hard for everyone, and we are super excited to have the students back!”

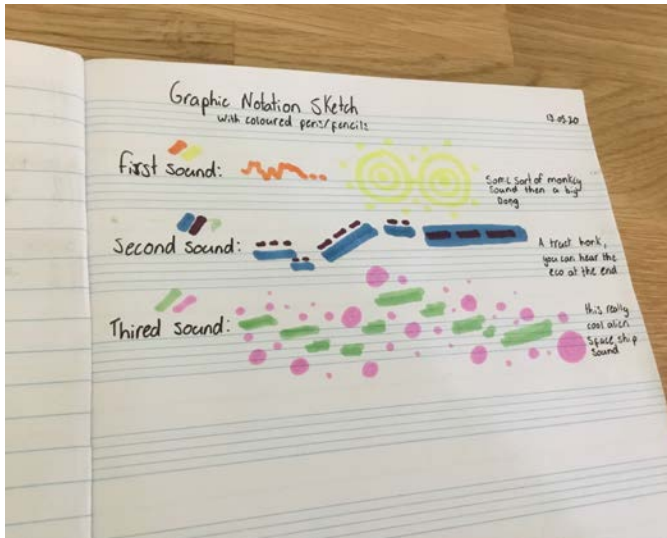
Ms Kang's home office



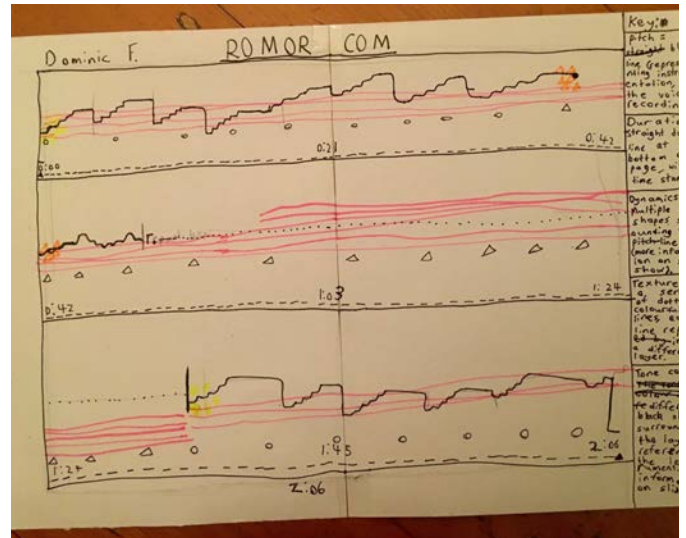
Music Faculty

In the (online) classroom, music students have been using various forms of technology to produce compositions and film performance development. Teachers have been using Google Classroom and other technologies to deliver, monitor and give feedback on musicology, composition and performance tasks.

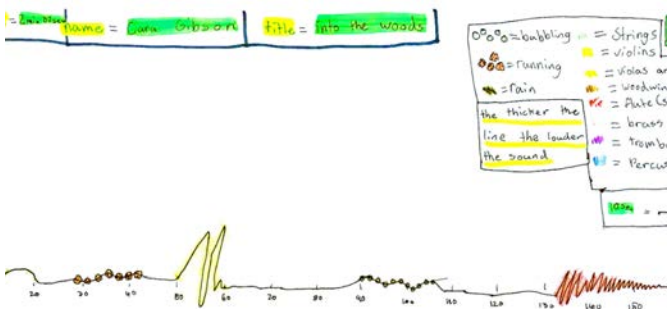
Photos of online learning:



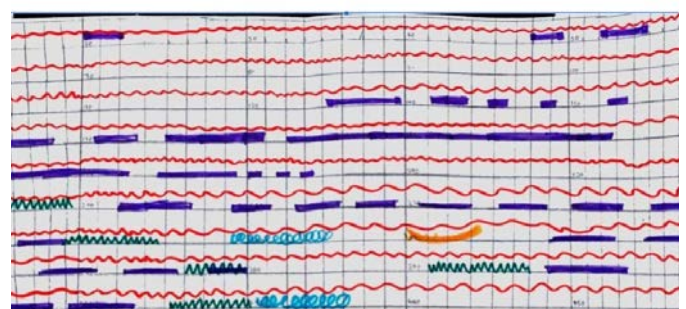
Ruby 7D Graphic Notation Sketch



Dominic 7V Graphic Notation Sketch



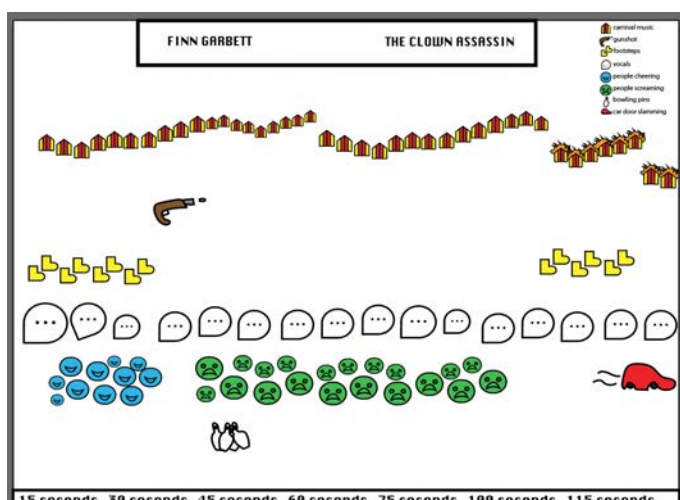
Cara 7V Graphic Notation Sketch



- talking= [red wavy line]
- jarrating= [blue zigzag line]
- walking= [green wavy line]
- kell= [yellow wavy line]
- hoof= [purple wavy line]

Grace the Grape

Molly 7V Graphic Notation Sketch

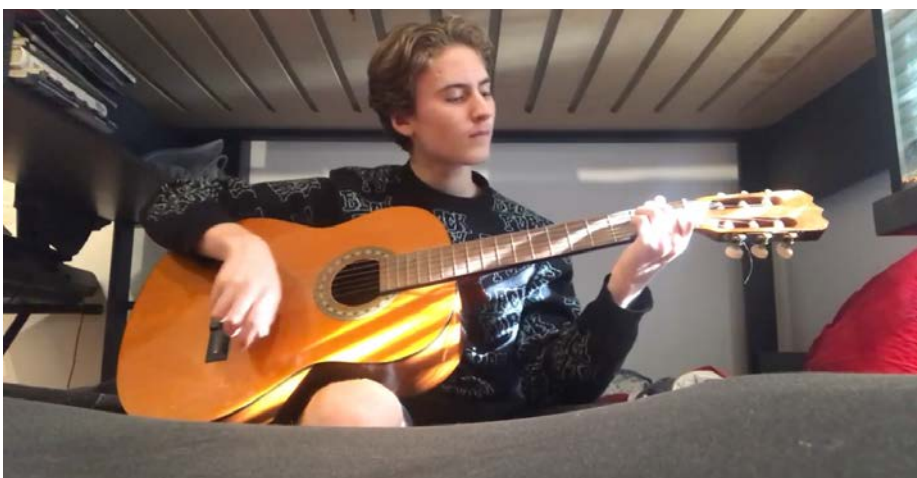


Finn 7D Graphic Notation Sketch

Music Faculty cont.



Opal, Ne8 Electronic Music
'Kitchen Compsotion'



Carter, Year 11 Music 1
Video Practice Diary



Yoleni, Year 11 Music 1
Video Practice Diary



Cameron, Year 11 Music 1
Video Practice Diary

Music Faculty cont.



Violet, Year 11 Music 2
Video Practice Diary

Music Ensembles Resuming

Week 6 this term saw some of our music ensemble rehearsals returning. Miss Moss was thrilled to see a healthy complement of vocalists at the Tuesday morning Vocal Ensemble rehearsal. Other ensembles resuming are Stage Band on Thursday morning and Concert Band on Friday morning. Stay tuned to Enews for further announcements regarding our other ensembles and private lessons. We hope to be able to welcome you all back soon!

Thanks from the Music faculty!

Ms C. Taylor, Ms A. Moss, Mr J. Kok and Mr N. O'Donnell

The Vocal Ensemble below with Miss Moss



English Faculty

Semester 1 has been a demanding but rewarding year for English staff and students at Dulwich High School of Visual Arts and Design.

Online Learning

English teachers readily embraced teaching online through Adobe connect and adapted amazingly to the new mode of lesson delivery – you may have even caught a lesson or two! Despite the sense of achievement in tackling this new mode of delivery, we are thrilled to have their students back in the classroom.

