

SEAVIEW

ISSUE 4, 2020

From the Principal



Ms Connie Alves

"It's all about learning and having high expectations of ourselves and each other". It certainly has been a very active and busy term. Returning to full time on campus study has provided students and staff with an opportunity to rebuild relationships and set expectations for teaching and learning.

Congratulations to all our students for their hard work with their studies, with each other and for looking after our school actively applying our 3 R's....Respect Responsibility and Relationships.

A big thankyou to all our staff for the great term and for conducting the many parent teacher nights via zoom or by phone. This has certainly required that extra bit of themselves to keep connected with families and share knowledge about their students and your children. We are very lucky to have such dedicated teachers!

Congratulations to all Year 12 for completing their HSC year. Thank you to all the parents and staff for working with year 12. Not far to go. Stay focused and keep the "end in mind." To reduce exposure to COVID-19 Year 12 were asked to minimise going out to places with lots of people eg movies, shopping centres, night clubs, cocktail bars etc...the priority is to stay healthy, stay safe and minimise possible exposure. Look after each other, your family and yourself.

Congratulations to Year 11 for completing their RoSA and we are looking forward to their transition to the HSC year. Hard work begins with being organised, summarising and consolidating work, practice HSC questions, get teachers to give feedback and stay focused. In your planning ensure you allow time to enjoy an active and healthy life style getting some exercise and fun (safe fun).

In the words of Michael Grose...Restraint as a virtue- at a time when kids receive so much it's easy to forget that restraint is a virtue. Just because you can afford to give young people what they want, doesn't mean you should. Differentiate between a want and a need, and encourage restraint, goal setting and saving. This is a lifelong value.



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

Mon October 12

First day, Term 4

Tuesday 21 July 2020

First day of Term 3

Tuesday October 20, 2020 HSC Examinations begin

Wed 14 Oct 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.

Seaview Street, Dulwich Hill 2203

PH 02 9560 7299 FAX 02 9550 0929

From the Principal's Desk cont.

n the words of Michael Grose...Restraint as a virtue- at a time when kids receive so much it's easy to forget that restraint is a virtue. Just because you can afford to give young people what they want, doesn't mean you should. Differentiate between a want and a need, and encourage restraint, goal setting and saving. This is a lifelong value.

Reinforce self-regulation - Consistent messaging and behaviour management with clearly communicated consequences is important.

Practise reciprocity - the most meaningful communities are built around the principle of reciprocity..."we help each other out and we treat each other fairly". This builds a sense of belonging and gorges greater kinship.

Thank you for the term and hope that the upcoming school holidays and long weekend gives everyone time to spend with family and friends.

Ms Alves
Principal



Students enjoyed watching the new mural unfold over the week and engaging with the artist as he worked.

From the Deputy Principal

2020 Higher School Certificate

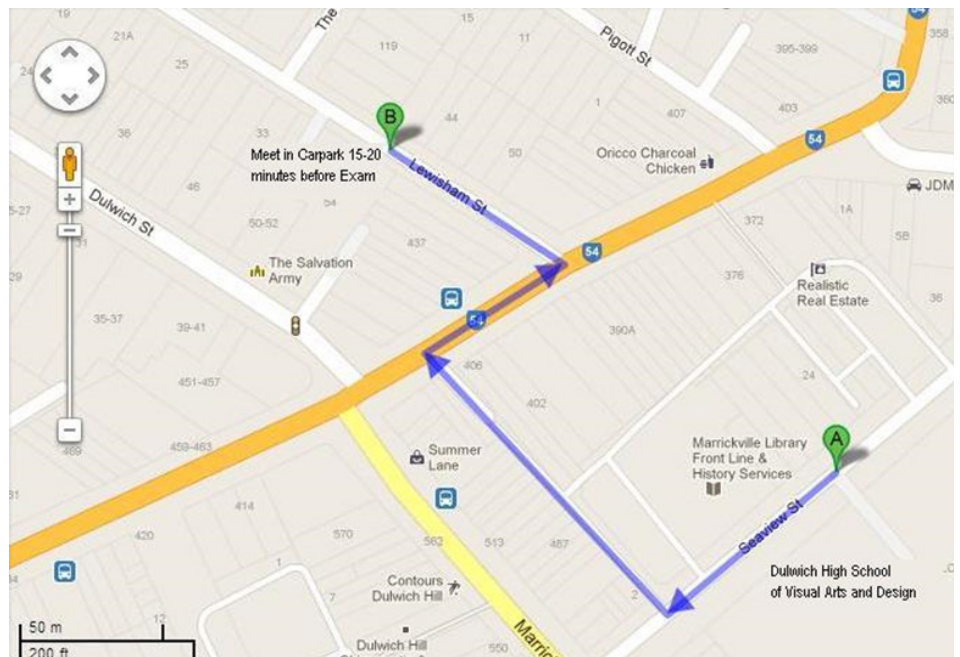
Term 3 has definitely been demanding. Staff have been working hard to support students' ongoing preparation for their upcoming examinations and submission of major works.

As you are aware, the HSC examinations have been delayed due to COVID -19 and will now commence on Tuesday the 20th October until Wednesday 11th November.

All students will receive their personal timetable from NESA. It is important that students have accurate personal details on their NESA student online accounts. This data will be the source of all communication from NESA including individual HSC results.

All HSC exams will be held in the Salvation Hall behind Sydney Tools on New Canterbury rd. Students are to meet in the car park to receive instructions from the presiding officer.

As part of the school's COVID management plan, the school requires accurate details for all students and families in the case that communication needs to be made in the event that there needs to be a change of venue or contact tracing. A HSC exam information pack will be distributed to all Year 12 students before the end of the term with the most up to date information from NESA with regards to exam protocols and the illness misadventure process. All HSC updates can be found on NESA via this link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/covid-19/coronavirus-advice/hsc/covid-19-safe-hsc-exams> Students will return in Term 4, 12th October, for 1 week and continue with normal classes. They will be provided again with any further updates for the HSC examinations.



**We wish students
all the very best
moving forward
and we anticipate
receiving their results
and celebrating their
successes.**

Deputy Principal (Wellbeing)

Dulwich High School of Visual Arts and Design takes positive actions to raise awareness to strengthen inclusion and support diversity through the Wellbeing Framework. At the core of school's approach is the belief that when schools enable students to connect, succeed and thrive, students are recognised, respected and valued.

The Wellbeing Framework is a whole school responsibility and is embedded throughout the school. Some examples of wellbeing initiatives include:

- Curriculum and wellbeing initiatives, such as Diversity and Inclusion Days, reinforces the school's commitment to building an inclusive school community.
- On Friday 28 August, we celebrated Diversity and Inclusion Day highlighting anti-racism and awareness raising. Students and staff contributed to a short video presentation about their cultural experiences and what inclusion means to them. Students with the support of staff planned and coordinated the day, they created posters, advertisements and slogans. Students also participated in various workshops about inclusion and this involved discussions about intentional and unintentional racism.

The Anti-Racism Contact Officers (ARCOs) formally introduced themselves and explained their role, which is to assist parents, staff and students who have complaints regarding racism and facilitate the complaints handling process. The school has two Anti-Racism Contact Officers (ARCOs): Ms Kapeliotis (Head Teacher Science) and Mr Saitaris (Mathematics Teacher). This information is available on the schools website: <https://dulwich-h.schools.nsw.gov.au/>.

