Initial Impressions

I am proud to be the new principal of Ashwood Secondary College. I have been welcomed into a warm and friendly school with a strong sense of community – a culture we must preserve. I have been extremely impressed with the work ethic of staff and the courtesy, manners and openness of students. I would like to compliment all members of Ashwood - parents/guardians, students and staff on your work and achievements. There is a lovely feeling when you walk into our school.

Acknowledgement

On behalf of Ashwood Secondary College, I would like to acknowledge and congratulate Anna Kukuruzovic for her contribution as Acting Principal for the last fifteen months; Anna has been instrumental in giving a sense of stability and purpose.

Whole School Assembly Experience

Symbolism, culture and ceremony are an important part of growing pride and achievement in our school. I was particularly impressed with the culture of our School Assembly program, which included the following characteristics:

• student ownership and leadership
• participation and excellence based on mutual respect
• student public speaking skills
• high expectations and standards
• celebration of student achievement
• re-affirmation of the College Vision.

The School Captains Alex Touloupis and Makenna Cheng are exemplary ambassadors and have welcomed me whole heartedly to Ashwood. It was extremely enjoyable to tour the school and have them introduce me to the senior school classes.

Setting a New Direction

Principals are only effective if they can bring the staff and community with them. In the last few weeks, I have met with every teacher and ancillary staff member individually for a formal interview. I asked staff to outline our innate strengths and challenged them to name where we could make real improvement. Staff were honest and thorough. I have also met with parents, students and a number of principals from local primary schools. I feel I now have a much deeper sense of our school. My aim is to take these views and develop a detailed strategy of improvement – a vision and strategy which will be shared and practical.

Staffing

Staffing is the responsibility of the principal in all high performing schools. The wellbeing and performance of staff is of critical importance. As the new principal it is of importance to make public and acknowledge staff contributions as part of valuing staff and building capacity.

Ms Allison Phillips has been on leave for the first six weeks of this Term, enjoying time in Japan and England, returning to the College 22 May. I would like to thank Ms Susie Filgate for taking responsibility for Ms Phillip’s classes during this time. Ms Filgate is well known at the school and I am sure that all of her students have appreciated the seamless transition during Ms Phillips absence. Thank you also to Ms Julie Huggins for taking on board the additional responsibility for the Melba House Coordination during Ms Phillip’s absence.

Ms Joan Kelly is currently on leave for the majority of the Term, replaced by Mr Bruce Nixon. Mr Nixon is an experienced and expert teacher, and we were (Continued on page 2)
fortunate to secure his services before he begins his next placement at Scotch College. Again Mr Nixon has provided continuity and stability in the delivery of teaching and learning programs in the mathematics domain.

Mrs Sue James has been on leave for most of Semester 1 this year, and we are now pleased to congratulate her on the announcement of her retirement. Mrs James has worked with the Department since beginning as a Student in Training at Monash University. Her 43 year teaching career saw her working at Werribee High School, Chadstone High and Ashwood Secondary College (and indeed the former Ashwood High School). Mrs James has had many different teaching roles and has taught Music, Art, English, Humanities, Numeracy and Literacy. In her role as Integration Program Coordinator she clearly excelled. Mrs James bought many years of experience and expertise to this role and she is well recognised for her professional, practical and wise counsel. Her dedication and attention to detail, along with her genuine concern, empathy and understanding of others were the key foundations of her success in this role.

On behalf of the school community I would like to thank her so very much for the significant role she played in our school, and the contribution that she has made to the lives of many young people. I am sure that the whole community will join me in wishing Mrs James all the very best for a happy and healthy retirement.

Parent and Community Engagement

The Parent Forum – New Direction at Ashwood Secondary College held on the evening of Tuesday 28 April was an overwhelming success with over 50 parents in attendance on the night. Thank you to all involved. I learnt that Ashwood Secondary College is an aspirational community.

Open Morning – New Direction at Ashwood

An Open Morning – New Direction at Ashwood (for prospective students) was held on Thursday 7 May, 2015. The community interest in the new direction of our school is encouraging. Over 70 parents and students were in attendance on the day. After sharing my educational vision and philosophy for the school we toured the classrooms. It was a pleasure enabling community members discover the new Ashwood Secondary College. There are numerous positives to
promote about our school. With this, school tours (of current Grade 6 students) have been well attended and the feedback has been positive.

Absence
Although it is extremely poor timing (further to the recent eCommunication message), I have to report to the school community that I will be overseas for two and half weeks starting Monday 11 May to present a paper for the Education Department at the 17th Annual International Conference on Education, Athens, Greece. This was planned long before the opportunity to be principal at Ashwood arose and I feel it is a commitment I must honour. It was previously arranged that Anna Kukuruzovic was going to be Acting Principal for the designated period. Due to personal circumstances, Ms Kukuruzovic is now on Leave from Wednesday 6 May to Friday 5 June, 2015.

Having sought endorsement from the Region, I can confirm that Debra Gibson will be the Acting Principal for the designated period. I look forward to receiving positive news. As Principal I will be contactable during this period of Study Leave, should Debra Gibson seek advice and guidance.

I look forward to returning to Ashwood on Thursday 28 May, 2015. Thank you for your understanding in this matter.

Co-Curricular Program
Well done to all staff and students for their contribution to the school’s co-curricular program. I have noted an enormous number of incursions, excursions and lunch time activities with so much student effort and so much voluntary teacher support. These activities have included: Debating and Public Speaking, Fareshare, World War 1 Centenary Excursion to the Shrine, Acoustic Night, World Immunology Day at GTAC & the Model United Nations Assembly (MUNA) at Parliament House. Ashwood students are civic minded.

Quality School Newsletter
It is our intent to produce two quality Newsletters per term as a way of celebrating student achievement and excellence in a wide variety of endeavours.

Increasing Positive Parental Input and Engagement
At my first School Council meeting I raised the issue of establishing formal sub-committees of School Council. It is essential we develop easy ways for parents to have real input into the direction of the school. I look forward to hearing the suggestions of elected parents on School Council and will offer some ideas that have worked at other schools.

Architectural and Building Program – Stage 2
Ashwood is a ‘Sleeping Giant’. It is expected that Stage 2 of the Building program will occur towards the latter part of this year. We are currently working on plans that will make sure that Ashwood Secondary College is the Jewel of State Education in the East. This is an exciting opportunity for our school. I have informed School Council that I envisage the new building as a Senior School Centre – VCE / VCAL Centre of Excellence. Symbolically, we must position VCE and academic achievement with the end in mind. An academic school must also have an educational research and resource centre (Library) for students, staff and the community alike.

Working Bee
On the weekend after my return from Leave, I look forward to catching up and working alongside community members at our Working Bee on Sunday 31 May, 2015 at 10:00am to 12:00noon. Working Bees are an important part of Grounds Beautification and growing pride and achievement at our school.

Kind regards
Mr Brett Moore | Principal

Ashwood Secondary College eCommunication Strategy

The following email messages were sent on the following items as part of our Ashwood Secondary College eCommunication Strategy

- Introduction
- Absence
- First Impressions
- Working Bee
As previously mentioned Ms Kukuruzovic is on leave, and in her absence this report has been prepared to cover the responsibilities of both Assistant Principals.

### VCE Studies

It is pleasing to see our senior students making effective use of their study sessions and the VCE study centre. There are a number of classes being run after school and during lunchtimes, for students to receive additional assistance, support and extension in their learning. I encourage all students to make use of these opportunities when they are provided. Please remember that all students are expected to attend study sessions, particularly those during Session 1.

For the last two years Ashwood Secondary College has provided an English support class for students with non English speaking backgrounds. These classes focus on terminology, definitions, elaborations and interpretation in specific subject areas in order to help overcome the challenge associated with learning in another language. These classes are timetabled as an important component of the learning program and as such regular attendance is essential.