Visible Learning

Visible Learning explicit teaching strategies are embedded across our school and the English Faculty programs. These strategies provide students with a clear direction for their learning and are also an excellent self-reflection tool, so students have more agency over their learning.

Ask your child these three Visible Learning questions about their English:

- What are you learning?
- How are you going?
- Where to next?

Academic Literacy

English students at DHSVAD have been learning about academic literacy strategies, to improve the sophistication of their critical writing. Explicit teaching of strategies such as nominalisation, complex noun groups, given and new paragraph structures, and relational verbs have made significant impact on elevating student writing.

In Term 1, Year 10 demonstrated their understanding of Academic Literacy through their essays on Shakespeare's 'Macbeth' and Year 9 are currently learning about these strategies through their study of the American Dream.

Year 11 English Advanced – Critical Study of W.B Yeats

Our School Deputy, Chris Taylor, returned to the classroom recently to deliver an impassioned analysis of W.B. Yeats' 'An Irish Airman Foresees His Death' to the Year 11 Advanced cohort. Students were challenged to utilise a number of reading comprehension strategies, in order to navigate their way through a conceptually complex poem.

E. Skott

HT English (R)



Teaching & Learning

Online learning

The Teaching and Learning Faculty wishes to acknowledge all students who persevered during the change to online at the end of Term 1 and start of Term 2. Whilst some students were quick to adapt to the change in learning, it became apparent that many students really value and benefit from the interaction with peers and their teachers that is an integral part of face-to-face teaching and learning.

The changes also had an impact on staff in the Teaching and Learning Faculty. Staff also deeply value the positive interaction and engagement with students and their colleagues and look forward to supporting students at the school now that face-to-face learning has resumed.

To support students in Years 11 & 12 who experienced significant challenges with online learning, two teaching staff will be available every week in the Senior Support Centre during sport (1:05pm – 2:45pm). This is a wonderful opportunity for all students in Stage 6 (Years 11 & 12) to complete independent study in a quiet environment where they can also readily access experienced teachers who can help them understand and plan for the completion of classwork and assessment tasks. It is essential that all students remain focussed with their studies and actively strive to complete all set work to the best of their ability now that face-to-face learning has recommenced.

HSC Minimum Standard

The HSC minimum standard has been established by the NSW Government and managed by the NSW Education Standards Authority (NESA). The purpose of the HSC minimum standard is to improve the literacy and numeracy outcomes for students. The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework and provides students with an opportunity to demonstrate that they have the reading, writing and numeracy skills needed for everyday tasks, work and further study. Completion of the HSC Minimum Standard is only available for students to complete after Year 10.

Provisions for the minimum standards tests are available for students with a disability. Some students with disability may be exempt from meeting the minimum standard in order to receive their HSC testamur.

Students in Year 10 will commence the NESA online reading, writing and numeracy tests in Term 3. Students in Year 11 who have not yet achieved the minimum standard will be given multiple opportunities and ongoing targeted support to assist them achieve the HSC Minimum Standard.

Tell Them From Me survey

For the past 6 years, students, teachers, and parents/carers within the school community have been invited to complete the Tell Them From Me survey. Data from the survey is collected by The Learning Bar and provided to NSW Department of Education Centre for Education Statistics and Evaluation (CESE). Feedback from the Tell Them From Me survey is analysed by the school and is then used to help inform decision making across the school. Students will be given the opportunity to complete the survey at school. Participation in the Tell Them From Me survey is completely voluntary and students can opt out at any point.

Parents/carers who do not wish for their child to complete the survey need to complete and return the Tell Them From Me Student Feedback Survey non-consent form in this newsletter.

Parents/carers, along with school staff will be provided the opportunity to complete the annual survey in Semester 2, 2020. Details regarding the Semester 2 Parent/Carer Tell Them From Me will be provided in school newsletters later in the year.



HOME WORK CLUB

open to all students

MONDAYS

3 - 4:30 PM ~ In the Library

SENIOR STUDY SESSIONS

open to all Year 11 & 12 Students

ONLY
TUESDAYS

1:05-2:45 PM ~ In CR0002

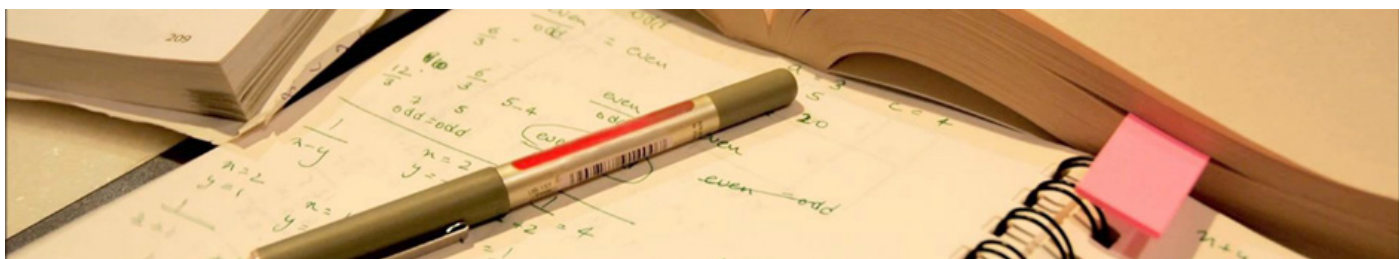
Dulwich High School of Visual Arts and Design are excited to offer additional opportunities to enable students to excel in their studies.

- ⇒ The **Homework Club** is open Mondays during the school term from 3 till 4:30pm and is available to all students from Year 7 to Year 12.
- ⇒ The **Senior Study Session** is only available to students in Year 11 and 12 and is held during Period 4 on Tuesday afternoons (1:05 – 2:45pm).

Both opportunities provide students with a 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 or with their peers and gain additional support from the teacher on duty.



Leadership Team

In response to the Leadership Team's 2020 vision of promoting artistic integrity within our school environment, our team decided to elevate the school's canteen bathrooms, with two colourful murals.

Many thanks to local artist Manuela Serje, who painted the mural for the girl's bathroom! Despite the Coronavirus pandemic, she completed three beautiful artworks on the interior walls of the girl's bathroom. Manuela's colourful and funky style shined through the artworks, and each mural is a powerful depiction of our vibrant school community.

Previously, Maddison Angelucci completed the mural in the boy's bathroom. He took inspiration from a music album cover and his style effectively communicates the creativity of our school across multiple subject areas.

Additionally, on behalf of the Leadership Team, I would like to extend a huge thank you to the P&C for their generous contributions towards our new and improved bathrooms! Without your unwavering support, such initiatives would not be possible.

Overall, there has been a great amount of positive feedback from the school community. Thank you again to Manuela Serje and Maddison Angelucci for our unique, eye-catching bathroom murals!

Shalvika Shukla
Yr 11 SRC



Manuela Serje (@manu.serje.design)



Maddison Angelucci

PDHPE

Year 11 Preliminary HSC PDHPE Students

Year 11 Preliminary HSC PDHPE students happy to be back at school.



Year 11 and Year 12 Community and Family Studies CAFS

The CAFS course provides students with the opportunity to develop their understanding of the diverse nature and interdependence of families and communities within Australian society. It helps students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.



Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem, and self-actualization.

Year 11 CAFS students debate a new level to the hierarchy of needs.

Year 11 PDHPE Knee Dissection

As part of the Year 11 Personal Development Health and Physical Education (PDHPE) Core 2-Body in Motion, Year 11 students were invited to dissect a pig knee as part of their learning.

Dissection is an important part of many human movement and life science courses. Carefully planned dissection activities with clear learning goals allow students to observe similarities and differences among organisms and improve student understanding of anatomy and physiology. Dissection safety requires knowledge of preservatives and preserved materials, careful attention to safety precautions, availability of required safety equipment and proper tools, instruction of dissection procedures and advance planning for clean-up and disposal.



PDHPE cont.

Year 11 PDHPE Balance and Stability Lesson

PDHPE Stage 6 provides a context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and productive functioning in daily life.

This compulsory module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.

In the Body in Motion module, students investigate the following critical questions:

- How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?
- What is the relationship between physical fitness, training and movement efficiency?
- How do biomechanical principles influence movement?

How do biomechanical principles influence movement?

These selected areas of biomechanics were studied through practical workshops and were dealt with in sufficient detail to understand their link to fundamental movement.



School sports will restart next term.