As part of Diversity Day. We also celebrated and recognised Wear it Purple. There was a whole school presentation by Minus 18 that included how to be an ally for LGBTQIA+ young people supported financially by the P & C .

Check out some great photos at www.facebook.com/dulwichhighschool/

- The school's Student Support Access poster has been disseminated to students and the school community to assist students access a range of supports. The poster identifies the Head Teacher Wellbeing, Head Teacher Teaching and Learning, School Counsellors, Careers Advisor, Girls Advisor, Learning and Support Teachers, Support Teacher for Aboriginal Students, EALD/ESL Teachers, Year Advisors and Anti-Racism Contact Officers who respond to the broad range of issues students may experience.
- The Knowledge Equals Youth Success (KEYS) program is a whole school wellbeing program embedded in the school timetable for students across all years. KEYS focuses on a broad range of themes and awareness raising discussions, such as International Women's Day, Respectful Relationships, Reconciliation Week, Harmony Day, Inclusive Practices, Cyberbullying, RUOK, Study Strategies and Mental Wellness.
- Homeroom Teachers recently took students through our '3Rs' of Respect, Responsibility and Relationships. As part of this process, students had the opportunity to set 3R goals, including developing target areas in consultation with peers and teachers. Student Behaviour Management information to assist conversations at home on the 3Rs has been sent to Parents/Carers. More broadly, Homeroom provides a support and wellbeing structure, such as Mapping Monday, Wellbeing Wednesday and Fun Friday. It also provides another opportunity for the consolidation of learning of KEYS topics in a caring environment.

**Teachers play a key role in
providing learning experiences
and opportunities that develop and
enhance the wellbeing of young
people.**

Continued

- Delivery of targeted year group activities and presentations that are responsive to emerging issues. For example, Year 7 and 8 students participated in Barnardos training focussing on cybersafety and anti-bullying, as well as identifying features of bystander and upstander action. It was amazing to read the range of student ideas and suggestions about how to support others and, in turn, develop their own self-efficacy for a myriad of situations. More information can be located at:
 - o <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying> and
 - o <https://bullyingnoway.gov.au>

Dulwich High School Visual Arts and Design is committed to fostering respectful relationships and inclusive practices within the school curriculum. The work that teachers do each day in promoting student wellbeing and connectedness to school is highly valued.

The initiatives mentioned above represent a snapshot of the range of initiatives and support mechanisms that are available to students at Dulwich High School Visual Arts and Design.

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

Technology

DHSVAD has been recognised amongst one of 10 schools as a Technology for learning all star. We continue to look for new ways to use technology tools to engage learners, develop creative thinking and problem solving skills.

Research is now highlighting the ability to think creatively as the number one skill valued by future employers. We are committed as a 21st century learning environment to foster these sort after skills.

Dulwich High School of Visual Arts and Design



Learn more

Put your design skills to the test with the challenge in T4L Kids magazine

Sydney metro

3D modelling for design

Dulwich Hill High School of Visual Arts and Design students are preparing for careers in creative industries or STEM fields by using modelling and design tools from Stage 4. Younger students use entry-level modelling tools such as SketchUp to prototype and design and in later years, Design and Technology students use the more complex but industry standard software Fusion 360 to design. Senior years have also been working on developing their photography, digital media and cartooning and animation skills. Congratulations Dulwich High School for pushing the boundaries with your design pursuits - we look forward to watching your careers bloom!

Bring to school kit



A working & fully charged laptop



A set of headphones



Pens, pencils & a ruler

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>

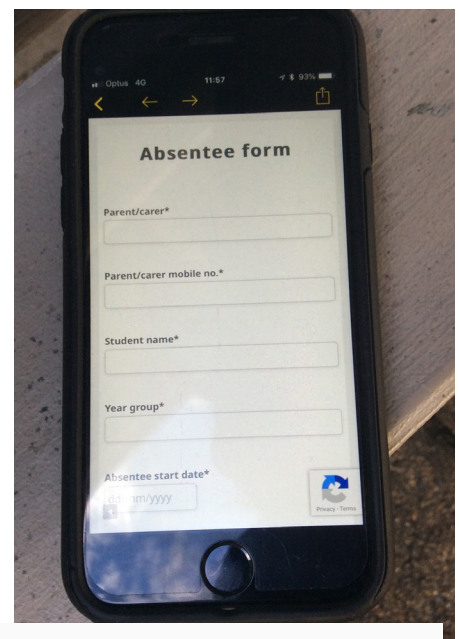
Contact Details

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



Wellbeing

RUOK Awareness Raising activities on Thursday 10 September

It's been a challenging year for everyone and circumstances have made it even more important for us all to support those around us. At DHSVAD we acknowledged RUOK Day? 2020 with a SRC and Student Leadership team lunch time activity that promoted the day and allowed our student leaders to connect with their peers, start conversations about wellbeing and hand out a wallet sized Wellbeing Zine that contained contact information for eleven organisations that provide a point of contact for young people in need of advice and assistance.

Check out the photos on the school's Instagram page or read about it in the Sydney Morning Herald.

<https://www.smh.com.au/national/nsw/positivity-with-purpose-students-take-the-lead-on-mental-health-and-wellbeing-20200912-p55uxj.html>

Looking after our own wellbeing and being sensitive to the wellbeing of others is essential to the creation of a positive, caring, supportive community.

Thanks to our amazing student leaders and their mentors teachers – Jasmine Peters and Claudia Tessadri.

Emily O'Connell
HT - Wellbeing



Wellbeing

In Week 5, all students in Year 7 and 8 engaged in a collaborative series of Cyber Safety Seminars with the service provider Barnardo's and DHSVAD staff. The first component of the week-long Seminars, addressed Cyber Safety and Australian Laws in reference to posting to online social media platforms. The second session involved student participation with identifying what it is to be an "Upstander" and a "Bystander" in real life and online. After Barnardo's delivered the legislation related to online bullying, students were able to bring this back to the classroom to make a series of posters that represented their ideas about what it is to be an "Upstander" and "Bystander". Each class produced a series of posters that will be displayed on Diversity Day.



All years have been involved in the investigation of our School Values of the 3 R's – Respect, Responsibility and Relationships. In both Homeroom and KEYs, students have engaged with learning about the Student Welfare and Behaviour Management Policy that explains DHSVAD's School Values. The students have accessed their Student Portal to create a SMART Goal in the "About Me" tab that addresses one of the values of respect, responsibility and relationships. Students learnt how to write a Smart Goal and then applied this to a School Value. A SMART Goal is one that is specific, measurable, attainable, relevant and timely. An example of a SMART Goal is:

RESPECT – "In every lesson, I will do my best to learn so I can reach my full potential as a student at Dulwich High School of Visual Arts and Design, by the end of the year."

SMART GOALS
S – Specific
M – Measurable
A – Attainable
R – Relevant
T – Time frame

MUSIC ENSEMBLES

TERM 4, 2020

VOCAL WORKSHOP TUESDAY 7:30AM

Learn correct vocal technique.
Learn better practice routines.
Small group workshops.
Studio recording skills.

YEAR 9-12 ENSEMBLE THURSDAY 7:30AM

Learn arrangement, composition and improvisation skills.
Strings, percussion and rhythm section.
Wind instrument players provided with alternate instruments.