As you would know by now, Year 11 and 12 are characterised by frequent SACs and SATs – School Assessed Coursework and School Assessed Tasks. These are crucial elements of senior school studies; please remember that any absences from SACs or late submissions for SATs must be supported by a medical certificate. All SACs and SATs are entered on students’ schedules and can be viewed on the calendar in Compass. Should a student receive notification of a non-satisfactory completion of an Outcome/SAC, limited opportunities exist for a resit. If a student is given an opportunity for a resit, resubmission or extension it is crucial that this be completed on the dates specified. Such opportunities will only be provided if a medical certificate has been submitted.

The GAT – General Achievement Test – will be held for all students who are enrolled in a Unit 3/4 subject on Wednesday 10 June. This test is administered across the state and is an extremely important component of VCE studies. The GAT will be conducted in the hall; students are required to attend at 9:30 am.

### VCAL

VCAL students have been working tirelessly to complete a range of outcomes necessary for the completion of their certificates. In addition to academic studies in numeracy and literacy, VCAL students have been developing community projects. An exciting variety of projects have been presented to members of the Principal class and we have been impressed with the quality of planning, organisation and attention to detail in these plans. Thank you to those who have been working on the improvements to our school grounds and facilities. The forthcoming working bee has been organised and managed by a team of committed and passionate VCAL students; I hope to see many parents and students there.

### Years 7-10

No less rigorous are the studies being undertaken in Years 7-10 and as the following pages in this newsletter demonstrate there are many learning activities underway, both in and outside the classroom. Please make sure that you check Compass regularly to provide consent and/or payment for activities so that your child is able to take advantage of all that the College has to offer.

Many, but not all of the authentic learning experiences are highlighted in this newsletter, and I can assure there are more to come. Richmond Football Club representatives will be at the College to talk with our students about the importance of resilience, determination, commitment and teamwork. Mount Waverley Rotary will be at the College conducting interviews with Year 10 students to practice the potentially daunting task of applying for a job. Year 9 students have invited parents to share in the presentations of their work during Semester 1 in Inquiry. We will be hosting 30 students from Yiwu Chouzou Middle School in China early in term 3. This is an amazing cultural experience for all students involved, the Chinese students will be staying with Ashwood Secondary College families, so please consider being a part of this unique opportunity.

Camp week for all students in Year 7-10 is in the last week of this Term (week beginning June 22). Year 7 students will be staying with Ashwood Secondary College families, so please consider being a part of this unique opportunity.

Year 9 and 10 students have been given the opportunity to choose between three different camps; Tasmania, City and Gilwell Park. The Tasmanian trip takes the overnight boat before beginning a bus tour to Cradle Mountain, Port Arthur and Hobart. Stops along the way incorporate walks, guided tours and exploration before flying back to Melbourne on Friday. The City Camp provides the opportunity to explore many of the key icons of the city of Melbourne and to become familiar with what is on offer in the most liveable city in the world. Gilwell Park is a new option being offered this year, for those who enjoy the outdoors, but appreciate the luxury of a cabin and ensuite style accommodation. With a focus on collaboration and team building this option sounds very exciting. Thank you to all the staff who have worked so hard to organise these camps, and thank you to those who are giving up their time and spending a number of days away from their home and families to provide these great opportunities.
(Continued from page 4)

STUDENTS
There are a number of different ICAS academic competitions coming up over the next few months. These competitions are conducted in schools throughout Australia and Asia and provide the opportunity for students to participate in a formal test situation, be assessed against a diverse peer group and to receive valuable and detailed feedback about their skills and knowledge. I strongly encourage all students to participate in these competitions as they provide experience and feedback from a broad based cohort. Details of all these competitions are provided through Compass so make sure that you check your Newsfeed daily.

Interschool sport is a fundamental component of our co-curricular program. Congratulations to our successful Year 8 Girls softball team who won their first round competition and will compete in the Division in November this year. Please remember to check Compass regularly for your sporting events and make sure that permission/payment is completed in a timely fashion. In order to make planning arrangements for staffing and transport it is essential that the consent/payment due date is adhered to. Whilst I understand the frustration and disappointment that can result when the deadline is missed, it is important that we have these processes and deadlines in place so that we can manage the educational, organisational and financial aspects of these events.

As you will see in this newsletter we have many very talented and impressive student leaders in our College. I refer not just to those in formal leadership positions, but also to those who have recently taken on ambassador roles in assisting with Discovery Day, Open Night, Open Morning, school tours and meeting with members of the public and other schools. Congratulations and thank you to all students involved in presenting a positive, inspiring and engaging College to the wider community.

As many students would know the House Hub is an Indoor/Outdoor area in the CLC specifically for student use during recess and lunchtime. Please treat this area with respect keeping it clean and tidy and not eating/drinking in there, but use the facilities (table tennis at the moment) and check the house notice boards for information regarding events – what has happened and what is to come. The CLC is available for all students to use to complete work study or research, however please remember that food or drink are not allowed.

Thank you to the majority of students who wear their school uniform correctly and with pride.

Issues that require our constant and frequent attention include:
footwear (black leather lace up shoes)
jewellery (no jewellery – religious icons may be worn underneath clothing)
piercings (one small stud/sleeper in each ear lobe – no facial piercings)
socks (girls – white socks, boys - white or grey socks, no ankle socks)

We have also had occasion to speak with students about the length of their skirts and dresses. Please carefully consider the length of your uniform and make sure that is reflective of the high expectations and standards in our College.

Finally thank you to all those students who have completed yard duty or been duty students this year and helped to maintain such a well presented, clean and tidy school environment for us all to enjoy. Each STAR group will complete yard duty in the second half of lunch for two weeks during the school year. Every student in Years 7-10 will be duty student at least once, but probably twice during the year. Both these roles are important responsibilities as part of the school community. We are fortunate to enjoy beautiful grounds and facilities and I would like to acknowledge all the staff and students who have helped in the maintenance and improvement through class activities, individual actions and discretionary efforts.

Please make sure that you have exam week clearly marked in your planner – the week beginning 1 June. It is never too early to start revision – so why not begin today if you haven’t already. Structured revision and exam preparation activities will take place in all classes, but there are many activities that you can undertake independently. STAR group is a great opportunity to ask for advice about revision/preparation techniques – older students and teachers have lots of experience!

Teachers are always collecting and analysing data to inform their teaching practice and guide the learning programs. This data contributes to the assessments and evaluations that are discussed in the end of semester reports which will be uploaded to Compass in the last week of Term. There should be no surprises in these reports as students are getting regular feedback on their progress all the time. Please make sure that you are talking about learning programs, student progress, achievement and success at home and if there are any concerns or questions parents and students should make contact with the classroom teacher (either in person or via email). I hope to see positive reports of student progress and success at the end of the Semester.

Mrs Debra Gibson | Acting Assistant Principal and on behalf of Anna Kukuruzovic—Assistant Principal

Ashwood Secondary College
On behalf of the student body we would like to welcome Mr Moore to Ashwood Secondary College. Having met with him a number of times we are looking forward to working closely together to further improve our learning opportunities, school facilities and student participation. At the assembly in week 2 of this Term we introduced Mr Moore to the College and he had the opportunity to see many of our students reporting on both curriculum and co-curricular activities. There were a number of great students speakers; excellent examples of what our College has to offer.

Over the last couple of months Ashwood Secondary College has been very successful in providing opportunities for all of the College students. We have established our own Interact Club which is a School-based form of Rotary. There is currently around 20 students from all different year levels who are community minded and work together to focus on creating a positive impact on the world around us, we commit ourselves through action and doing. Hannah Sim (Year 11) is the President and we are supported by Ms Haughey. We meet every second Monday to discuss and encourage awareness of our local and international communities. Ms Haughey, Hannah or anyone involved are more then happy to speak with any students who are interested in becoming part of this very rewarding group.

In Term One we volunteered at two sausage sizzles, one for Down Syndrome Awareness Day, another was at the Waverley Falcon Basketball Stadium on Saturday May 9 making a profit of $950 which will go towards the Rotary tree planting day in the Ballarat district. In addition we have started to research into our International project ‘Days For Girls’ which is an initiative designed to educate women in third world countries about hygiene.