<https://education.nsw.gov.au/covid-19/advice-for-families>

Dance

At Dulwich High School of Visual Arts & Design we offer NEO dance in year 8, and in 2021 will be offering dance as an elective subject for year 9. The study of dance enables young people to participate in and enjoy exploring the world through dance's forms and ideas from a variety of historical and contemporary contexts. Students, investigate, critically reflect and respond by creating and performing dance, developing their expressive skills through movement. Dance is a fun and creative subject where students can develop their performing and composition skills as well as their confidence by performing for an audience.

This term in 8NEO dance students are studying the topic 'Storytelling through Dance' they have learned about the process a choreographer uses to communicate ideas through dance to the audience by studying Bangarra Dance Theatre. Students are currently working on creating their own dance compositions and performing them for the class.

If you are interested in dance come talk with Mrs Swadling in the PDHPE staffroom any time.

P Brown
HT PDHPE



Sport

Dulwich High School of Visual Arts and Design Tuesday Sports has been modified to incorporate Covid-19 restrictions to allow students to still participate but within a safe environment. All care has been taken to ensure that students and teachers alike can begin to enjoy sports and slowly transition into a routine that is familiar. Unfortunately, the weather has not been very accommodating for sports, and we have had to postpone although students have been anticipating the start.

The modifications have been to not include contact sports and have been replaced with activities such as volleyball, table tennis, handball, speedminton and soccer tennis. We have also incorporated some hygiene practices such as:

- It is mandatory that all students wash their hands prior to sport and at the conclusion of sport,
- All equipment is sprayed with disinfectant before and after the activity
- Teachers have a hand sanitiser that is used throughout sports.

Note from Sydney East Schools Sports Association

The health and wellbeing of everyone involved is paramount and at the heart of this decision. We recognise the pressures that schools are currently experiencing and supporting staff and students is our highest priority.

The Sydney East SSA advises that the following trials/championships will not proceed –

- NSWPSSA Cross Country
- NSWPSSA Netball
- NSWPSSA Boys Touch
- NSWPSSA Rugby Union
- NSWPSSA Girls Rugby
- NSWPSSA Golf
- NSWPSSA Boys Softball
- NSWPSSA Girls Touch
- NSWPSSA Girls Softball
- Secondary Trampoline trials
- Secondary Athletics
- NSW All-Schools Cross Country
- NSWCHS Gymnastics
- NSWCHS Athletics
- NSWCHS Boys Tennis
- NSWCHS Trampoline
- NSWCHS Girls Tennis

All term 3 2020 Zone/District, Sydney East, NSWPSSA and NSWCHSSA activities will now be cancelled and will not be rescheduled during 2020.

► DULWICH HIGH SCHOOL OF VISUAL ARTS AND DESIGN

PDHPE PROTECTIVE MEASURES

Coronavirus (COVID-19)

- Wash your hands** thoroughly, for at least 20 seconds before and after PE and wear PE uniform
- Cover your mouth and nose** with a tissue or into your elbow when you cough or sneeze then throw the tissue in the bin and wash your hands.
- Participate in groups of 5 or 6**
Engage in non-contact sporting activities in defined areas on Graham Green or COLA
- Clean and disinfect**
Assist teacher to collect equipment so that it can be disinfected
- Only small groups in change rooms at one time**
- Avoid close contact** with your Teacher and refrain from being in large groups

Source | www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-facts-infographic



LOTE Faculty

This term in Japanese, Year 10 students are studying the topic 'School Trip'.

We learned about popular school trip destinations in Japan, Japan's transportation system and types of accommodation.

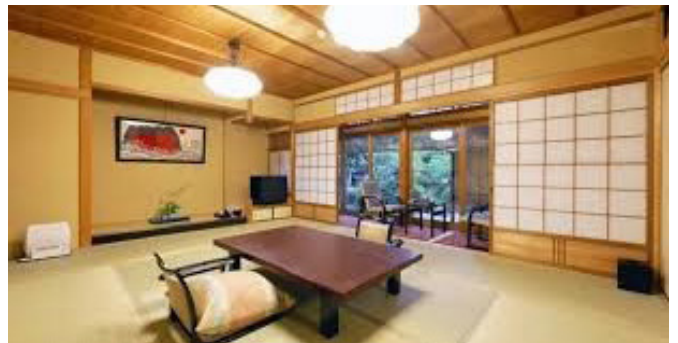
We also talked about the previous 2019 school trip to Japan and reflected on the similarities and differences between school trips in Japan and Australia.

Students read articles and emails about other student's school trip experiences and demonstrated their understanding by identifying the key words and sentence structures.

J Kim
LOTE



Bullet Train (Shinkansen)



Japanese traditional Inn (Ryokan)



Neo Graphic Design

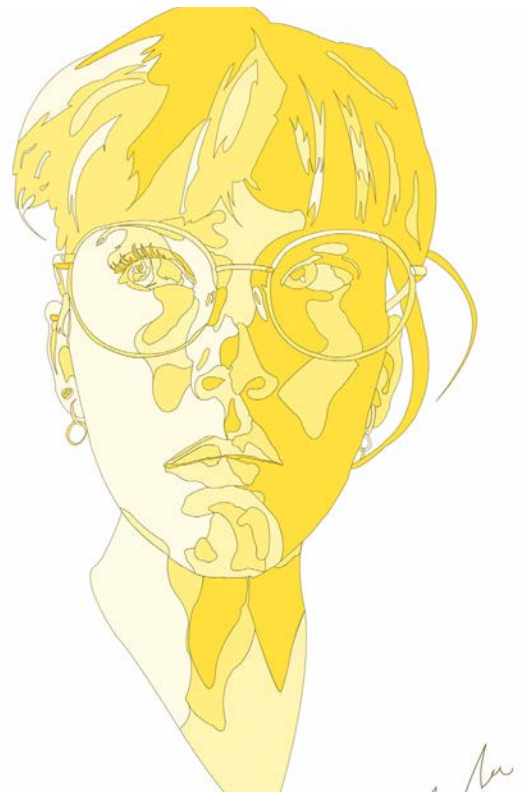
NEO Graphic Design students investigated the elements and principles of design then applied this knowledge to design an image.

Students produced works of their own face using Adobe Illustrator.

The Graphic Design Continuers class designed and produced a magazine cover communicating a topic of their choice. The final works are published to industry standard and reflect the excellence in creativity of our students.

N Lancaster

TAS



Neo Graphic Design cont.



Visual Arts Faculty

Prior to the impact of COVID on our school, Visual Arts students in the Artstream were engaged in our 2020 ARTMonth artist's workshops. Unfortunately, the COVID 19 school closures prevented our ARTMonth art exhibition from happening. We are keen to still have the exhibition when it is safe for parents to attend.

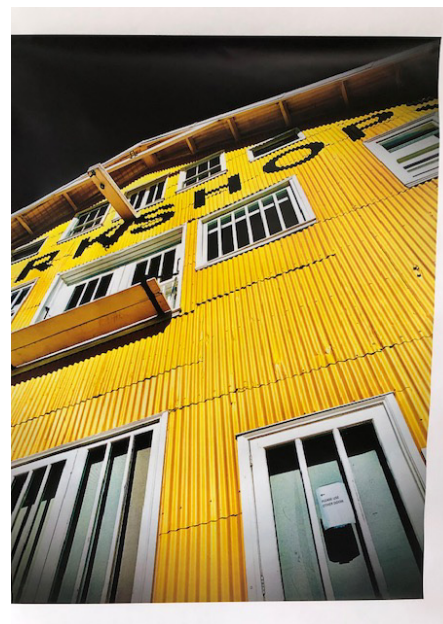
The impact on COVID for the Visual Arts faculty, necessitated a rapid production of online resources that combined links to videos, articles on artists and artworks, quizzes, slideshow presentations and an increased use of creative digital formats. The Visual Arts staff maintained an almost daily dialogue on the SLACK app where collaborative tasks and resources were discussed and developed. As with all teachers, there was a concern with how our students were coping with the situation and ensuring students could engage in learning irrespective of the resources they had available at home.

The Visual Arts faculty have upskilled on a range of digital formats including Adobe Creative Cloud programs, Canva, Adobe Connect, Zoom, Slack, Photopea, Google Docs/Slides/Forms etc.