Learn ensemble skills and rhythm foundations.
Strings, percussion and rhythm section.
Wind instrument players provided with alternate instruments.

YEAR 7-8 ENSEMBLE FRIDAY 7:30AM

Wellbeing

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RESPECT – In every lesson, I will do my best to learn so I can reach my full potential as a student at Dulwich High School of Visual Arts and Design, by the end of the year.

SMART GOALS

S – Specific- Do my best as a student

M – Measurable - In every lesson

A – Attainable - Reach my full potential

R – Relevant- As a student at DHSVAD

Music Faculty

2020 has been a challenging year for Year 12 Music. COVID disruptions have meant changes to how the HSC examinations work, cancellation of excursions and the need for new ideas of what learning in the classroom looks like. Year 12 were able to circumnavigate obstacles through technology to engage with remote and digital learning.

Composition students were lucky to work with composer Jim Coyle through zoom workshop on their composition major projects. The feedback they recieved was invaluable. It was also the perfect opportunity for music teachers to get some professional development around what explempar HSC works look like.

Classroom restrictions prevent multiple vocalist and wind players performing together, but with the use of the recording studio, Year 12 have found a creative solution to making music together!

Congratulations Year 12 on their recent completion of the practical examinations. All that is left if the final written examination. The culmination of hard work and resilience is something to be proud of! Special congratulations to Audrey Ormella who successfully auditioned for the Sydney University Conservatorium of Music and was offered an early round offer for the Bachelor of Music Composition course.



**The Music Faculty wishes
the best of luck to all
Year 12 students and
their future musical
endeavours!**

My Experiences and Inclusion Dmitrii Tcyganov Year 9

The experiences of a person coming to a new country with a different culture and language are very interesting, and today I am willing to share mine.

My name is Dmitrii Tcyganov, I am in Year 9. I was born and raised in Saint Petersburg, which is the second largest city in Russia, and many say that it's the most beautiful in the world because of its architecture.

I lived there for 9 years and moved to Australia in 2015, not knowing much English. Australia was physically and mentally a whole new world, and since then I've gathered so many experiences, I will talk about them in categories: the language, the culture, the people and inclusion

Just like Dulwich High specialises in visual arts and design, the school that I attended in Russia, with a quite boring name of "534", had a specialty in English, which enabled me to converse on a very basic level. Although talking to other people was hard at first, I learned English at a very fast rate, and after a year, I could properly speak.

The first thing I noticed about culture when I moved to Australia is that there isn't one single culture, but rather an abundance of different cultures and beliefs mixed together to make a very diverse community. That was very different from my experiences in Russia, where there is one major religion, The Russian Orthodox Church and culture

Just like the culture and language, the people are different too. In Australia, people tend to be nicer right off the bat, whereas in Russia, most of the time, people are going to be cold towards you if they don't know you personally. For this reason, my inclusion into the culture of Dulwich High School of Visual Arts and Design has been a streamlined experience



What We Love About South Korean Culture

My name is Rachel Kang, and my name is Hannah Kang. We are from year 9D and we're both Korean. Hannah was born in Seoul in South Korea and I was born in Sydney, both of my parents were born in Korea and I spent some of my early childhood in Korea. This influenced me to be more comfortable with the Korean culture. Hannah lived in Seoul and I lived in Busan in Korea, and the main difference of these two major cities is that Busan is near the ocean and Seoul is more of a modernised city.

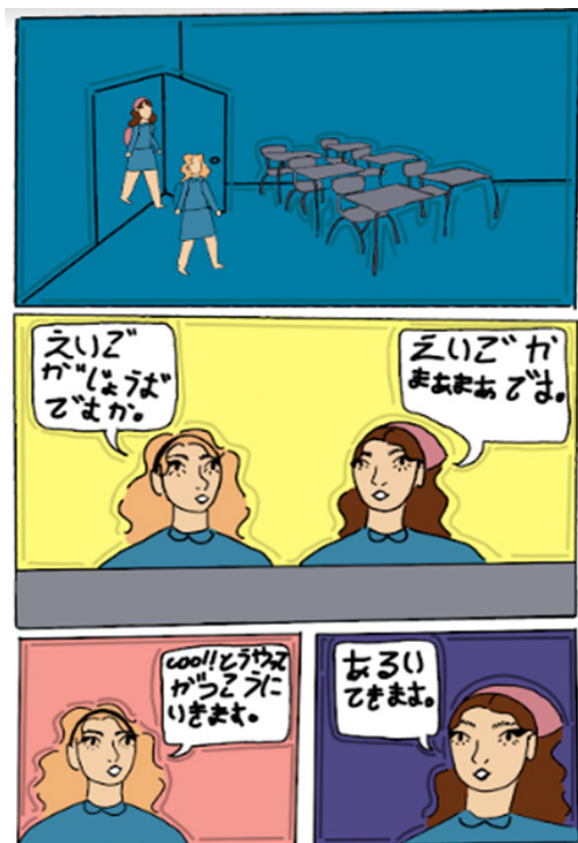
As these two cities are two of the most famous cities in South Korea, both have many famous sites that have their own unique features. In Busan, a site called Haeundae is very popular because of the beautiful view of the beach. Also in Haeundae, there are many spas which have beautiful views. In Seoul, Gyeongbokgung attracts many people because Gyeongbokgung was a palace which served as the main palace until 1592.

There are many kinds of traditional desserts in Korea and here's one of them called Bungeoppang. It's a fish shaped bread with a sweet red bean. It's one of the very popular traditional desserts in Korea because little children like sweet desserts and also it's more popular when the weather is cold because it's warm. It's DELICIOUS!



Japanese

Year 8 students have produced Manga Assessment Task in Term 2. They have learnt expressions and words related to the topic Education and were asked to use the dialogue of their manga characters to demonstrate the use of the expressions and vocabulary they have learnt in class. Students demonstrated their creativity and artistic skills through this manga.



By Maple Walker (8A)

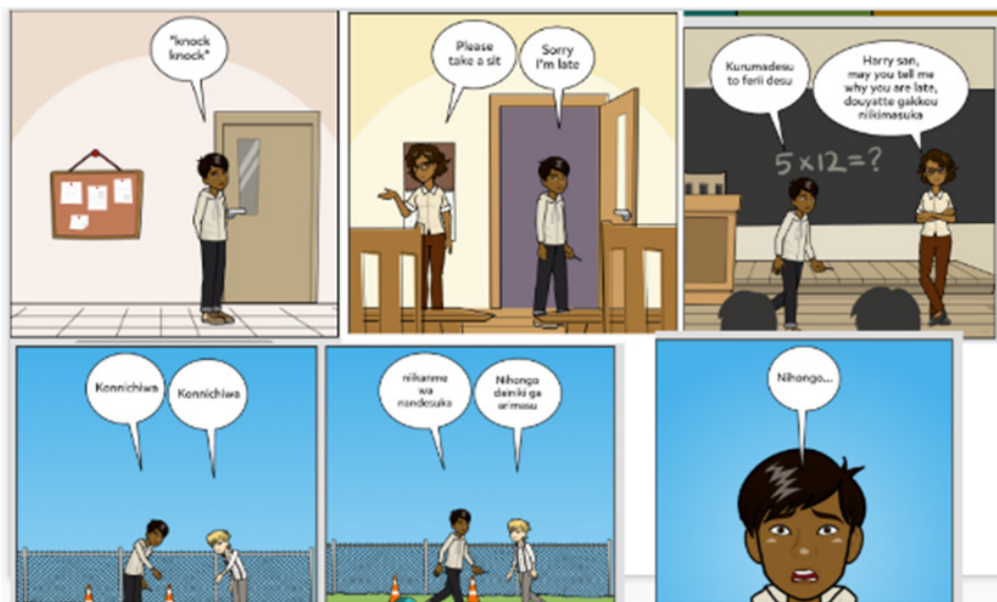


by Chisca Sagnier (8A)



By Ivy Stokes (8A)

In Term 3, Year 8 students are learning new vocabulary and expressions within the topic of Neighbourhood. Students are actively engaging with learning and memorising various Japanese verbs and objects. Students are able to construct sentences with place, object and a verb. For the upcoming assessment task, students will be producing a Japanese language-video that introduces and describes the suburb that they live in including Japanese audio and text with appropriate visuals to present the key features of their suburb.