The next couple of months our students will be putting their heads together to come up with ideas and choreograph performances for the House Performance Night. The houses will be battling it out for a chance to win the house title! Make sure you come along on Tuesday 11 August for what is sure to be a very entertaining, fun and competitive showcase of Ashwood Secondary College talent.

We have had some great feedback from all our fellow students with suggestions to enhance the relationship and communication within the school. Some examples were to make more social clubs, such as chess and movie clubs. Having a suggestion box and having a notice board in an area where all students can have access to are priorities that we are investigating. In conjunction with the other student leaders, we will be implementing these suggestions and seeking to identify more opportunities for improvement in and around the College.

Alex Touloupis and Makenna Cheng—School Captains
The year started very positively for our Senior students with the Sydney camp for Year 11s and the Deakin University Study Retreat for the Year 12s. The students have used the momentum gained from these experiences to ensure a smooth start to their studies.

A Year 12 parent information session held late in Term 1 enabled parents and guardians to become familiar with the requirements of the students in this, their final year. Parents were also able to participate in a session run by Elevate Education. Elevate deliver a number of programs to our senior students throughout the year, starting with the Year 12 Study Retreat.

To ensure that students gain the most out of their final years of schooling, and for those unable to attend the information session, please note the following:

**Attendance** – if a student is unable to attend school due to illness it is vitally important that a medical certificate is obtained. This is especially important if your child has Outcomes due on the day or has a SAC as this is a requirement to enable students to complete the task on an alternate date with no loss of marks.

**Compass** – Parents and guardians should be checking Compass regularly to see notifications and approve events. VCE students will have their SACs listed as events on Compass, these will be visible on the dashboard.

**Support** – should students experience any difficulties throughout the year that impact on their ability to gain the most out of their studies it is important that the school is informed. We can then put the appropriate support in place. In some instances there are VCAA guidelines that can be implemented to ensure that students are not disadvantaged by situations beyond their control.

**Mrs Julie Huggins** | VCE/VCAL Coordinator

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**VCAL Captain’s Report**

VCAL stands for the Victorian Certificate of Applied Learning, which put simply means a more hands on approach to school and an alternative way to get your Year 12 Certificate.

The outline of the course that Ashwood provides is two days at school, one day at TAFE (Wednesday) and then two days in a workplace which is related to the industry in which we study.

On Mondays and Tuesdays when the students attend school at Ashwood we have four subjects; Numeracy, Literacy, Personal Development and Work Related Skills. We do a lot of group work and projects throughout the year. Already we have held a family and teacher BBQ in Term 1 and worked alongside an instructor to deliver the Martial Arts Therapy course to the Year 7s. We go on camps which is all based around team work and this term we have begun 6 new projects in smaller groups that help the College and wider communities.

An example of this is one of our groups is fundraising money to go towards fixing a rebuilding the bridges in the wetlands and in our Work Related Skills class we will be building nesting boxes for wildlife around the area. So keep an eye out for fundraising events that will be held in the near future!

What do the VCAL students do on the other three days of the week? All of the students have TAFE on Wednesdays and study in a field in which they chose at the start of the year and on the other two days we have jobs that relate back to that industry.

There are so many pathways that can be taken in VCAL, students in this year's class have courses that include photography, childcare, automotive, hospitality, media, warehousing, animal studies, pre apprenticeships in plumbing and building and many more. So as you can see there really is a lot of diversity in what you can do!

There are so many upsides to doing VCAL: you get to study what you are truly interested in, get a two year head start in an industry which you want to pursue as a career and along the way get Certificate I, II or III qualification in different areas. VCAL has helped us all to gain new experiences and grow as a individuals which is really preparing us for life after school.

**Kate Quinlivan—VCAL Captain**
My name is Shelley Haughey and I have come to Ashwood Secondary College this year as a Leading Teacher responsible for connections and growth. The role I will be undertaking has many different aspects. My main responsibilities are connecting students to school within their classroom and in extra-curricular and co-curricular programs, overseeing the integration of learning programs within year levels and across year levels, transition into the College and promotion of the College.

Here at Ashwood Secondary College there is already a huge amount of pride in the school from its students. The students are pleasant, polite and courteous. Their pride in the school and the connectedness to each other is something unique that should be nurtured. There were many students that could not wait to help show off their school on Discovery Day and the Open Evening. These students were fantastic ambassadors for the College and were able to articulate the outstanding opportunities that are offered. These two events were a huge success thanks to the great efforts of the students and their willingness to help out.

The camps are about to take off for Year 7-10 so please be sure that you keep your eye on Compass and make the appropriate payments and provide the forms that are required. Camps are a fabulous opportunity for students to form new relationships with others, build resilience from being away from home, growing independence from spending time with others, and having fun while learning in a real world setting. If you have any questions about the camps please contact the General Office and they will point you in the right direction.

Next term in line with our continuous improvement plan we will be starting a parent network forum for the Year 7 parents. This will give our parents an opportunity to feedback to the school on the Transition Program offered. There will be further information to follow regarding this – so please be sure to watch out for it.

A large part of my role also is to develop the Community and Inquiry learning programs undertaken at Years 9 and 10. This year in Inquiry, the students have undertaken a RACV Safe Mates competition where they developed a social media campaign to raise awareness of a road safety issue. They also had an open afternoon where parents and friends were invited up to the school to look over their campaigns and chose the people’s choice. Congratulations to Olivia, Mayra, Tali and Chelsea who won this prize. This Term the focus for the student’s Inquiry project is Multiculturalism. The enduring understanding is that “Multiculturalism enhances our society” and the students will be presenting their work in class in week 7 and 8.

The Community students have started to fly this term, all working in groups to complete a mini community project. Each group, of up to 5 students, is working on a different project that interests them as a group. Some of the groups are looking at going to primary schools in our area to conduct lunchtime activities, some are wanting to go to nursing homes to spend time with the elderly and others are looking to volunteer or raise awareness for animal shelters.

Ms Shelley Haughey | Connections & Growth Leader
Cowan House

Named after Edith Cowan, Australian social campaigner and the first woman elected to an Australian Parliament, Cowan House prides itself on encouraging its students to ‘have a go’ and to challenge themselves to achieve their personal best in whatever their endeavour. So far this year Cowan House students have done just that, being strong contributors to College life, participating successfully in a wide variety of activities and events. The first major House event for 2015 was the Swimming Carnival and it was great to see so many Cowan House students getting involved on the day. As explained to the students it doesn’t matter where you finish as long as you put in the best effort you can and this was clearly on display. In particular it was pleasing to see a large number of Year 7’s involved, displaying the Cowan House spirit and participating in as many events as possible. This was evident in the contributions of both Luka Khattab and Jessica Addis-Shawyer, both Year 7 students who in their first Swimming Carnival were competitors in a large number of events. Congratulations also go to both Tina Jiang (14 year old girls) and Rachael Boyd (20 year old girls) who were announced as age group champions. Other Cowan House students who participated to a high level on the day were Tina Jiang, Jessica Hull, Olivia Musgrave, Kevin Lee, Rachael Hull and Makenna Cheng who achieved the most points for their age groups within Cowan House.

The Cross Country was again another successful event with all students who participated contributing to their House points tally. Congratulations go to Jessica Hull and Tina Jiang who finished second and third respectively (14 year old girls), Luka Khattab who achieved a second place (12 & 13 years old boys), Rachael Hull who finished second (17-20 year old girls) and Kevin Lee for finishing third (15 year old boys). I would like to acknowledge the involvement of the following students as part of the College Debating team; Bomi Lee, Abi Ainsley, Olivia Musgrave and Kevin Lee who have competed admirably in recent Inter-school debates.

Once again this year Cowan House has a fine student leadership team with the following students being selected from the many applicants to represent their House in their particular area of strength. They have each provided a brief explanation of their roles.