We are excited with the photographic exhibition in the Seaview Gallery, with work from Year 9 Photography and Digital Media. Students in Year 9, explored composition, viewpoints and light to produce a series of work for this exhibition called Project 52. Project 52 is a collection of digital work that examines a range of topics of student interest. Unfortunately, parents will not be able to attend this exhibition, however images will be provided in the next newsletter as well as the projection onto the Seaview Gallery exterior projection wall with the large school logo for the public to view in the evenings.

Students in Year 12 Visual Arts are busily working on their HSC Body of Works with much assistance and support from their teachers, Ms O'Donnell & Ms. Pegrum. Completion date is September 14 and the students will have their works assessed at school in compliance with NESA adjustments for the impact of COVID 19 on student learning.

P Wootten
HT Visual Arts



Visual Arts Faculty cont.



Science Faculty

This term in Physics, Year 11 and 12 are working on their major projects known as Depth Studies. Year 11 are free to investigate any concept in Kinematics and Dynamics (the physics of motion, forces and energy). This year's students are working on a diverse number of projects including measuring conservation of energy of bouncing balls, calculating friction of a surface and simple harmonic motion of a spring.

Unfortunately, the Year 12 field trip to the Australian Nuclear Science and Technology Organisation (ANSTO) was cancelled this year, however, students are still working on their depth studies that involve analysing radioisotope data of historic greenhouse gases from Antarctic ice cores. The data set, made available by ANSTO, includes data from ice dating back 800,000 years.



Bubbles frozen in ice. Image by Chris MacDonald - downloaded under creative commons licence (CC BY-NC 2.0). <https://flic.kr/p/gWY53X>

Biology – by Shalvika Shukla

During social isolation as a result of the Coronavirus pandemic, the students at DHSVAD undertook remote learning. Regardless of the shift to an online schooling platform, our learning did not stop, thanks to all the wonderful teachers and staff!

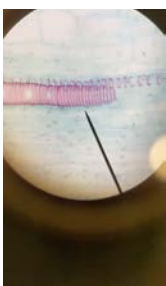
In Biology, our Year 11 Biology class effectively engaged with online learning, and we learnt heaps about enzymes, cell specialisation and more! In our classes, we also revised on past work to strengthen our understanding of those concepts.

Once we returned to school, we undertook a practical investigation concerning transport systems, which involved cutting transverse and longitudinal sections of a celery stalk, and mounting them on slides for observation under the microscope. We could identify many structures in these specimens including the xylem and phloem of the celery. Another practical we performed observed prepared slides under the microscope, which enabled us to see more structures in colour and in detail. The structures visible in the microscope were photographed and a few of these images are attached below.

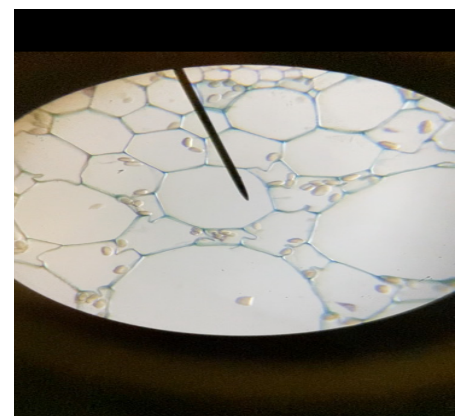
Thank you, Ms Kapeliotis for making online learning for biology engaging and fun, despite the difficult circumstances.



Self-mount slide - Transverse section of a vascular bundle containing xylem and phloem in celery



Prepared slides
1. Longitudinal section of xylem and phloem in a plant stem



2. Transverse section of an aquatic stem

Support Unit

We are so pleased in the Support Unit to have all our students return after an interesting ending and start between the terms. The students have smoothly transitioned back into a structured routine where learning is back into full swing.

After initially having collapsed classes the garden has never looked healthier, with winter seeds having been sowed so they're ready for eating in spring. We were very fortunate to receive donations from Piccolo Farm they included a wide variety of organic seedlings such as dill, cabbage and kale.

Photo below of the seedling donated by Piccolo Farm





UNSCRIPTED, UNCONTROLLABLE,
UNHINGED.

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

Back on in Term 3!

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



Dulwich High School
of Visual Arts & Design



**EXTEND AND ENRICH YOUR ART AND
DESIGN SKILLS**

ART & DESIGN

ENRICHMENT COURSES

S2/2020

**12 WEEK COURSES IN OIL PAINTING, RESIN JEWELLERY
& FASHTECH**



STARTING WEDNESDAY 5TH AUGUST*
ALL COURSES HELD AT SCHOOL 3:15-4:45

ENROLMENT FORMS AVAILABLE AT THE ADMIN OFFICE, TAS STAFF ROOM
& VISUAL ARTS STAFF ROOM OR ASK YOUR VISUAL ARTS OR TAS TEACHER

*PROGRAM START DATE IS SUBJECT TO DEPARTMENT OF EDUCATION
CONFIRMATION FOR THE COMMENCEMENT OF EXTRA-CURRICULAR ACTIVITIES
IN RESPONSE TO THE COVID-19 PANDEMIC.

Year 7 Report

The Year 7 Camp at Vision Valley was in Term 1, Wednesday 4 to 6 March, 2020. All the Year 7 students were extremely well behaved and participated in a number of fun outdoor activities. They were mentored by Year 10 peer support leaders which aimed at developing peer connections, stronger friendships and resilient character.

Congratulations to a great cohort as the camp was a success and so many new friendships were formed. Also a big thank you to all the 12 teachers who attended because without them the camp would not have been able to happen.

K Iordandis
Year 7 Advisor



Year 8 Report

Looking back on the last couple of months, our journey is not dissimilar to what you would feel riding a roller coaster.


Thank you kindly to those students who engaged with online learning and my year page content. I hope that the various posts, quizzes and messages were useful to you while we were away.

I would like to say, whole heartedly, it has been good to see you again. Welcome back!

N. O'Donnell
Year 8 Advisor

Return to face-to-face feelings word cloud (53 student responses):






Mr O'Donnell


Apr 9

Thanks for your hard work this term. Have a good Easter!



Thank You Message Mr O'...

Video




Mr O'Donnell

Apr 28 (Edited Apr 29)

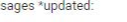
Term 2 video messages *updated:

- Ms Alves
- Mr O'Donnell
- Ryan (school counsellor)




Principals address 24 4

YouTube video 3 minutes



Sign in to your account

<https://schoolsnsw-my.share...>



Term 2 Message to Year 8...

Video

Year 8 Report cont.



Mr O'Donnell
May 1

Feel-good Friday:
How about making some pancakes on the weekend?
I made these myself - yum!



Pancakes.mp4
Video



Mr O'Donnell
May 8

Feel-good Friday:
My veggie-ful fried rice with omelette noodles is super healthy and good for the soul.
It's one of my daughter's favorites.
How about making some for dinner over the weekend?
*Some knife work and stove stir-frying - adult supervision recommended for this one!
What's your favourite dish to cook? Post in the comments below :D



Fried Rice.mp4
Video



Mr O'Donnell
May 15

Feel-good Friday:
THE BEST Meatballs you will ever eat - with a quick Napolitana sauce.
One for the whole family! Will you make it this weekend?
*Some knife work required - adult supervision recommended.



Meatballs.mp4
Video

Year 9 Report

It's great to see Year 9 back at school! The year group seems happy to be back in their classes, with their friends and working with teachers. Overall, the year group is to be commended for a mature transition to online learning and now back to face to face learning.

New experiences and expectations

Stage 5 brings challenges that I would like to take the time to write about. Year 10 marks the first opportunity a student can earn a leaving credential. This external credential is the Record of School Achievement (RoSA). It is important for students to consider their ideas or attitudes about learning and work and effort required throughout next year and I recommend students start thinking about these things now in Year 9. It is important for Year 9 students to complete all assessment tasks and coursework required in each course. Developing their skills in meeting deadlines and being organised is important now in Year 9, so that these skills are mastered by Year 10. Students are given opportunities to learn about these skills in Home Room and KEYS lessons.

Textiles

Year 9 Textiles have been producing some great work; it's fantastic to hear positive reports from Year 9 Textile teachers.

Home room

I have had excellent feedback from Year 9 Home Room teachers. Year 9 are mostly arriving to school on time and are engaging with Home Room activities such as Fun Day Friday!

Online behaviour

In Term 1, Brainstorm Productions performed "The Flipside" which made students think about their online behaviour and ethics. I have heard some conversations between students about the production, and the main consensus is that it was interesting and informative!