By Harry Nguyen (80)

Year 9 students this term examined the cultural differences between Australia and Japan when ordering food at a restaurant. Students constructed their own bilingual menus, and in small groups, performed a short role play in which they had to act out a typical scene at a restaurant. Students discussed the necessary information that would need to be communicated when ordering food.



Opal Angus in 80 peer teaching

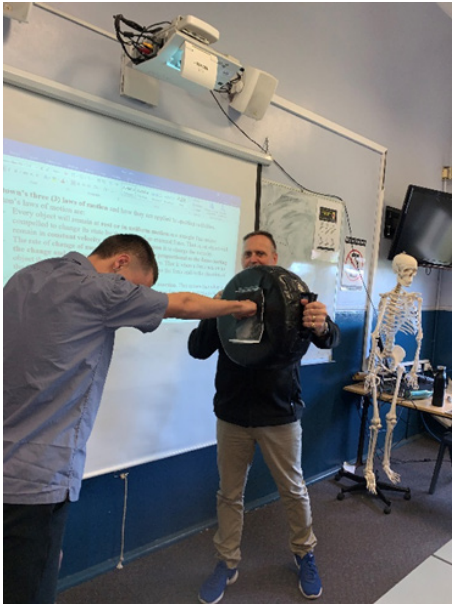


PDHPE

Year 11 Preliminary HSC PDHPE Students

How do biomechanical principles influence movement?

Year 11 PDHPE Students continued with the Body in Motion practical workshop, investigating force and how the body applies and absorbs force and applying force to an object. Students were invited to use a punching bag to demonstrate how Newton's Third Law of Motion works. Students had to explain the concept that for every action there is an equal and opposite reaction.



Year 11 PDHPE students apply principles of balance and stability to enhance performance through participation in practical workshops



PDHPE cont.

Year 10 and Year 11 Students Complete Senior First Aid Course

35 Year 10 and Year 11 students participated in a comprehensive Senior First Aid Course this semester. The course teaches students the skills to perform cardiopulmonary resuscitation techniques. The new Provide First Aid course includes two additional courses, which are Provide CPR – Cardiopulmonary Resuscitation – HLTAID001 and Basic Life Support HLTAID002. Certifications for the new Provide First Aid Course is valid for 3 years however, every student must complete Provide CPR HLTAID001 to stay current.



DHSVAD Champion Volleyball Coach-Ms King

DHSVAD volleyball players continue to impress at after school training. The sport continues its increase in popularity with many students training after school and at lunch times preparing for their first competition match against Tempe High School.



Diversity & Wear it Purple Day



Diversity and Wear it Purple Day had all the colour and vibrancy that DHSVAD is known for on show. It reflected our values of diversity, inclusion and tolerance. On the day students shared their cultural backgrounds, traditions and experiences.



In front of a parochial student dominated crowd, Year 12 students were treated to the chance to dominate their teachers in a volleyball match on Graham Green. The teachers inspired by their captain Ms King went on to beat the students by a score of two sets to one.

Drama

As we come to the end of the end of the HSC year for our Year 12 students, we'd like to extend an enormous congratulations to all of our hard-working HSC Drama students.

A particular congratulations have to be extended to Archie Kavanagh Sharman, Maud Mitchell and Sonnet Cure who were all nominated for the HSC showcase next year. A huge honour and a testament to their hard work.

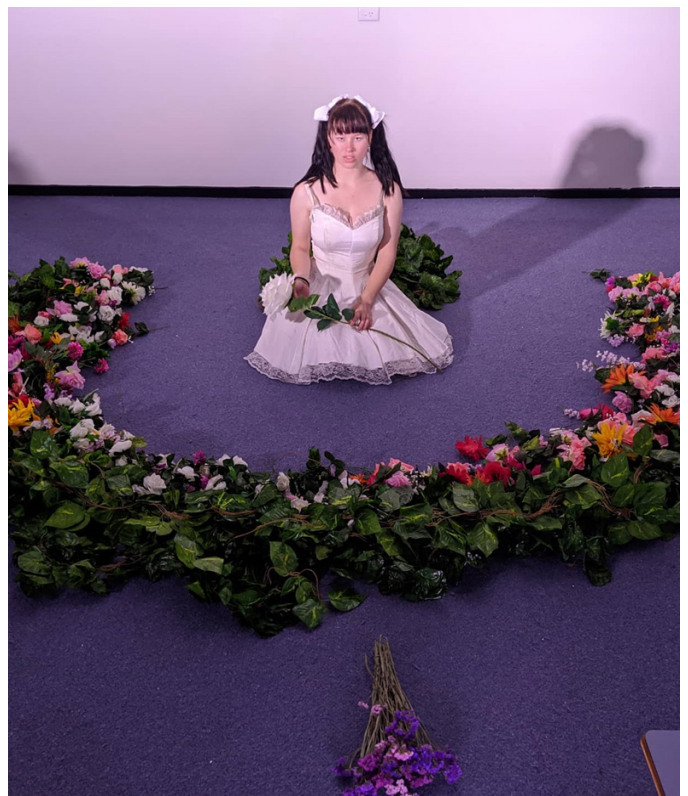


Pictured

Archie Kavanagh Sharman - The Cripple of Irishman

Sonnet Cure - Every Brilliant Thing

Maud Mitchell - The Fairytale Experience



Year 11 Drama

Our Year 11's set a new standard for American Drama performances with their rehearsed scenes from Tennessee Williams "A Streetcar Named Desire." They are embracing learning new skills and understanding of the dramatic arts.