Academic Captain: Olivia Musgrave
‘So far this year in Cowan House, we have had ‘STAR wars’ and some students have participated in inter-school debating. Some of the events coming up in the near future are: the Academic competitions (Science, Maths and English) and the end of semester exams. STAR wars is an intra-house competition between STAR groups in a variety of different areas. The house captains organised the activities and the year 12s ran them. I organised the trivia and there was an increasing amount of competition each week between the STAR groups and results became closer every week. I am pleased to report that Cowan students are represented in three of the four Ashwood Secondary College debating teams. Academic competitions will be happening throughout the year in which we hope that Cowan house students will excel. The biggest event in the academic calendar this semester, however, is the end of semester exams in which we wish all Cowan house students the best of luck’

Sports Captain: Kevin Lee
‘Sport has been an important aspect of Cowan house since the start. Truthfully, not all, but most students enjoy physical activity and engage in a sport regularly. Though we did not perform the best out of all houses in the recent cross-country, many Cowan students challenged themselves individually and took joy in running for their house. As part of the “STAR wars’ competition I ran three different sports during the past three weeks. These sports included Capture the Flag, Ultimate Frisbee and Dodgeball. We now look forward to our house involvement in Division Cross Country and other sporting events in the future.’

Arts Captain: Tina Liao
‘As the Arts Captain for Cowan, I am in charge of relaying information to students and helping with major productions and concerts, as well as any art exhibitions by the school. I am a role model for students who may wish to get involved in Art and Performing Arts or wish to participate in any performances or art related events. This year, Ashwood Secondary College is holding a House Performance with every student having the opportunity to participate in two nights of fun, through their involvement in dancing, singing and acting, as well the involvement of art students to display art that will exhibit the houses talents.’

As you can see Cowan House have had much to celebrate so far and we look forward to even greater student involvement and success throughout the remainder of the year.

Mr John Sheehan | Cowan House Coordinator
Flynn House

In 2015 Flynn house adopted the mantra ‘Win For Flynn’ – for every student to win by achieving their best for themselves and their house. For some students this means achieving 100 house points through success and engagement with as many school activities as they can involve themselves in. For others it means trying something for the first time. Flynn House students are characterised by their willingness to support one another to help achieve individual and common goals.

Thus far Flynn has once again demonstrated exemplary levels of participation and achievement. Adam Tennant of Year 9 and Nicole Trifunovic of Year 10 both were age group champions in both Swimming and Cross Country, whilst students such as Charlie Brown in Year 8 and Sophie Ellis in Year 11 produced exceptional results through participation in virtually every event. Shakira Holmes and Leah Packer, both of Year 7 were 12 and 13 age group champions in the Cross Country, with Jiaming Qu Year 11 champion of 16 years boys. These students be joined by Mahalia Brooks, Nick Guo, Cattie Tennant, Chris Li and Bess Doolan in representing Ashwood at District level. In the academic field, Flynn has been strongly represented in the school Debating teams. In total we have already had 10 Flynn House students participate in interschool debates, and two in MUNA.

Leadership is an attribute that all students at Ashwood Secondary College are encouraged to aspire to. We are proud to have Flynn students Alexandra Touloupis and Jiaming Qu representing the College as School and International Captains respectively. Late last year, Ms Same and Mr Holloway conducted interviews for the 2015 House Captains. It does credit to Flynn that so many students are willing to put their hands up to try a leadership role, and we once again were spoiled for choice with numerous outstanding applicants. The 2015 Captains are:

Olli Geddes – Academic Captain

Olli is a Year 11 student who has always displayed a strong academic talent, and consistent good results. In his interview, Olli stated that his captaincy would be based on giving something back to Flynn House, and using his great capacity for innovation and imaginacy in bringing new ideas to help Flynn succeed.

Catie Tennant – Arts Captain

Catie is also in Year 11, and brings to the Arts Captaincy a passion for dance, performance and creativity. Catie has always been involved with school productions, and has always put participation and excellence first in her studies and in her involvement in house activities. We look forward to Catie leading us in the House Performance Night later in the year.

Simon Leggett – Sports Captain

Simon is a Year 12 student who time at Ashwood has been characterised by his ability to engage positively with staff and students alike. Simon is a person who always puts others before himself, and is always prepared to lend a hand when needed. Whilst he has enthusiastically led Flynn House in their sporting endeavours this year, raising our participation numbers to new highs, he has unfortunately also managed to injure himself prior to both the Swimming Carnival and the Cross Country! We look forward to a healthy Simon leading us in Athletics at the start of Term 3.

Mr Dom Holloway | Flynn House Coordinator

Flynn house has a strong community and students are always willing to help each other. Our STAR group teachers support us through our studies, providing us with opportunities to plan for our academic progress and future involvement in the school. In STAR group we set individual goals—usually related to our studies and then develop strategies and plans for implementation, so that we can achieve these goals. We then can reflect on what we have achieved and what we can improve.

This year our house leaders and year 12 students have collaborated together to create ‘Star Wars’ - a program where we as STAR groups within each house compete against each other in a range of activities such as trivia, where we students can extend and display our general knowledge, to a games competition where students apply their strategic and analytical skills and compete for their STAR group.

For the rest of year we are looking forward to an extensive range of activities and programs which we can become involved in, from Debating out of school against other schools to the upcoming ICAS Science and Math Competitions where we can receive feedback on our abilities, and find ways to improve.

Olli Geddes - Flynn House Captain
Melba House Report

Melba House has started 2015 in a very positive fashion with high levels of participation in the Inter House swimming and Cross Country events; with some fantastic outcomes as a result. Melba students have also readily engaged in other school events including the Debating, Acoustic Night and Interschool Sport to name a few.

Recently students have participated in STAR Wars – an intra-house STAR competition involving events such as Trivia quizzes, Dodge Ball and Pictionary - in preparation for an Inter house competition later in the year.

The coming weeks will be devoted to exam preparation and study skills, as well as the planning of, and rehearsals for, the forthcoming House Performance night. The skills displayed and dedication to rehearsal shown by our students indicates that Melba House is in good shape to defend our crown from the last Performance event. Melba House would also like to congratulate our Arts Captain Simon Lim for his selection to represent Victoria at the National Gymnastics competition to be held this month in Melbourne.

I have enjoyed my time as Acting House Coordinator during Ms Phillips recent leave and thank the staff and students in Melba House for their support during these weeks. I look forward to continuing to support the House at upcoming events.

Mrs Julie Huggins | Acting Melba House Coordinator

Hello, Simon Lim the Melba Arts Captain here to tell you about upcoming events concerning the area of arts but first, a bit about myself. I was driven to apply for my leadership role because I was inspired by the diversity and complexity of art and all its forms.

I really became motivated in Year 9 during the mural painting project where the class I was in created a mural to display the skills of the students of Ashwood Secondary College. I found out that I had a passion for drawing and painting after I volunteered to help out with the completion of the mural. The completed product has been hung outside the green and blue corridor for students to admire. During the time between the completion of the mural and the application for leadership, I found I enjoyed drawing the most but the impact that the mural that I felt gave inspiration to create a mural for Melba House. This lead to my determination to become the Arts Captain I am now and to improve the area of arts for Melba House.

With the House Performance next term, houses are forming acts to perform on the night to win house points. The acts include solo, small group (which is two to five people), large group (which is over five) and free choice. The theme for this year's house performance is "Lights, Camera and Action!" This means that each house chooses a movie and bases all their acts around it, but don't actually perform anything that is in that movie or series. This poses a challenge to the students but the night still will be loads of fun. To the other houses, Melba is the defending champion of the house performances and we will be victorious once again.

Simon Lim—Melba Arts Captain

Hi, I'm Mayra Kelly the sport house captain of Melba (Green House). This year so far we have had the house and district swimming and house cross country. In the house swimming Melba came 2nd with 88% participation. This was a great turn out with Sarah Lobbe, Mayra Kelly, Ben Wain and Ethan Wardlaw from our house representing our school for the district swimming. We haven’t found out which House won the House cross country yet, however we also had a lot of people participate in that. In Term 3 we have the House athletics. Hopefully we will have a lot of participants in this. To win we need to participate, participate and participate.

Mayra Kelly—Melba Sport Captain
Paterson Report

This Semester, Paterson House continues to be immersed in the many opportunities offered at our great College. We have been encouraged by the enthusiasm of our team and have celebrated the endless participation in House events as well as out of school activities. STAR groups have embraced the Paterson House motto of 'soaring like eagles' to successfully begin the year with motivational presentations, goal setting sessions, peer relationship activities and other special presentations, including many House assemblies.