School Behaviour policy and expectations

I would like to take the time to also remind parents about the school's Three Rs policy: Respect, Responsibility and Relationships. There were a small number of negative incidents involving some Year 9 students before remote learning began, which is disappointing to hear and see. Please speak with your child about the Three Rs. Here are some ideas for your conversations:

- Respect: Respecting a teacher's teaching and reasonable instructions; respecting other students' right to an education and respecting oneself
- Responsibility: Submitting assessment tasks by the due date, completing all classwork/homework tasks. If your child is having trouble completing classwork, it is your child's responsibility to speak with their classroom teacher to request adjustments
- Relationships: Year 9 typically encompasses lots of friendship changes which can cause both positive and negative feelings and experiences. Talk to your child about relationships coming and going all throughout their high school and adult life... Tell your child that we don't need to 'like' everybody we meet, however we do need to respect everybody we are in contact with, regardless of age, sex, gender or race.

L Stojanoska
Year 9 Advisor (R)



Yr 9 Photography exhibition

Year 10 Report

Advising Year 10 has been a wonderful experience, what a brilliant group of mature, caring and appreciative people! It was generally agreed in Year 10 that learning from home was really challenging, however through this, I was able to get to know you all so much better and now being back at school is amazing, "...you don't know what you've got till its gone". Transitions are always hard though, so please do keep contacting me for support and assistance of any kind, to make being back at school work for you and to help you solve any unresolved issues that arose through learning from home, or are currently arising.

Year 10 are having subject selection seminars currently to learn about the process of Year 11 subject choices. Ms King, our Careers teacher, is leading ROSA inquiries, subjects required for University courses and exploring work experience opportunities for our Year 10 cohort this November.

The Government has just announced that work experience can start again from the beginning of Term 3. YAY!! So what that now means is that you need to start asking potential employers if they would be happy to have you for a week (or two). Ms King will be posting lists of places you could ask, as these businesses have hosted our students previously. So keep a keen eye out for the lists on Google Classroom. Remember, work experience is a golden opportunity for students to explore a potential career for the future. So if students have an idea of what career path they would like to take but they don't have any contacts, then they should speak to Ms King as she has a great data base of various workplaces that you could ask.

Ms King is also working with students who have expressed an interest in leaving school at the end of the year to begin the transition into employment and training through an apprenticeship or traineeship. Part of the process is that students will need to have a resume and cover letter ready to go. Ms King works with all of our students to help them create both of these, so that they are job ready. We also have representatives from various apprenticeship support networks that come to the school to inform students on the best way to apply for jobs and how to approach interviews. There is also an option for students to get a taste of what various industries are like through the Yes Program that is run through TAFE. At this stage this program is on hold, but we are hoping it will resume either next term or Term 4.

Stay tuned for the Barista, WHS White Card and RSA/ RCG training coming up in Term 3 or 4 . This is a great way for our students to gain extra skills to assist them in finding employment either casually or full time, either while still at school or when they leave school. Ms King has more details so keep an eye out for Enews or Google Classroom for more information.

Ms Pegrum
Year 10 Advisor (R)



Year 11 Report

Term 2 has been an incredibly active term for the Year 11 students. They have reached that important milestone of already completing half of the Year 11 school program; meaning they have learnt and been exposed to the first half of the content of their chosen courses. This content is often the foundations for the content knowledge of the Year 12 or HSC course. The Year 11 students have really excelled and adapted quickly to the methods that this information was disseminated over the past weeks. Shalvika and Ethan have discussed how the remote learning experience impacted them.

It is great to have the Year 11 cohort physically back at school and working together to complete their first year of senior studies. We congratulate them for their achievements so far and wish them the best for the second half of the Year 11 courses.

S Casimiro
Year 11 Advisor

From Shalvika Shukla

COVID-19 has greatly affected many individuals and families all over the world, changing the way we all live, work, study and connect with each other. Some people were more affected than others, and my heart goes out to all impacted by this pandemic. Many of those in isolation during this time, have engaged in various fun activities at home including baking, puzzles, movie marathons and a whole lot more!

When I was in isolation, I kept active by doing simple cardio exercises at home. I also talked to a few old friends from New Zealand, and we all watched a few movies and a TV show over a Zoom call together (Brooklyn Nine-Nine is one of my favourite shows). Also, I found that attending online webinars were a great way to learn and explore something new!

Hopefully the Coronavirus is over soon, life returns to normal, and we can all get back to doing the things we love. Finally, thank you to Ms Alves, deputies and all the teachers and staff at our school who worked tirelessly and put in so much hard work to ensure that learning from home is successful for us as students.

From Ethan Le

Partaking and engaging with online learning was a completely new experience for myself and many of my peers. Adobe Connect was the new medium that students had to learn and adapt to in order to continue with our studies and learning. We were given the opportunity to view classwork, participate in class discussions, ask questions and much more! Whilst many would say that the new environment hindered our learning, others argued that it was superior and actually enjoyed it. The only issue with the new process was the occasional technical difficulty that some students had encountered; however, it didn't stop students from accessing content and submitting the required class work for each day. Overall, I would commend the online learning experience as it allowed students to interact with their teachers and peers despite the current global issue that we are facing.

Year 12 Report

Our Year 12 cohort continues to show excellent character and resilience in their final year of secondary school. They have battled through the disruption and uncertainty created by the Covid-19 pandemic, adapting numerous times as they continue to strive towards achieving their educational goals. I would like to commend the class of 2020 for a smooth transition back to face-to-face learning, as well as maintaining a clear focus on the task at hand, throughout this challenging time.

As students submit some of the final take-home assessments of their high school careers, they should now be turning their attention towards their HSC Trial Examinations. As per the assessment schedule, these will take place over weeks 1 and 2 of Term 3. Preparing for these important tasks should be a priority for all students. Here are some of my tips for success...

- Get organised. Use a visual planner to schedule study sessions for specific course topics, concepts or syllabus dot-points.
- Practice technological distancing. Put your phone in another room. Explore websites and apps such as Cold Turkey to help control the urge to check social media or other distracting websites.
- Study in groups. Identify a time, venue and focus area for a study session with your friends and/or classmates. Set team-based learning goals, verbally revise course content and quiz one another.
- Create personal, handwritten notes for all of your texts and topics. Handwritten notes are always more useful than an innocuous file on your computer or Google drive.
- Practice responding to questions from past exams. These precious resources can be found on the NESA website – your teacher can also issue you with extended response questions to help you prepare.

Our school has several programs to assist with Trials preparation – I encourage students to take advantage of **Homework Club** in the library between 3pm and 4:30pm. There are also **Senior Study Sessions** in CR0002 on Tuesdays between 1:05pm and 2:45pm. Teachers will be available to assist with exam preparation, organisation and planning, and the completion of major works and outstanding tasks.

Finally, I would like to acknowledge the work of the **Graduation Committee**, pictured below, who will be organising activities and a presentation for their last week of school. An exciting project for an exciting time.

Have a safe and productive Term everyone.

H Leggett
Year 12 Advisor



Uniform

Pickles Retail Outlet: Cnr Saywell & Fitzroy streets Marrickville

Opening hours: Monday - Friday 9:30 - 5pm, Thursday's 9:30am - 6pm & Saturday's 9am - 1pm

Online orders through www.picklesschoolwear.com



Junior Uniform



Senior Uniform

Dulwich High School of Visual Arts & Design is a full uniform school.

Students are expected to be in full school uniform every school day.

If a student is unable to be in full uniform they are to bring a signed note from home so they can be issued a uniform pass. Students can bring their note to the Head Teacher Wellbeing in the front office from 8.15am to 8.45am to be given a blue exemption pass.

Students who do not have a note follow the procedure represented on the Uniform document on the following page.