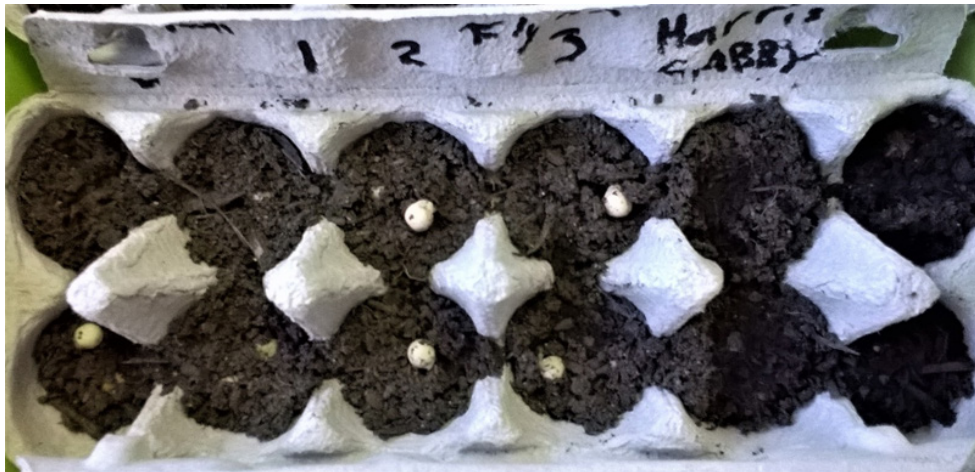


Science

In Year 7 Science, we've been learning about separating mixtures. We learned about different techniques to separate certain types of mixtures. One of them is called centrifuging. Centrifuging is a separation technique to separate substances according to the differences in density. It works by spinning a suspension and the particles that are suspended become forced to the side and the bottom of the chamber. We found out that that centrifuging is found commonly in our lives, we use centrifuging to separate blood and we also use it while washing our clothes. During class, we became human centrifuges like bushrangers when they swing 'billy tea'! We steadily spun our arms while holding cups that had water and flour (acting as our tea leaves) inside it. We spun it so fast that the liquid didn't spill when the cup was upside down, and the flour sunk to the bottom like tea leaves would when swinging billy tea.



This term we also celebrated National Science Week. The theme was Deep Blue and Year 7 took part in a Deep Blue Escape Room on Stile where we were presented with a scenario placed under the cold waters of Antarctica! Within 45 minutes we had to complete a set of 10 challenging questions in order to help go back to the ocean's surface. We went in groups of 4-5 and together we collaborated and applied our scientific knowledge about the ocean to answer the 10 challenging questions. The questions explored topics like the deep-sea food webs, history of ocean



exploration and even ocean acidification!

My favourite activity this term was the escape room, as this activity helped me improve my teamwork and my collaborative efforts and at the same time, I discovered new things about our ocean.

By Riana Shimamunne, 7SA (Miss Bakar)

This term in Year 8 Science, students investigated whether scarification will improve seed germination. Scarification is a process of weakening the seed coat so that moisture can enter the seed. Some of the scarification techniques tested were soaking seeds in different concentrations of a mild acid, using sandpaper to scratch the seed coat, pre-soaking the seeds in water for different lengths of time and puncturing the seed with a needle.

Some seeds beginning to emerge above the soil as they germinate (control seeds that were not scarified are on the four left tubs)

Science

Year 11 Biology

An excursion to the Field Of Mars which was located at the Buffalo Creek Reserve, East Ryde. The students worked on their assessment task on Ecosystem Dynamics and engaged in hands on field work to collect data for their depth study as well as finding lots of interesting invertebrates and bandicoot snout pokes along the way.



Year 11 Physics studied Waves and Thermodynamics this semester. They measured the speed of sound by producing a “standing wave” in a pipe. Students played a frequency of sound over the pipe while they raised and lowered it into a bucket of water to determine the wavelength associated with each frequency. Their final calculation was within 1% error of the true value. Well done Year 11!

L to R: Jose, Solomon, Daniel and Takoda measure the wavelength for sound to determine it's speed.

Year 12 Biology

To help students really understand the structure and function of the eye we carried out a dissection of a cow's eye. The most interesting part of all was extracting the lens which is a transparent and flexible structure that refracts light to focus images on the retina. Students held the lens above some newspaper print and saw how it magnified the letters in the same way our human eye does.

On behalf of the Science Faculty, we would like to wish all the Year 12 Biology, Chemistry, Earth and Environment and Physics students the best of luck in their HSC exams.

Warmest regards

Head Teacher Science G.Kapeliotis and the Science Faculty



Support Unit

Students in the Support Unit have been engaged in the production of sensory tools that help support the development of self-regulation skills through play-based learning. In the TAS subject of Timber, the students were supported in making Japanese Balancing Blocks called Tumi-isi. The wooden blocks were shaped and then sanded by the students. The Tumi-isi blocks provide an interactive and visual way for students to gain a sense of balance through kinaesthetic learning. Through the use of sensory tools as a learning intervention, the students are then able to regulate their behaviours and perform daily activities and class tasks. These tools help students in the Support Unit participate, collaborate and build communication skills.

An integral part of the Support Unit Curriculum is Community Access whereby our students are able to enter into the surrounding environment and engage with a range of activities such as travel training, purchasing items and visiting important places they will need to access when they leave school. This has been a very difficult time for our students as we are unable to conduct these important life skill lessons. To address this, we take our Community Access lessons outside and use sensory tools to establish communication, collaboration and socialisation skills for our students that will help shape them into life-long learners. The Support Unit would also like to thank Senior Psychologist, Craig Austin, for donating a Sensory Oasis Pack to our students so that they have further access to evidence-based tools to support their learning.



Student Representative Council

Leaders productive amid a challenging year!

The SRC started this year with clear vision and focus – we wanted to continue to promote art around the school and to deliver more Fun Day Friday events. We had plans in place to hold a cinema night at school and a sustainability art project during lunch that would lead to an exhibition. But alas! The global pandemic had other plans for us! Our year has still been productive, and thanks to funds raised during lunch time cake stalls, a mufti day, and generous donations from the P&C, we managed to pay for three more artists to work on the walls around our school. The feedback we have received has been overwhelmingly positive and we are happy to have been part of improving the aesthetics of the school using artists that are prominent in our community.

It is the time of year that we send off our Prefects and Captains who have been wonderful leaders and role models for the rest of the group. They have run the SRC meetings and have been instrumental to the organisation of all our events and represented the school with pride. Special mention to our Captains, Audrey Ormella and Christian Chorbajian, who have both led by example, always ready to assist, prepared with ideas and supportive of the ongoing issues and needs arising within the broader school community. They have represented student perspective with enthusiasm, passion and diligence. We thank you for all your efforts, and we wish you all the very best for your futures.

No doubt the SRC will come back bigger and better next year!

Claudia Tessadri

Prefect Co-ordinator



We will also have a changing of the guard with Miss Peters and myself both coming to the end of our terms as SRC and Prefect Coordinator. It has been awesome working with Miss Peters who has helped develop technology presentation skills and creativity into the team. As for the year ahead, we welcomed a large group of Year 7s into the team and now have a new Prefect body. The year ahead will no doubt be full of energetic efforts to support our students and to foster school community spirit.

Some of our students' thoughts of the year:

"Initially, our plans for 2020 involved community-based activities and improving sustainability at the school.

Unfortunately, COVID-19 disallowed us from achieving these goals, however, we were able to instead focus on increasing the presence of art in the school and

have successfully overseen the creation of three murals. The pervading sense at community that has come

from sticking together has definitely been a positive!" - Audrey Ormella

"This year, the SRC managed to continue practices we initiated from last year, despite the restrictions." - Tenzin Tsultrim

"Looking forward to more murals, school wide events, raising money for the school and developing workshops" – Pablo Robert-

"2020's leadership group fulfilled the goals of increasing representation of art culture and we were more effective in communicating due to roll call." Sonnet Cure

Year 7 Report

Tuesday afternoon Sport with some Year 7 and Year 8 students is spent in the main quad playing volley ball and handball. Student's participation is excellent with lots of fun and competition. The weather has been great the last few weeks so students have also been enjoying the sunshine and extra vitamin D. Overall, it's a positive and active outdoor enjoyment for all.