As a House, we have keenly participated in the Annual Swimming Carnival earlier this term where we saw some excellent individual efforts and maintained our status as College Champions from last year. We had two students achieve Age Group Champion awards: Jacobi Loria and Tony Cho and our Blue House staff relay team were also impressive in the pool! Congratulations to our many representatives who attended the Divisional Swimming Carnival. In particular, Jacobi Loria who won two events and therefore, progressed to the zone competition.

Paterson House trained with determination for the whole school Cross-Country Carnival which took place on the last afternoon of term. The early morning training sessions run by our motivated Sport’s captain, Cameron Ogilvie and Mr Tipping paid off, with excellent participation from the entire Paterson team and successful results gained by Yiannis Doulgerakis, Blake Tulau, Bianca Cox, Sam Cai, Jason Yan, Mikayla Sutherland and Marcus Millar who progressed to the Division Competition.

Term Two has also been filled with excitement. Activities such as House performance preparations are progressing very well, led by our highly talented Arts Captain, Victoria Talaina. Our artistic and gifted performing arts students have been working feverishly on their dances, performances, tricks and songs to wow us all at the House Performance Evening. Their ideas are coming together and the team is working well. We look forward to seeing their amazing talents on the night.

The intra-house competitions continue to challenge all STAR groups, with endless enjoyment had by all. Interact meetings with the Rotary Club of Waverley and run by our Academic captain, Hannah Sim have certainly ensured our valuable ties to the community continue to strengthen. Hannah has not only been an ideal role model for all students and an excellent ambassador for Paterson House but indeed, for our college. Inter-school debating, Spelling Bee competitions and inter-school sport have attracted great interest, with healthy competition thriving at all levels.

Our student leadership team have assisted in the organisation of many events this semester, as well as encouraging and promoting very high student involvement and connectedness to our House and school. We thank them for their tireless efforts in promoting a healthy, friendly and successful team spirit. The successes of Paterson House are a credit to all students and staff working diligently and cooperatively to ensure all opportunities are embraced and goals are fulfilled by all students.

Congratulations Paterson House and let’s continue to soar in Semester Two!

Mrs Vicki Dernikos | Paterson House Coordinator

Cameron Ogilvie—Paterson Sport Captain

2015 has been a great start for Blue House in the sport division. With the glorious victory of the Swimming Carnival bringing Blue House to the lead in sport, followed by the start of Cross Country training organised and led by myself and run by Blue House staff member, Mr Tipping. A keen Blue House sport organiser, Steve Cherian, brought the Ashwood Premier League (Indoor Soccer) back this year, and it has been a big hit with every year level. The competitions in our new gymnasium are of a very high standard. We are excited to participate in all other school sporting events to come and hope for victory, but even if we don’t win, we will have fun which is Paterson House’s recipe for success!

Hannah Sim—Paterson Academic Captain

This year, Blue House is filled to the brim with fun, educationally inclined activities; ranging from the ever-popular debating to a new Spelling Bee initiative. As Academic Captain for our fantastic house, I have been lucky enough to arrange and run the Spelling Bee for the past four weeks. With a steady number of students, we have been able to increase awareness of the necessity of spelling and make it fun along the way! With chocolate as the winner’s prize, there is never a shortage of interested participants. There are lots of opportunities for Blue House students to enhance academic achievement; Debating, Spelling Bees, French Tutoring, Competitions and so much more.
**International Student Program**

**RECEPTION AT GOVERNMENT HOUSE**

On Wednesday 11 March, Hannah Chen, Sieena Shi and I represented Ashwood Secondary College for a reception at Government House. The Honourable Alex Chernov who is the Governor of Victoria used this occasion to welcome all the new International students.

All the International students from both the state and private schools were inspired by the speech from the Governor that morning. He encouraged us to study hard and to take advantage of the excellent education available in schools and universities in Victoria.

The Governor also encouraged us to participate in all the sporting events in Victoria such as cricket, surfing and Australian football.

We also met The Minister of Education, The Hon James Merlino who spoke of the contributions made by the International students to Victorian education. We watched a video presentation featuring successful Victorian International students alumni. We had morning tea with the Governor of Victoria and the Minister of Education. We also had the opportunities to visit different parts of Government House and were impressed by the splendid architecture of the buildings. At the end of the visit, we gained much knowledge and experience visiting Government House.

_Jiaming Qu– International Student Program Captain_

Hannah Chen, Mr Alex Chernoy, Sieena Shi and Jiaming Qu
International
Student Program

International Student Forum

On Wednesday 29 April, I went to the International Student Forum along with Ms Elliston and two school friends – Jiaming Qu and Nick Guo. I have to say it was an incredibly unforgettable experience.

The Minister of Education, the Hon Mr James Merlino started the forum with an inspiring speech. He stated that we, the international students, contributed so much to the education of Victorian which makes us an essential part of Victoria. We were glad to know that Mr Merlino thought highly of our work.

Later in the morning, students were separated into table groups. We had a chance to meet and know students from both the government and private schools. It was fun to have little chats with students from all over Melbourne, some as far as Bendigo—we became friends within a day’s time. We discussed several issues that students are currently facing such as loneliness and isolation. We spoke about the difficulties international students were experiencing, the challenges studying and living in Victoria. More importantly, we discussed how we could improve and overcome our difficulties. By sharing ideas with other schools, every one gains more knowledge. We came out with positive solutions to be successful students in Victoria.

The meeting became more active in the afternoon, with lively presentations from each table group. Our group focussed on integration with local students to improve ourselves. The presentations from each table group lasted for two hours focussing on topics such as Socialisation, Language Skills, Intercultural Understanding and Challenges and Opportunities. At the end of the meeting, we wrote down our “action plan”, to be presented to our school and the Minister of Education.

We would like to thank our host, the International Education Department who organised the event: for the materials they designed for us, the food they prepared for lunch and the volunteers’ hard work.

It was a successful forum and I am honoured to be a part of it.

Valentina Zheng – Year 11 International Student

Monash University Engineering Scholarship Presentation

Xinjun LIU - the Dux of 2014 VCE with an ATAR score of 99.5 attended the Monash University Engineering Scholarship Celebrations on Thursday 12 March, 2015. At the ceremony, Xinjun Liu was presented with the Engineering Scholarship by Professor Frieder Seible, the Dean of the Faculty of Engineering.

This is what Xinjun has to say of her achievements:

"As an International student, I have indeed appreciated all the facilities and the teaching support offered by Ashwood Secondary College. I have enjoyed my study at Ashwood Secondary College, where I have made friends and also learnt so much for a better future. In fact, I would not have achieved such an excellent result without the care and support of the staff at school, especially my subject teachers who had put so much effort into our studies. Hence, I must say a Big Thank You to Ashwood Secondary College for everything the school has taught me."
Deakin Literacy Program
This year, we have once again been fortunate to participate in an ongoing partnership program with Deakin University that is now in its third year. This project is aimed at improving literacy skills across the curriculum and this year, it involved all of the students in Year 7 Transition, as well as some Stage 2 and Stage 3 students.

The program has involved a pair of pre-service teachers from the Deakin Teacher Education program working with individual students to develop strategies targeted to improve skills in literacy. During the program, the Deakin students have worked on helping our students develop more successful strategies for reading and writing, and have shared what they have learned with them, as well as providing some reflective feedback to the teachers.

One purpose of the program is to help our students recognise that Literacy is an important component of all of their subjects across the curriculum, and not just English and Literacy classes. It is hoped that when literacy skills can be identified in subjects other than English, students will improve their reading and writing skills, which will result in better outcomes in all their subject areas.

Monash ARC Project
This term, we have also embarked on a research project with Monash University. Funded by Australian Research Council, the ‘Making a Digital Difference’ project is an investigation of new technologies in secondary schools — aiming to develop detailed understandings of the realities of digital education. Over the next two years, researchers will delve into the issues relating to the use and non-use of technologies such as iPads, computers, tablets and smartphones in schools, hoping to answer the research question of how digital technologies could be better configured and designed to support schools and schooling.