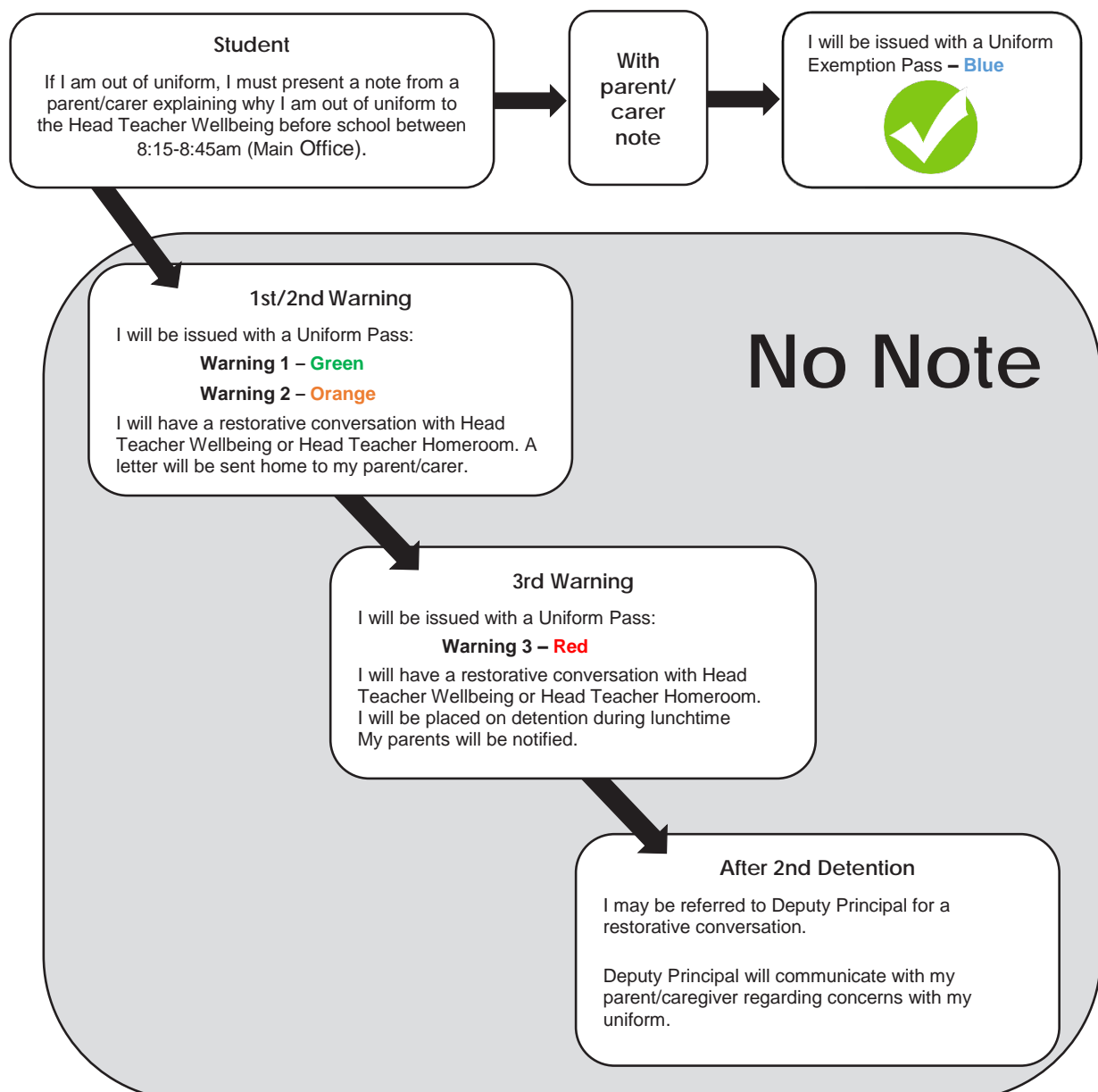
Uniform Procedures for Students 2020

Students of Dulwich High School of Visual Arts and Design are expected to wear full school uniform. The school community and the Parents and Citizens Association of Dulwich High School of Visual Arts and Design supports the school's uniform.

Wearing full school uniform:

- Builds a sense of identity, ownership and pride in the school.
- Promotes a positive and inclusive school culture.
- Maintains Respect, Responsibility and Relationships with the wider community.
- Applies a consistent standard of safety for participation in learning.
- Meets duty of care requirements where students are identifiable within the school.
- Is an important life skill that students are able to apply in post school occupations and responsibilities.

Students are to follow the procedures as attached below regarding being out of uniform:



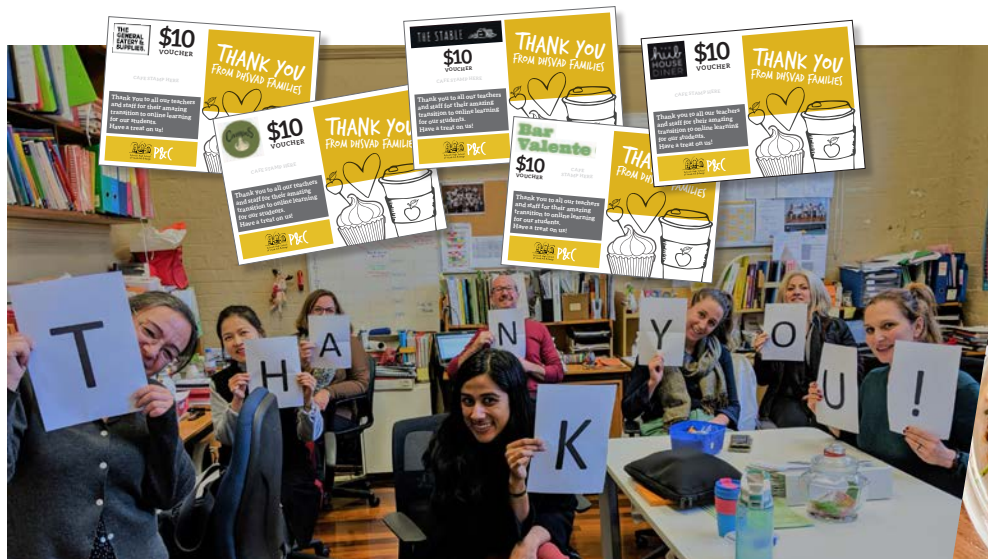
P&C NEWSLETTER

TERM 2
2020

Whilst in lockdown the P&C has been busy behind the scenes, keeping some of our plans for the year moving forward.

TEACHER THANKYOU TREATS

Thanks to everyone who donated over \$2000.00 to our thankyou treats for the teachers at the start of this term. The teachers were humbled by the gesture and very appreciative of the support, and the local cafés very grateful as well.



P&C MEETINGS

TERM 3 MEETING:

We will confirm next term based on health advice.

Wed 19th Aug

Wed 16th Sept



"Thank you for the generous gifts to the school staff and local businesses in Dulwich Hill, it has raised spirits all round."

INSIDE ART EXPRESS Private Tour update

We missed out on the private tour as the AGNSW had closed at the start of the COVID shutdown. We are in contact with the gallery to organise another private tour once the restrictions have lifted for groups, featuring one of the shows on at the gallery. We will let you know as soon as we do and have a night out to celebrate with the gallery.

Until then make sure you go and have a look at the virtual tour and see the outstanding art works by the 2019 HSC students. DHSVD student Zak Kalivas is on the cover.

<https://artexpress.vr.artsunit.nsw.edu.au>



EOFY BUILDING FUND



PURRYBURY TRUST

MATCHING GRANT
\$10,500 FOR OUR SCHOOL
HELP US GROW

It is that time of the year where we call out for tax donations to support our school. The P&C building fund has contributed to the music room upgrades and the school cafe renovations. We are now looking to use it to contribute to the installation of Solar panels in the school.

At the beginning of the year, sustainability was highlighted as an area that the students and the P&C would like to focus on. At our last official meeting in term 1, we had a guest speaker from the Inner West council to talk to the P&C about the Solar My School program. Both the school executive and the P&C supported looking further into this and with the IWC a feasibility report was undertaken for the solar potential at the school. The report provided options for 2 solar system sizes and the executive and the P&C felt the larger system - the 40.53kW system at a cost of **\$42,000** was a better future investment. The program looks to the school contributing 50%. The P&C through the Building fund were able to apply to the Purryburry Trust who offers matching grants to schools that are participating in the Solar my School by providing financial assistance towards installing the rooftop solar systems. The trust offers matches funding of 25% of the total costs raised by the community, allowing us to contribute the remaining 50%.

We have been successful with the Grant and now we need your help to raise our building fund to the full **\$10,500**. Our fund is currently sitting at **\$8,486.69**, so we are only just under \$2,000 away from the committed amount. We appreciate that this is a financially challenging time so we understand that not everyone can contribute, but appreciate it very much if you can.

Please note we have changed banks, see our new building fund details.

Once you have donated a gift tax donation receipt will be issued to you via email from the P&C treasurer for your tax return .