Ms Koula Iordanidis

Year 7 Advisor/Science teacher



Year 8 Report

As a University student I engaged with a juggling and fire twirling club. It was a lot of fun and I met many new people. Personally, I found this experience to be very engaging and it was hard to put my finger on why for a long time. I'm now starting to believe, after doing the reading, it had to do with concentration and cross-pathway brain stimulation and coordination.

As a Year Advisor, I decided to start a school juggling club this term. It runs every Wednesday Recess near the flagpoles at the front of the school. I have taught students from all year groups, including Year 8, the fundamentals of juggling. While the ultimate goal is getting 3 balls in the air, students often find themselves developing the basic motor skills required to throw a ball hand-to-hand.

The concentration of some of my regular attendees is inspiring to watch. I love imagining the brain pathways forming while watching their grimacing concentration faces. But most importantly though, the determination displayed in the sheer amount of times the balls get picked up from the ground, over and over again. Character development 101.

I encourage more Year 8 students to come and try the juggling club. It's a bit of fun. It's character building. It's brain-changing!

Mr N. O'Donnell
Year 8 Advisor

Mr O'Donnell, Wategos Beach, Byron Bay circa 2008



Year 8 Report cont.



Year 9 Report

What a term it has been! I am so very proud of Year 9's tenacity and flexibility with the return to school post COVID.

With the weather warming up and more people adventuring outside, I would like to take this opportunity to remind students to social distance when in public. This includes on public transport and walking through the streets. Please talk to your child(ren) about respecting members of the public during this time.

Teachers are super excited about the upcoming parent-teacher phone/ Zoom interviews. Please contact the school if you need help with making an appointment.

Reminder: Term 4, Week 3 Year 9 Leadership Days

As part of the Peer Support Mentoring Program, all Year 9 students are invited to attend two leadership days; one training day at school and one fun day out at Nepean Adventure Centre. Your child will learn and demonstrate leadership capabilities and participate in exciting outdoor activities. During the first day of the leadership incursion at school, your child will partake in a range of interactive activities designed to empower young people and please refer to the attached pamphlet to see the possible activities at the Nepean Adventure Centre.

Please return permission notes and make payment no later than Week 2 next term.

To wrap up, here are some photos I have taken of Year 9 students around the school (I am collecting them for their Year 12 Graduation). In just three years time, your child will be graduating Year 12!

I am available to chat about any issues anytime. You can find me in the HSIE Department. Hope you're all well and taking good care of yourself and each other! ☺

Ms L Stojanoska



“I am so very proud of Year 9's tenacity and flexibility with the return to school post COVID.”

Year 12 Report

The Year 12 cohort have been on a unique journey throughout this year, and soon it will be at an end. The global pandemic has been an unwelcome and distracting factor that has forced students to be resilient, adaptable and resolute in approaching their educational and personal goals. With this in mind, I would like to acknowledge and congratulate this incredible year group on their persistence and strength of character.

I know that it hasn't been easy, but I'm also certain that as long as you continue to take care of yourselves and one another, you will be able to see it through and achieve far beyond all expectations. Our entire school community is cheering for you!

The schools major work exhibitions have highlighted the incredible talent in our student cohort, especially in the areas of Visual Arts and Design. I was absolutely blown away what I saw.

Congratulations to the students who have received early offers to a wide range of fantastic tertiary courses, as well as the many students who have organised traineeships, apprenticeships and employment in preparation for post-school life. I would like to acknowledge the critical role of Ms King and thank her for facilitating this complex process of transitioning from school. Make the most of these opportunities, Year 12. Your teachers and I are excited to see where these diverse pathways take you in life – please keep us updated.

On a personal note, I'd like to wish the entire graduating class of 2020 the best of luck in all of their future endeavours. It has been an honour and a pleasure to be involved with the educational and personal milestones of such an amazing group of students over



Year 7 Project Based Learning

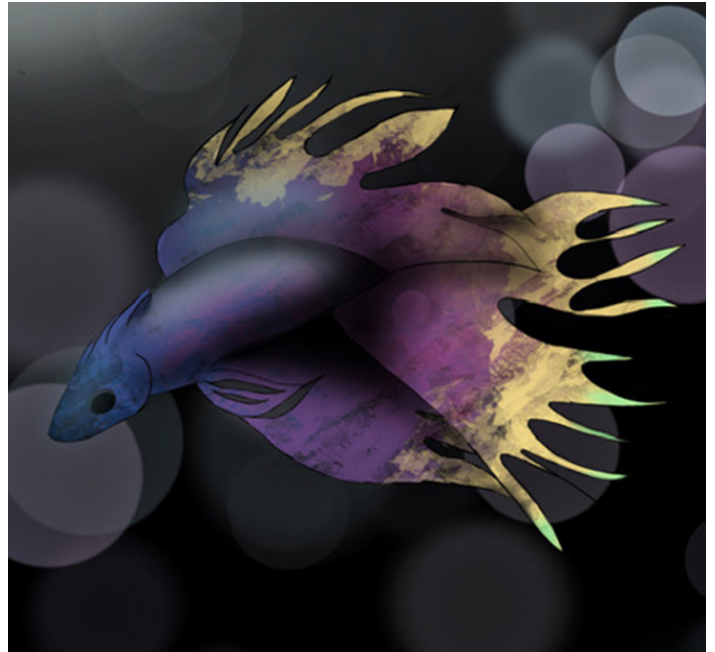
PROJECT BASED LEARNING 2020: LIGHT

2-22 JULY 2020

SEAVIEW GALLERY

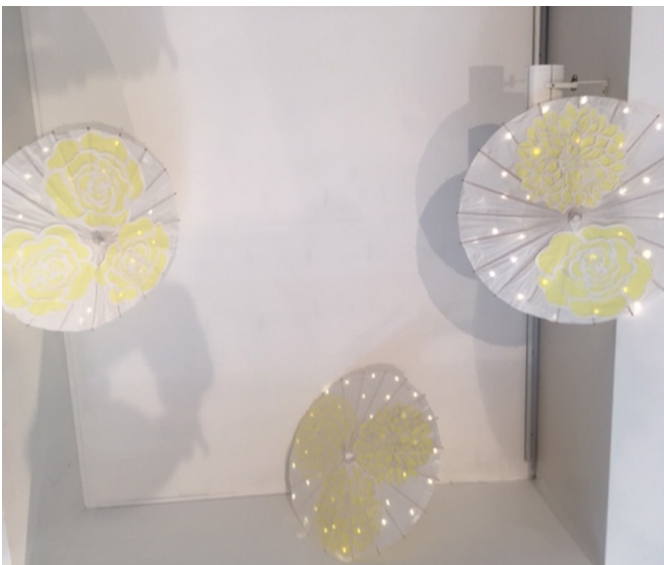
What is PBL?

Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.



The driving question for PBL semester one was: How can we explore patterns in our environment to create light sculptures for the Winter Gala?