The first phase of the project has already begun with all students and staff completing an online survey to profile the current use of technology both in school and outside. The next phase, which will take place over the remainder of 2015, will involve the researchers from Monash University coming to the school at least one day every week to observe classes and work with teachers within the school environment. In 2016, the final phase will comprise of workshops for interested parents, students, administrators and staff focused on developing new approaches to technologies for learning and teaching, based on the project findings. These will result in a series of recommendations for new uses/practices/policies.

The project will provide the school with a useful report on the results of the surveys undertaken, the chance to share views about policies, practices and pedagogies and opportunities to enhance learning and teaching with ICTs.

Additional information will be provided and informed consent sought from individuals before participation.

NAPLAN Testing - 12, 13 & 14 May

The National Assessment Program for Literacy and Numeracy (NAPLAN) is a curriculum based assessment program for Year 3, 5, 7 and 9 students, which tests knowledge and skills in literacy and numeracy. The tests cover four key domains which are developed over time through the school curriculum. These are: reading, writing, language conventions and numeracy.

The results of the tests, available in September, provide information for students, parents, teachers and principals about student achievement that can be used to support teaching and learning programs. It is important to remember that the NAPLAN test gives the results of your child’s performance on one given day and may not be the most accurate indicator of overall skills and knowledge. Some children do not react well to the testing situation, or there may be personal illness or family circumstances that can account for variations in results.

ICAS Competitions
ICAS is an initiative of Educational Assessment Australia (EAA). EAA is a not for profit organisation owned by the University of New South Wales (UNSW). ICAS Competitions provide an opportunity for all students to gain a measure of their own achievement in key areas of learning for students in Years 2–12; assessments are available in Digital Technologies, English, Mathematics, Science, Spelling and Writing. ICAS gathers
Debating

2015 is shaping up as another great year for the Ashwood Secondary College Debating program. After our A Grade team made the regional finals last year, our participation has again increased, with a pleasing number of students from Years 7 and 8 expressing an interest in joining the junior debating program run by the Debaters Association of Victoria (DAV).

Debating is held once a month on a Thursday evening at Wesley College, where teams from both public and private schools debate against each other on a series of predetermined topics adjudicated by DAV staff. Ashwood Secondary College is one of only a handful of public school to compete in these events, and are well represented in 2015 with four teams. Teams consist of up to five students, three of whom will debate on a given round, and parents, staff and students are free to attend to support the debaters.

This year we have two D Grade teams, who have so far each had a one win, and have debated the topics That magazines should ban photo editing and That we should stop celebrating Australia Day. These two teams have enthusiastically embraced the competition this year, utilizing the skills they developed in last year’s competition, where they both debated against teams a year older than themselves. The two teams have each been on opposing sides of their argument in the first two rounds, meaning they have been able to practice against each other at lunchtimes, with input from the Coordinator and members of the senior teams.

Team 1 consists of Dylan Ellis, Adam Tennant, Alan Martin, Kevin Lee and Ethan Wardlaw, whilst Team 2 is represented by Mandy Kha, Chelsea Dunstan, Tali Morgan, Olivia Musgrave and Mayra Kelly.

Our C Grade team consists of Bomi Lee, Mozghan Shekibi, Connie Hulsen and Nicole Trifunovic. Thus far the girls have debated the topics That we should have compulsory military service and That all educational institutions should reserve place for indigenous students. The student’s next round will be particularly challenging as it will only be an advised topic, where the students are advised of the general nature of the topic, and given the specific debate an hour before starting.

Our B Grade team this year consists of Debating Captain Hannah Sim, ably supported by Kathryn Costa, Sophie Ellis and Simon Lim. Whilst they have been narrowly defeated in both rounds thus far, this team has demonstrated outstanding ability and dedication debating the topics That women should pay less tax and That we should abolish welfare quarantining. This team’s performance in the last round was praised by spectators and adjudicator alike, conducting a high quality debate into a serious topic.

In July, our junior students will have the opportunity to attend three weeks of training with the DAV, held over three evenings at Avila College. Thus far many students have expressed interest in the program, and the future of debating at Ashwood Secondary College looks to be bright.

Mr Dom Holloway | Debating Coordinator
MUNA 2015

Ashwood Secondary College has for many years formed a close association with the Rotary Club of Waverley. One of the events in which Rotary sponsors our students is the annual MUNA competition held in the Victorian State Parliament Legislative Assembly chamber.

MUNA stands for the Model United Nations Assembly. Teams of students are selected by branches of Rotary to compete in a recreation of the real United Nations General Assembly. Students are given a country to represent, and are required to debate and vote upon 8 motions that reflect those debated in the real UN.

This year Ashwood was represented by Year 11 students Kathryn Costa and Sophie Ellis, both of Flynn House, who were given the responsibility of representing Russia. This selection was a big responsibility given the many diplomatic conflicts that Russia is currently engaged in throughout the world, and was particularly challenging given one of the motions debated dealt specifically with the conflict in Ukraine.

Kathy and Sophie spent weeks preparing and researching both Russian attitudes to world affairs, as well as getting up to speed on topics such as international law, issues surrounding gun control across nations, and the rights of women around the world. Over two days on the weekend of the 2nd and 3rd of May, Kathy and Sophie were required to use their knowledge of these and other topics, as well as their skills in formal debating and persuasive speaking to encourage the competing teams to support their perspective in each of the motions debated.

The result demonstrated to all the quality and dedication of Ashwood students, as both girls shone in their role, garnering much praise from both the organisers and competing teams. Neil Williams, former President of Rotary who attended the weekend congratulated the girls on their excellent preparation and eloquent speaking.

This has been another fantastic collaboration between Ashwood Secondary College and Rotary, and thanks should also go to Sophie’s grandmother, who took the time to create the girls’ outstanding national costumes for the weekend. Also attending was current Paterson House Academic Captain Hannah Sim, who represented Ashwood in last year’s event, in the role of volunteer assistant on the day.

Parents and students are welcome to see Kathy and Sophie in action again when they represent the school with Hannah in the interschool Debating Competition, run once a month by the Debaters Association of Victoria.

Mr Dom Holloway | Debating Coordinator
**Lawmakers/Lawbreakers**

In Term 1, students studied early law-making in the penal colonies prior to Australia's Federation. They considered arguments for and against the colonies separating from Britain and uniting as one nation, such as voting rights, defence, territorial integrity, taxes and railways. Students also examined key events such as the Gold Rush and Eureka Rebellion and how egalitarianism and the notion of a ‘fair go’ became embedded in Australian culture and nationalism. There was robust discussion about the factors that influenced the passing of crucial Acts of parliament, such as the 1901 Immigration Restriction Act, 1901 Pacific Island Labourers Act, 1903 Defence Act and 1904 Conciliation and Arbitration Act. Students learned that these laws reflected the attitudes and values of Australian society at the time, during which democracy, egalitarianism, white nationalism and a growing fear of Asia and Communist expansionism, were at the forefront. Students compared and contrasted these attitudes with Australian values today. They discussed changes that resulted from Immigration Restriction being abolished and the 1975 Racial Discrimination Act being passed after Australia’s withdrawal from the Vietnam War.

An important part of this course is considering how early legislation post-Federation greatly differed from Aboriginal Customary Law. Students reflected on the consequences of ‘Terra Nullius’ and the exclusion of Indigenous people from the national census until 1967. They also examined amendments to laws that resulted from the 1909 Aborigines Protect Act and lead to the events that we now refer to as the 'stolen generation.' In addition, students examined the significance of the Mabo case and the Native Title Act of 1983 and considered whether two systems of law can co-exist in contemporary Australia. The formal assessment task for this subject was a digital information report, guided by a qualitative research question.