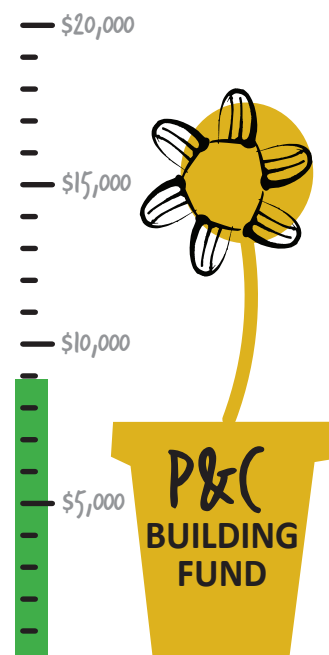
NEW P&C BANK DETAILS

BSB: 012-301

Account No: 3188-42507

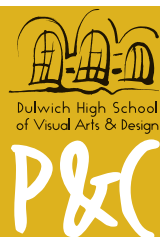
Account Name:

Dulwich High School of Visual Arts & Design
P&C Association Building Fund



Dishwasher for the Dully Grind

Just before the students went to online learning, an opportunity came up for the student cafe to purchase a quality Australian made commercial dishwasher for significantly reduced price due to it being an excess item for a retail café. An urgent funds request came to the P&C for **\$1000.00**. We were very happy to support this request. Students will benefit from using equipment commonly found in a Hospitality setting outside of school. The dishwasher was delivered and installed whilst the students were away and they now will be able to learn to use this professional grade machine in their very own cafe. Thanks to Miss Chevell for making this happen.



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

CONTACT US...

EMAIL

pandcdhsvad@gmail.com

FACEBOOK

[pandcassociationDHSVAD](https://www.facebook.com/pandcassociationDHSVAD)

Careers News

Big Day In – The BiG Day In events are aimed at senior secondary school and university students interested in careers in ICT and technology. BiG Day In helps students obtain more information about ICT and technology careers, and hopefully helps them make a better informed decision about their future. BiG Day In events are held on University campuses around Australia (where possible) to give students an insight into what 'university life' might look like.

Students can experience presentations from organisations/speakers discussing subjects including career paths, career opportunities, the latest developments, the future of technology and much more. Presenters include WiseTech Global, Adobe, IBM, Microsoft, Westpac, Google, NAB, TechnologyOne, Avanade, Department of Human Services, CBA, Animal Logic, Apple, Defence Force Recruiting, CBA and a host of SME organisations to name just a few. Go to..

For past presentations go to.. [past events](#)

How do you choose your HSC subjects for years 11 and 12? (From University of Sydney)

Starting uni seems so far away - yet here you are choosing your HSC subjects so that you can achieve an ATAR and apply to do a degree at uni. So how do you make the right choices for you? And should you worry about subject scaling? The HSC is a long road - and it's the right balance of hard work, dedication and enthusiasm that will help you succeed. Apply to this to any HSC subject, and you will give yourself the best chance possible.

<https://sydney.edu.au/campus-life/student-news/2018/03/06/dos-and-donts-of-hsc-subject-selection.html>

Mathematics Prerequisites Course Listing – University of Sydney

A listing of courses with mathematics requirements is listed lower down on this page's link. To apply for some courses, students are required to complete mathematics through their high school studies. The University has introduced mathematics course prerequisites for some courses from 2019 to help students thrive in their science, technology, engineering and mathematics related degrees and prepare them to tackle future career challenges.

<https://sydney.edu.au/study/how-to-apply/undergraduate>

LIVESTREAM Experience UNSW Science Day

1 July

Have you ever wanted to experience what it would be like as a university student conducting research and experiments in a lab or in the field?

Let us take you on a journey through some of the branches of science that you can study at UNSW. You'll have the opportunity to ask questions and speak to our academic staff and current students.

Then, get a hands-on taste of what you can expect as a first-year science student - without leaving home! Your home will become the laboratory as our first year science lecturers take you through a university-level experiment using household items. This event is designed for high school students in Year 10, 11 and 12, who are keen to find out what it's like to study at [UNSW Science](#).

Macquarie University's Aboriginal and Torres Strait Islander Entry Pathway (ASTIEP)

The Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP) is run by Walanga Muru - Macquarie University. This admissions pathway provides opportunities for Aboriginal and/or Torres Strait Islander students to study undergraduate level courses at Macquarie University and determines readiness for study or providing advice on [alternative opportunities](#).

Reminder - Western Sydney U Day

Friday 20 November

Western Sydney U Day provides the opportunity for Year 10 and 11 high school students to experience a day on a Western Sydney University campus.

The event will allow high school students to speak with current University students and academic staff, experience the range of courses available at Western Sydney University through interactive workshops and presentations, learn about scholarships, The Academy, pathway programs and further opportunities to pursue their aspirations.

- Experience life on a Western Sydney University campus.
- Learn how a Western Sydney University course can advance your career.
- Get hands-on at our interactive workshops.
- Speak to current Western Sydney University students and academic staff for first-hand advice.

• [Explore how Scholarships, The Academy and our various pathways programs can maximise your academic success.](#)

Careers News cont.

Study at ACU

Join ACU online to have all your questions about studying at ACU answered. Get helpful advice on how to apply, find out more about non-traditional pathways to uni, explore your postgraduate study options and hear from students about what life is really like at ACU. Register for the webinar series on the [ACU website](#)

ACU - I did not get the ATAR / OP / rank

It's OK if your final school result wasn't what you were hoping for. We've got your back. Use our list of alternative entry pathways to assess your options and create a plan. A pathway is an extra qualification or test you take in addition to your application that helps you meet your course entry requirements.

An entry program is a way of boosting the success of your first application if you meet certain criteria with your schooling or personal background.

<https://www.acu.edu.au/study-at-acu/admission-pathways/i-did-not-get-the-atar-op-rank>

ACU Talk with a Occupational Therapist and a Speech Pathologist

17 June 5pm

Join us online to hear from ACU alumni about their experiences improving people's quality of life. Take part in a Q&A session with our graduates to learn about the rewarding and challenging careers of occupational therapists and speech pathologists.

Last year our panellists were a:

- speech pathologist at a paediatrics private practice
- occupational therapist at a private practice specialising in brain injury.

[Click here to register.](#)

ACU - I am an elite athlete or performer

Future student applications remain open all year round

The Elite Athlete and Performer Program (EAPP) is designed to give students who are top sporting or artistic performers the tools they need to achieve balance across their active and academic lives.

The program comes with a range of benefits, including:

- adjustment factors to your entry score
- early timetabling
- academic support and flexibility (deferred exams, extensions, special considerations)
- access to financial scholarships and competition/travel grants
- networking and career development opportunities

<https://www.acu.edu.au/study-at-acu/admission-pathways/i-am-an-elite-athlete-or-performer>

ACU Pathway - I am an international applicant

If you are an international student and you did not meet the requirements for your chosen course, don't worry. You may be eligible for a pathway diploma or program. You can then use this qualification to enter a bachelor's undergraduate course. Our international pathways are open to students who require a visa to study in Australia. These pathway diplomas and programs help develop your skills and make transitioning into university study as easy as possible. Our pathway courses have lower entry requirements and English proficiency requirements compared to bachelor degrees.

After successfully completing a diploma, you may then be eligible to enter the first or second year of the related bachelor degree.

With our Foundation Studies program you can enter the first year of a Diploma or Bachelor.

Take a look at our range of pathway diplomas and programs available to international students and find out how to apply below.

[Applying is easy and can be done online](#)

Careers News cont

UNSW FEAS Scheme for Engineering – Keep an eye open on this one

If you are expecting an ATAR between 83.00 and 92.95 and want to study at UNSW, we encourage you to apply for the Faculty of Engineering Admissions Scheme (FEAS). FEAS is an alternative pathway for students who want to study at UNSW but don't meet the Guaranteed Entry Rank (GE) of 93.00. FEAS applies to most UNSW Engineering undergraduate programs, including the double degrees with a GE of 93.

We will evaluate your ability in mathematics, physics and other sciences, design and problem solving, as well as attitude and motivation towards engineering studies.

Just remember, an application for the Faculty of Engineering Admission Scheme is not an application to Engineering at UNSW. You will still need to complete a UAC application by the due date. If you need more information on applying for admission to UNSW, visit the Universities Admissions Centre website.

Call 1300 UNI NSW (1300 864 679) or ask a question [unsw.edu.au/ask-question](https://www.unsw.edu.au/ask-question)

<https://www.engineering.unsw.edu.au/study-with-us/alternate-pathways/faculty-of-engineering-admissions-scheme-feas>

UNSW Join the Girls in Engineering Club

Designer. Communicator. Creative Problem-solver. Explorer. Team Player. Critical thinker. Inventor.