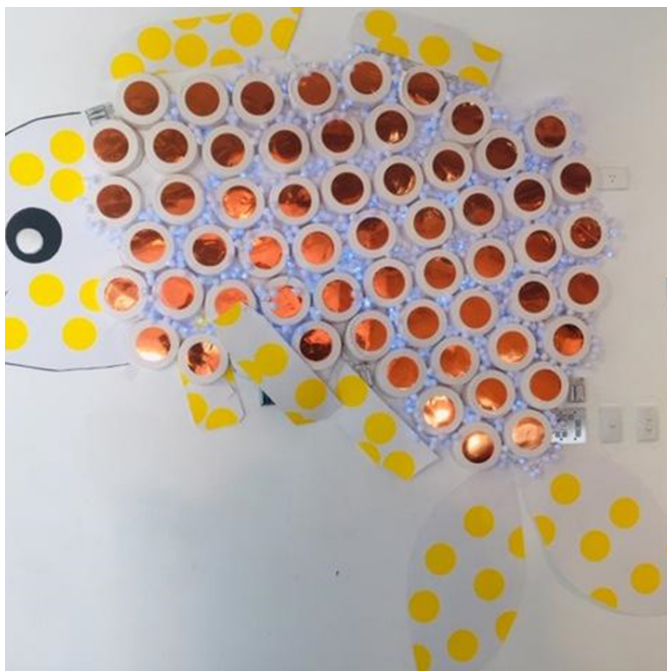
Year 7 Project Based Learning students studied Patterns in the Environment and worked collaboratively to translate their ideas and prototypes into creative and spectacular Light Installations. Students documented their ideas, research and processes in an online folio. Their work was exhibited in Seaview Gallery, 2-22 July 2020. The gallery was transformed into a magical space. This whimsical presentation of these projects was curated by our highly creative and passionate gallery assistant, Amanda Newing.



In the past, the work would have been shown at our annual Winter Gala event. Unfortunately, Seaview Gallery was not opened for the community due to COVID-19 safety measures. Students and staff were able to see the work only. Finally, a massive thanks to our dedicated team of Project Based Learning teachers: Jasmine Peters, Chloe Chevell Ed Davis, Bec O'Callaghan and Jennifer Veal. Your dedication and ability to guide and model collaboration, creativity and critical thinking can be seen in these installations.

Ms Katy Lumkin

Project Based Learning Leader 2020



**Driving question:
how can we explore
patterns in our
environment to create
light sculptures**

Careers News

Yr 12 Time to spread those wings

This year's Yr 12 have been one of the most incredible Yr 12's ever! Having dealt with very unusual circumstances, they have all shown such great resilience to keep on going.. Now as crunch time approaches, here are the most important things for all Yr 12's to remember.

1. Student's need to make sure they change their email contact details on Student's Online from their school email to their personal email, so they can receive their HSC after graduating.
2. Applications to UAC (University Admission Centre) early bird deadline is midnight September 30th. After this date, the application fee jumps from \$70 to \$200. Now that's a great incentive to get in by the deadline.
3. SRS (School's Recommendation Scheme) close at midnight on September 30. All students interested in applying for university should also apply for this scheme.
4. EAS (Educational Access Scheme) For students to receive notification of eligibility for EAS they must have their EAS application lodged including documents by 20 November.
5. HSC results will be released at 6am on Friday 18 December, ATARs will be released at 9am on Friday 18 December – the same day as HSC results – once again giving students time to finalise their preferences for December Round 2 on Wednesday 23 December.
6. The most important offer rounds for Year 12 students are:

December Round 2 – Wednesday 23 December

January Round 1 – Friday 8 January 2021.

Not all courses will be offered in December Round 2, and applicants should check UAC's website for details of excluded courses before they finalise their course preferences. Please note, the Australian National University (ANU) will not be participating in December Round 2.

Students whose results are not available in time for December Round 2 can be assured that they will not be disadvantaged – universities will still have places available to make offers to all courses in January Round 1.

Coming up...

Term 4 – Wk 1. October 15 and 16 and Wk 7. November 23 and 25.

RSA/ RCG training (Responsible Service of Alcohol and Responsible Conduct of Gambling)

These training courses are available to any student who is 16+ but the October dates are aimed at Yr 10 and 11 students as Yr 12 students start their HSC the following week. So Yr 12 course dates are in November after their exams.

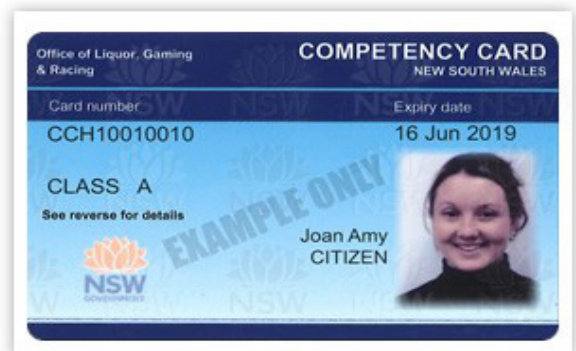
The qualification lasts 5 years and is \$35 to renew.

Cost of the course is \$125 per student for both courses.

Having this qualification is great for assisting students once they turn 18 to work in a licensed venue as a part time job while studying.

Work Experience for Yr 10

It seems that COVID has made our Work Experience program incredibly frustrating this year. A large portion of the workplaces that assist in taking our students for this program, are under very different working conditions. Many are working from home and others are not taking visitors on site, which has affected student placement. We are still encouraging students to keep exploring and asking (after all a few knock backs in life is character building). If you have a business or know of any businesses that are happy to host our students can you let me know (Ms King in Careers), so we can do our best to match students to suitable work places. We always appreciate our Dulwich community getting behind our students and assisting them with this incredibly beneficial program.



Our Careers Advisor has put together detailed information regarding university enrolment, scholarship and Tafe;
[Click here](#) to access the information.

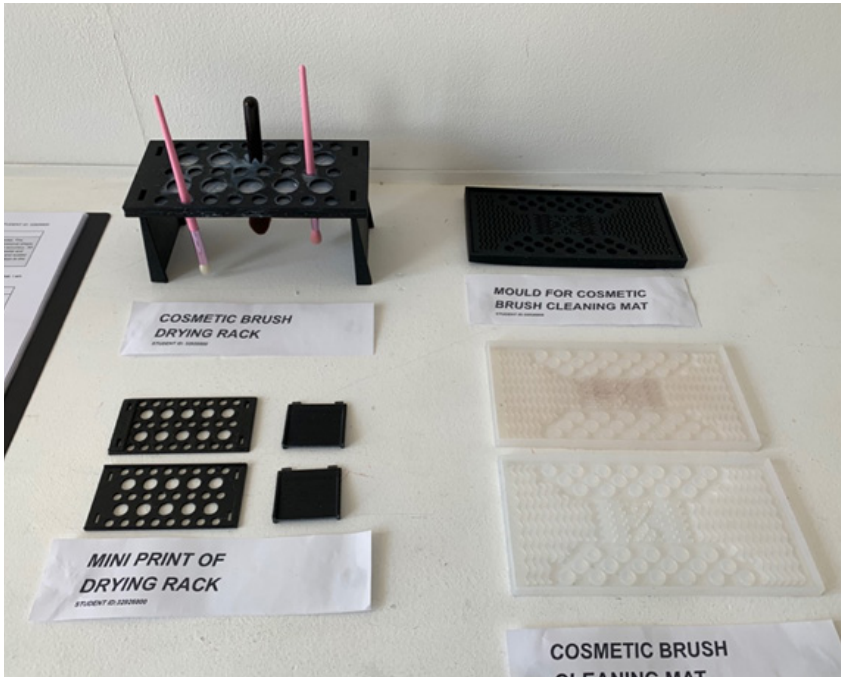
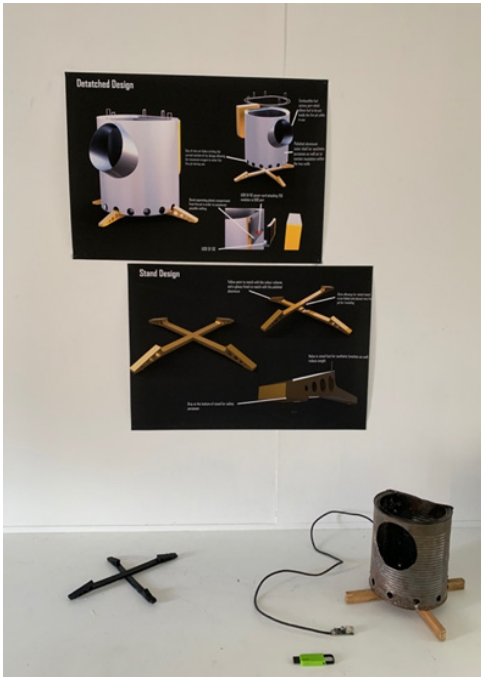
Technology & Applied Studies