**Magic & Fantasy**

In Term 1 students studied the medieval origins of the magic and fantasy genre and the common themes explored in well-known contemporary fantasy novels and films, such as Harry Potter and the Hobbit. Students read and analysed themes presented in the third novel in the Harry Potter series by J.K Rowling – *The Prisoner of Azkaban*. Themes such as friendship and loyalty, courage and bravery, betrayal and being misunderstood, formed the basis of students' text response writing. As part of text response writing, students learned the schematic structure and language features of essay writing. In addition, they watched the 2004 film version of the Prisoner of Azkaban, directed by Alfonso Cuarón, and wrote a detailed review as a film critic.

In Term 2 students have learned about the impact of both language and cinematic techniques on readers and audiences. Students have read articles on contentious issues in the Australian media and have analysed the use of language. They identified specific techniques, such as figurative language, hyperbole, emotional appeals, anecdotes, expert opinion, etc. In addition, students have analysed cinematic techniques, such as flash-backs/forwards, POV shots, strategic lighting, music and diegetic and non-diegetic sound, in magic and fantasy films. Students will complete a comparative essay assessment task, which involves comparing and contrasting the cinematic techniques, narrative structure and themes of two magic and fantasy films, in preparation for the new English study design. The rationale behind mirroring the new VCE English study design in the middle years is to equip students with the necessary writing skills for solid expository and analytical essay writing in VCE.
In term 1 students studied the causes of the Industrial Revolution in Britain and its impact on agriculture, production, trade, technological advancements, working life and living standards around the world. Students completed one major assessment piece, whereby they researched and presented an information report on one of the following topics: inventions, medical breakthroughs, agriculture and farming, steam engines, child labour. Students also lead class presentations to discuss their research methods, sources and provided a summary on their findings to the class.

In term 2 students have been studying the theories behind progressive ideas and movements, such as socialism, capitalism, Chartism, egalitarianism, imperialism, human rights, feminism, etc., and how these have developed over time. Students researched the ways in which these ideologies or theories have influenced progress in different societies and or lead to revolutions. As part of their digital history portfolios, students will investigate a revolutionary individual, for example Karl Marx, Martin Luther King, Nelson Mandela, etc., and link their theories, beliefs and or activism to a social movement or revolution. The portfolio will include a summary of the impact of the Industrial Revolution, research essay on a progressive idea, ideology or political revolution, a context writing piece from the perspective of a revolutionary individual and two analytical essays on visual primary sources that demonstrate progressive ideas and social movements in action. Key skills include historical understanding and reasoning, explaining how events of the past impact the future, framing research questions, and processing and synthesizing information from a range of primary and secondary sources to answer these questions.

Unit 1 English

In Term 1 students studied the novel ‘The Kite Runner’, written by Afghan-American author Khaled Hosseini. They gained an understanding of the ethnic, religious and social tensions between the Hazara and Pashtun people of Afghanistan. Furthermore, they explored important themes such as friendship, love, betrayal, redemption and the complexity of identity and inner conflict, which plagues the protagonist. Students demonstrated their understanding of the text upon completion of Outcome 1 – reading and responding. In order to prepare, students consolidated their vocabulary, grammatical accuracy and essay writing skills by responding to a range of topics related to the text.

In term 2, students completed group research tasks related to the chosen context for Unit 1 and 3 – encountering conflict. The purpose of this task was for students to create and share their own resources, which could be used as stimulus material for Outcome 2 – creating and presenting. The research task required students to answer a range of questions about global conflicts and present their findings to the class. They made connections between their research, own experiences of conflict, and types of conflict prevalent in the Kite Runner.
Le français au Collège d’Ashwood

The French language continues to thrive within our great college. Students have been busily extending their language skills in all French classes this semester.

The introduction of the Mini-Mentoring program has been mutually beneficial to both the senior and junior French students. One after school session and one lunchtime per week, senior students tutor junior students in all facets of the language. Challenging homework tasks and stimulating activities further extend the language skills of all students. The program is based on extensive research on cross-age tutoring and its notable benefits for tutors and tutees.

We are grateful to our voluntary assistante, Madame Isabelle Martin, who ensures senior French students are immersed in French conversation every week and are able to participate in interesting discussions, focussing on French culture.

As has been the practice for many years, we will again be welcoming a French exchange student to our college in July. Since 2011, host families from our college have welcomed French students from all parts of France. This has not only provided French and Australian students with a profound insight into each other’s culture and an extension of language skills but everlasting friendships and global networking have developed.

Mathilde, who is from Caen in Normandy, France will be hosted by two Ashwood Secondary College students studying French. Our students will, in turn, have the opportunity to stay with Mathilde in France, as part of the exchange. This is an enriching experience and further expands our students’ learning beyond the classroom. We extend a warm welcome to Mathilde and look forward to her being a part of our community.

As part of the French learning experience, the French department will seek expressions of interest from French students to participate in language tours to either New Caledonia or France in 2016/2017. Our college has successfully participated in study tours to New Caledonia since 1990 and will continue to provide students with the opportunity to travel to Francophone countries to further enhance their language and cultural learning.

Mrs Vicki Dernikos | French Coordinator

French tutoring is with a group of students in years 9-10 who help years 7-8 in French. It happens on Tuesday's after school from 3:30 to 4:30 or on a Thursday at lunchtime. You learn or touch on work you do in class plus you get to make friends. there are snacks too so come and join in!

Chloe Allen—Year 8 Student
VCE Biology

Recently the Unit 3&4 Biology students went on an excursion to the Gene Technology Access Centre (GTAC) in Parkville for the International Day of Immunology 2015. The theme of International Day of Immunology 2015 was ‘Your Body at War!’ What we learnt was how our bodies fought off attacks by invading pathogens. Although Sir Gustav Nossal was not at the event this year, we did manage to work with many immunologists and scientists on the day, as well as attend lectures, where we learnt about how the first vaccines came about, and how our body responds to pathogens. We were also given a chance to have lunch with the scientists, where they gave us an insight into their daily work life and what they do as scientists. This gave us a terrific insight into future career paths.

As well as attending lectures by the scientists, participated in a range of activities aimed at helping us understand immunology better. This included playing a newly-developed game, which was a breath of fresh air from the traditional methods of learning. We worked with PhD students on microscopes to investigate an arthritic knee of a mouse, a cancer-stricken spleen, and various other diseases. We also worked on an ELISA technique which can identify a specific type of diabetes in a patient. Through the excursion, we learnt so many things that we could never have learnt in a classroom. We also got to work alongside other prestigious schools in a university-lab setting and it was great to know that we are on par with them. The excursion helped us to consolidate what we learnt at school and to apply them to real-life situations and to think critically. We thought it was a great experience.

Amira Mohany—Year 12 Biology Student

Piaget’s Theory of Cognitive Development

The Year 11 Psychology class, who at the moment is studying Piaget's Theory of Cognitive Development, conducted an experiment focusing on the conservation of length, mass, number, volume and area, on a class of Preps and Grade 3s from Parkhill Primary School.

On a Tuesday 5 May we invited Parkhill students for a fun games afternoon that doubled as a SAC for us. It was very interesting to see Piaget's Theory put into practice in a relaxed environment that also strengthened our relationships with the neighboring school. It was amazing to see how much fun the younger kids had, especially after our weeks of preparation designing and creating our experiments.

It was also wonderful to have the new principal Mr Moore take time out of his busy schedule to come across to see how our plans become a reality.

Kathryn Costa—Year 11 Psychology Student
Discovery Day in the Science Department

Students from nearby primary schools partook in an engaging and interactive session during their visit to the Science Department at Ashwood Secondary College’s Discovery Day. In their hour-long practical lesson involved learning about the concept of density through making their very own test tube density columns using the common household ingredients. The session wasn’t complete without adding some fun decorations, including plastic animals and sparkles, for good measure! The session allowed primary students access to our impressive Science lab facilities and forged the opportunity to practise using scientific equipment, lab safety, inquiry skills and, perhaps most importantly, demonstrated the wonderful and interesting world of Science.

The Element of Surprise!

Most people think of explosions and reactions when they hear the word Chemistry. However, it is that and much, much more. It is the science of the invisible and the gateway to the realm of the unknown.