As an engineer, you are all these and more! Engineers enhance our lives every day, by creating innovative solutions to problems in our world.

And the world needs the powerful perspective of girls just like YOU.

The Girls in Engineering Club is a fun, inspiring community for high school girls who are interested in STEM, study maths or science at school, or who just want to explore what engineering is all about.

By joining the club you will receive:

- Exclusive invitations to Girls in Engineering Club events
- Monthly inspo delivered to your email, featuring profiles of amazing female engineers, study tips and tricks, blogs from our current engineering students, and loads of info to help you explore your career options in engineering
- Opportunities to be mentored by current female engineering students at UNSW
- The chance to win prizes through participating in fun STEM activities!
- Access to a closed Facebook community to connect with likeminded girls

<https://www.engineering.unsw.edu.au/study-with-us/girls-in-engineering-club-gie>

UNSW Engineering Day

24 September 2020 - 8:30am to 3:15pm

Register soon.

Are you interested in experiencing the range of different engineering disciplines and careers available to you?

At UNSW Experience Engineering Day, you'll have the chance to explore the innovative and creative ways that engineers solve real-world challenges.

High school students in year 10 and 11 are invited to choose an engineering theme which includes three interactive hands-on workshops at our UNSW Kensington campus.

Throughout the day you'll have the opportunity to speak to academic staff and current students to find out more about the various engineering degrees and opportunities on offer at one of Australia's leading Universities.

<https://www.engineering.unsw.edu.au/all-events/experience-unsw-engineering-day-1>

TAFE

TAFE NSW Scholarships

If you have talent and potential and deserve the chance to create a better future through further education and training. TAFE NSW has hundreds of scholarship opportunities which are awarded each year.

<https://www.tafensw.edu.au/enrol/payment-funding/scholarships>

Careers News cont.

Secure the future with a TAFE NSW Bachelor of IT Degree (Network Security)

With unprecedented demand for professionals who can secure and monitor IT systems and protect the privacy of people and organisations, this degree prepares your students to work in a fast-growing and dynamic field. [More info click here](#)

NSW Fashion Design Studio TAFE

Consistently ranked in the top 20 fashion design schools worldwide*.

FDS also has established partnerships with International Design Institutes in India, United Kingdom, The Netherlands, Hong Kong, Sweden and the United States that allow final year students the opportunity to complete a fourth year overseas and gain an international degree. Do design, couture, tailoring, patternmaking and construction, styling or media – FDS gives you the skills, experience and exposure you need to be a cut above.

[https://www.tafensw.edu.au/fashion-design-studio?utm_campaign=Schools%20-%20TAFE NSW CA Newsletter FY19 May Current v1.1&utm_medium=email&utm_source=Eloqua](https://www.tafensw.edu.au/fashion-design-studio?utm_campaign=Schools%20-%20TAFE%20NSW%20CA%20Newsletter%20FY19%20May%20Current%20v1.1&utm_medium=email&utm_source=Eloqua)

Culinary Apprentice Mentor Program

You are eligible if you are an Australian Apprentices undertaking a Certificate III in Commercial Cookery Apprenticeship who are within the first two years of their training.

This program will provide intensive support to Apprentices in the first two years of apprenticeship training. Through the ISMAA program, Australian Apprentices completing an apprenticeship in Certificate III in Commercial Cookery will be provided regular one on one contact with highly skilled mentors who have years of industry experience.

Email your name and your phone number to ISMAA@htn.com.au

CALL 1300 139 108

<http://htn.com.au/ismaa/>

COLLEGES

Orana Fashion Business College 2020 Course Guide Available for Download

Orana College is a fashion focused business college that offers both diploma and certificate level courses, taught by industry experts. Orana provides personalised education and mentorship to students and have flexible study and payment options available. Download the latest course guide at the link to learn everything about Orana.

<https://bit.ly/OranaCourseGuide2020>

Psychology, Criminology, Counselling or Social Work Online Training

Students can take advantage of seamless online learning in the field of Psychology, Criminology, Counselling or Social Work, from the comfort of their own home. The Australian College of Applied Psychology (ACAP) has a strong history in online delivery; offering online courses since 2010. Speak to a Course Advisor on 1800 039 139

Sydney Actors School Acting Application and Audition Monologues

If you are interested in applying to audition for our acting courses the online Acting Application Form needs to be completed. For further information please visit the Audition Procedures page.

Do you have stories to tell? Do you love to collaborate with passionate and creative people? Is acting what you want to do with your life? Do you need guidance and opportunity to 'make it'?

If your dream is to build a thriving career in the screen, stage and media industry, then Sydney Actors School is almost certainly the acting school for you.

<https://www.sydneyactorsschool.edu.au/apply/>

Free Weekly Live Online Events at the Academy of Interactive Entertainment

Each Tuesday at 5.30pm

Get a sneak-peak into the Australian and International games and film industry. From live chats with star alumni to industry experts discussing their current projects, AIE will be having free online events weekly [Rego here](#)

Careers News cont

AIE Open Day

16 August

Discover the courses designed to get you started in game development, 3D animation and visual effects at the AIE Open Day. Sydney, Melbourne, Canberra and Adelaide campuses will be opening their doors to visitors eager to find out about upcoming full-time and part-time courses.

The day will include presentations on different areas of industry to get into as well as information about AIE full-time and part-time courses and entry requirements. Student work will be on display and our teachers will be available to speak with you one on one about our courses and how AIE can get you into a creative career.

https://aie.edu.au/aie_event/open-day/

Short Courses Le Cordon Bleu Sydney

Le Cordon Bleu Australia offers a range of one and two day culinary discoveries. Gourmet Short Courses take place in practical kitchens or demonstration classroom and give participants a total hands-on experience from understanding the complexities of artisan bread making; introduction to soft cheese making; mastering chocolate and more. <https://www.cordonbleu.edu/sydney/gourmet-short-courses/en>

GENERAL

Physical Aptitude Test - FireFit Training Guide from NSW Fire and Rescue

Firefighting is a physically demanding occupation. Tasks include carrying heavy loads including personal protective equipment, handling temperature extremes, variable terrains and confined spaces, all of which impose unique physical and physiological demands upon firefighters.

The FireFit Training Guide is based on an eight to 12-week program, depending on each individual's fitness level, and is available to help eligible candidates prepare for the Fire and Rescue NSW Physical Aptitude Test (PAT)*.

<https://www.fire.nsw.gov.au/page.php?id=9098>

Eligibility Quiz for the NSW Police Force

[Take the quiz](#) to see if you may be eligible to commence an application to the NSW Police Force.

AFP Recruitment Public Group Facebook

If you are keen to join the Australian Federal Police Force, join this group and keep an eye on [developments here](#).

Work experience is to begin Term 3. So any student who is considering leaving school to begin their career pathway, should take advantage of having a week of work experience with a potential employer in an industry they are keen to enter.

See Ms King in Careers for more information.

Barista, White Card, First Aid and RSA/ RCG training will begin again. Keep an eye on eNews or Google Classroom for updates on when these will be held.

Here is the link for the OT and SP at ACU

<https://www.acu.edu.au/about-acu/events/2020/june/talk-with-occupational-therapists-and-speech-pathologists-online>

J King

Careers Advisor

***Tell Them From Me* student survey:
Information and consent form for
parents and carers**



10 June 2020

Dear Parents and Carers

This term, our school is taking part in the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve. The survey is completed on-line and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

Staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes 30 minutes or less to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

This survey will help our school better understand how to improve student wellbeing and engagement. It will help the school identify what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you **do not want your child to take part** in the survey, please complete the attached form and return it to your child's school by Wednesday 1 July 2020.

More information about the survey and the research is available in English on the CESE website:
<http://surveys.cese.nsw.gov.au/information-for-parents>

Connie Alves
Principal
Dulwich High School of Visual Arts and Design

Dr Jenny Donovan
Executive Director
Centre for Education Statistics and Evaluation

***Tell Them From Me* Student Feedback Survey non-consent form**

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to the school by Wednesday 1 July 2020.

I DO NOT give consent for my child/children to participate in the ***Tell Them From Me* student feedback survey.**

Name of student 1

Roll class of student 1

.....

.....

Name of student 2

Roll class of student 2

.....

.....

Name of student 3

Roll class of student 3

.....

.....

Name of student 4

Roll class of student 4

.....

.....

Name of parent/carer

Signature of parent/carer

Date

CENTRE FOR EDUCATION STATISTICS AND EVALUATION

E cese@det.nsw.edu.au

www.cese.nsw.gov.au