The TAS Faculty is so excited to see practical projects coming to fruition. We have had projects completed in Technology Mandatory, Textiles & Design, Design & Technology, and Industrial Timber Technology. Congratulations to students who have shown determination and perseverance to complete practical work across all years at Dulwich High School of Visual Arts & Design.

Year 12 Major Works

Congratulations to Year 12 for completing and submitting major projects in Term 3. It has been exciting to see projects come to completion in Industrial Timber Technology and Design & Technology.





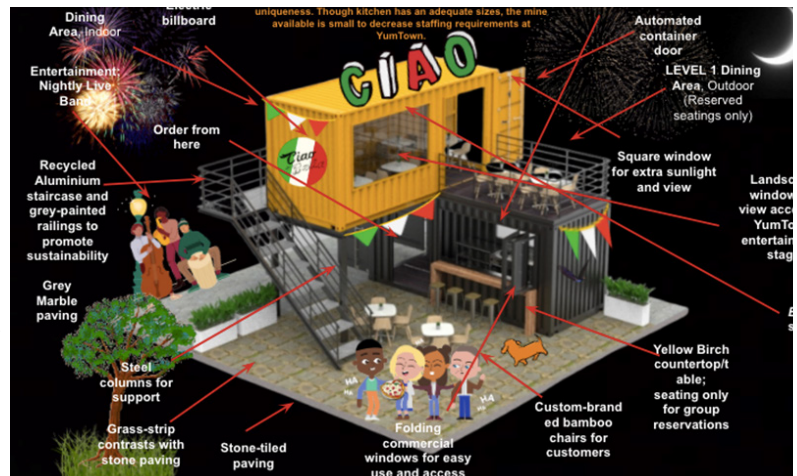
Year 9 Textiles & Design

Students in Year 9 have learnt about one of the most important skills in Textiles: patience. Throughout the year they have been learning about Elements and Principles of design and focussing on composition and colour to produce a quilt for their home. The class has supported each other along the way, and all enjoyed a tea party to celebrate the completion of their projects.



TAS Continued ...

Year 10 Food Technology students recently completed their assessment task for the unit Food Service and Catering. Students were required to plan their own pop up restaurant or food truck design and then create a food truck dish in their practical lesson. Student's came up with creative recipes from tacos, to burgers and stir fry noodles. Students also outlined how they would run their own pop up restaurant or food truck and the safety requirements when handling food. Overall students worked hard and demonstrated culinary skills, creative thinking and collaboration working as a team. Well done to both 10 Food Technology classes! Ms Handran-Smith and Ms Chevell



Math Faculty

Year 12s have shown resilience and optimism towards their studies in Mathematics. The teachers are proud and would like to wish them good luck for the HSC examinations.



P&C NEWSLETTER

Whilst we have not been able to be active in the school we have still managed to support some great initiatives

TERM 3
2020

P&C MEETINGS

Zoom Meetings 6:30-8:30pm

TERM 4 MEETINGS: ZOOM P&C

Wed 21st October
(AGM) followed by
regular meeting

ZOOM P&C (unless
otherwise noted)
Wed 18th November



Since its inception at DHSVAD this year, students have really jumped at the chance to participate in the Volleyball Coaching clinics that are being run by careers advisor Ms King. Over 60 students from all years have been participating and forging great connections as well as showing a great love of the sport. To be able to include all the interested students, have become part of the coaching team, and have a dream to play at state level.

To support this great initiative, new equipment including new nets, balls, scoreboards, and various training equipment was requested so students are playing with professional quality. The P&C granted the request of **\$3,245.96**

Thanks to Ms King and the senior students for bringing this opportunity to the students. We look forward to seeing this grow and will continue to support some new equipment to cope with the demand and interest.



At our 2nd meeting of the year before the lockdown, the P&C supported some students requests for funding support.

The students had identified that they would like to see more quality ART around the school and outlined locations where the art could be prominent and have an impact, after updating the murals on the interior and exterior of the bathrooms, this large wall was the next area. The P&C is thrilled with the quality of these murals as are the students and staff at DHSVAD .

From the President...

DULWICH GRIND STUDENT CAFE

Earlier in the year, the P&C supported the Funds request for a commercial quality dishwasher, allowing our hospitality students to have access to the industry standard equipment in our student run cafe.

To further make the space functional, the P&C is supporting some additional shelving and building work to be able to fit the dishwasher under the stainless steel bench and create more space in the service area of the cafe. The P&C will also be assisting with some new signage and LOGOS for the cafe.



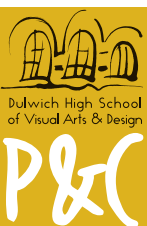
2019 Sydney Motorways \$10,000 COMMUNITY GRANT work completed

The school took advantage of the lockdown in term 2 to complete some areas of improvement around the school. This included the landscaping plans to create a series of brick retaining walls on the damp hill at the basketball court area to solve drainage issues and tier the hillside to create a sport amphitheatre for the students improving the habitability of the area. This work was completed and students are now enjoying this area which is a much more pleasant area to sit.

This would not have been possible without the support from the P&C and the grant from Sydney Motorways which is focused on delivering initiatives that provide a sustainable legacy with lasting benefits to the local economy, community or natural environment. This allowed us to contribute to this small but substantial and beneficial improvement. Thankyou you to the admin support, SAM and business manager at the school for all their work in getting the quites and builders to complete the work in these challenging times.



“This area of the school was highlighted as a small but important space that needed improvement and with the support of the P&C and their successful Sydney Motorways Grant we were able to make these improvements outside of school hours. The landscaping to the green area opposite the basketball courts and beside the active garden space has improved the amenities tremendously. The area has been tiered with treated pine for safety and habitability, and defined the slope safely to the ground level with the bricked retaining wall. The improved health and safety standards of the area has made it a pleasant and more attractive part of the school.” *Christine Humphrys DHSVAD SAM Officer.*



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

CONTACT US...

EMAIL

pandcdhsvad@gmail.com

FACEBOOK

pandcassociationDHSVAD