The Year 11 Chemistry cohort started the year with a Big Bang full of enthusiasm and a keen eye for learning. Pursuing the study of chemistry enhances one’s intelligence and opens up new career pathways for eager young scientists. Covalent, metallic, and ionic bonds are all the hype. Quantities in Chemistry need not be measured in hundreds and thousands or even millions; the way to go is the Mole.

Organisation is key when Chemistry is involved, hence the Periodic Table, a neat arrangement of elements. Ashwood Secondary College has done an outstanding job in preparing students to face a plethora of problem solving and critical thinking scenarios by offering an array of formal assessment tasks and practical investigations. Ashwood Secondary College has provided a wide range of activities to help students develop their understanding of the concepts and theory being taught in class. The relationships between Chemistry and the other sciences are quite fundamentally significant. Life and ultimate creation (Biology) were meticulously crafted by the forces of chemistry while the mathematics of the natural world (Physics) were discovered by observing the structures and behaviours of subatomic particles.

Chemistry is one of the three main sciences being taught at a high school level in Victoria which enthralls and engages students into admiring the course. Students undertaking the Year 11 Chemistry course will presumptively continue their passion for the sciences into their tertiary education and even so into their careers.

Chemistry is everywhere in the universe from the indiscernibly minuscule to the unimaginably prodigious; it permeates the cosmos from the infinitesimal to the infinite.

Dhruv & Imran—Year 11 Chemistry Students
Year 12 Chemistry—Melbourne University Excursion

Year 12 Chemistry students attended an excursion to Melbourne University to learn more about Analytical Methods and Instrumentation, a topic we were covering in class at the time.

The excursion to the university enabled us to use their full-functioning labs to test out and apply our knowledge in Analytical Methods, something we would not have been able to do in ordinary school labs. We were divided into different groups and each of us used various techniques to ‘quality test’ commercial products, as analytical chemists do in real life.

We analysed the caffeine concentration in a certain brand of soft drink, the alcohol content in wine, the iron concentration in dietary supplements and the amount of calcium found in sea water. It was nice to actually be able to experience what real scientists do in a highly sophisticated laboratory. This gave us an idea of how scientists work and potential career paths for us. It was great to actually apply our knowledge in a real-world setting rather than just in the classroom or through watching videos of experiments. We thought it was a great excursion and assisted us with the SAC in this area.

Ryan Huo and Amira Mohany—Year 12 Chemistry Students

I started work at Ashwood Secondary College as a lab technician in July 2011. Apart from preparing practical work for years 7 to 12, I also became responsible for moving the operation of the two old laboratory preparation rooms and setting up the new Sustainable Learning Centre (SLC), which we now use to do most of our Science practical work.

The SLC has three Science labs to do practical work and a preparation lab to prepare all the practical work. It also has a multipurpose room (S4) and another room which could be used as a classroom if needed. My duty is to maintain the labs in good order and provide the teachers with the consumables, chemicals and equipment they need to do Science practical work.

During last few years we have built on what we had. Last year our chemical storage area in the Science prep lab was audited by Education Department and was given the compliance certificate.

After setting up our chemical storage area, we have bought many chemicals needed to do the practical work; also we have bought new equipment which students can use to do their lab work.

Our Science Department has a very dedicated and knowledgeable staff, our fabulous new labs have allowed us to increase the amount of practical work and I am proud to be part of this wonderful, vibrant and energetic team.

Our purpose is not only for our students to learn the principles of Science but also have fun and be safe while they learn.

Ms Mahnaz Ziguras | Laboratory Technician
It has been a busy first term for the Arts & Design at Ashwood Secondary College. The year 12 Visual Communication Design students were lucky to have Julia Condon, (Ashwood Secondary College, Class of 2014) visit. Julia is studying a Bachelor of Fashion at RMIT. She presented to our current year 12s on her reflections on the VCD major VCE folio, and to teach the students new design thinking skills she has learned as part of her studies. The visit provided a great boost of inspiration and motivation for the year 12s as they commence their major design folio.

The technology rooms have been a hive of activity whilst the Stage 2: Create Make Use class made skateboards, where they used jigs to bend and shape their decks, and created unique timber clocks in the woodwork rooms. Stage 3: Jewellery and Metalsmithing students learnt a number of new skills, including casting and forging in the metal rooms. The Stage 4 Visual Designer Class and the VCE Unit 1 Visual Communication students have been learning about the design elements and design principles and applying them in creating fabulous graphic design tasks. Look out for the Stage 4 environmental graphics and the Unit 1 poster designs gracing an Ashwood Secondary College wall near you!

Ms Catherine Preston | Visual Communication, Design & Technology

On Monday 27 April, the Unit 1 and 3 art students went on an excursion to the Top Arts exhibition which was held at Federation Square. The students looked at the different art pieces that were on display, which included realistic drawings, paintings, and digital displays. The different artworks helped to give inspiration to the art students for their own folios. After looking at the artworks, the students took a look at the Top Art student's folios. This helped to give the students an idea of what a Top Arts folio needs to contain. Afterwards, the students visited the National Gallery of Victoria to get further inspiration.

The year 12 VCD students also had a visit from 2014 year 12 student, Julia Condon, who is currently studying Fashion at RMIT. She gave the class a presentation with tips on how to work on different parts of the SAT folios, which included tips on annotations and research. After the presentation, Julia showed the class her folio that she is working on in RMIT, which helped to give the students an idea of what an expert folio looks like. After the session, the students had a better idea and understanding of how to work on a SAT folio, and what it needs to contain to receive high marks.

Claire Buchanan—Year 12 Visual Communication Design & Art Student

This semester during jewellery and metal smithing class, we undertook and learnt different types of metal and how to use them including what there used for. First we made a symbol out of copper, afterwards we made a Cuff bracelet out of copper. We were lucky enough melt metal (Pewter) this was really exciting and fascinating, watching the metal dissolve in seconds.

We also got to design key rings of animals for Healesville Sanctuary Zoo, this was a very nice activity. We also did a study of ancient metal smithing and learning about different countries techniques, this was a really engaging study. Thank-you to Ms Preston for teaching us and making class enjoyable.

Dipti Satur—Stage 3 Jewellery & Metal smithing
I am pleased to be writing to you as the new Performing Arts teacher at Ashwood Secondary College. While Natalie Same takes a well deserved rest with her newborn I am looking after our wonderful performers. And can I say, they are wonderful!!

To begin with the VCE Theatre Studies class are in the process and only three weeks away from their production of Shakespeare’s ‘The Tempest’. With very little input from me this very much student driven production will see the students excel in their chosen stagecraft areas. It looks to be a great performance, tickets will be available shortly, performance night is Monday 15 June 7:00—10:00pm.

Then to the Year 7s, also busy working on a performance to show at their Year 7 Spectacular evening on 18 June. What an energetic bunch! Currently they are working together in small groups and as a whole class to produce dances and acts with the theme ‘Thriller’.

This is just the tip of the iceberg with many other students across the school being involved in extra curricular performance opportunities, including our fabulous tech crew who work laborious hours in their own time.

I am looking forward to the final products of the above performance nights and the many more that will come this year and in the years to come. The effort of our students is to be commended and is something that we here at Ashwood are very proud of.

Ms Brigitte Ferguson | English, Theatre Studies, Humanities Teacher

Student Voice
Theatre Studies has always been one of my favourite classes, ever since I did the accelerated Year 11 course in Year 10. I love the environment of the class; the enthusiastic teacher, the creativity involved, the abundance of high achieving students and of course the theatre! We do a range of plays, from pre-modern (Shakespeare) to more recent plays like ‘The Laramie Project’. This year we are putting on a production of ‘The Tempest’, one of William Shakespeare’s last plays. It entails a huge amount of work, effort and time, but our class is tremendously dedicated and involved in the interpretation. We look forward to a continuously fun and educational year!

Hannah Sim—Year 11, Unit 3 Theatre Studies

Drama has been a great opportunity for my peers and I to have a wonderful time, but to also boost my confidence. It is very rewarding with concerts and performances, being able to stand up in front of a huge audience, performing for them, talking to them, or even being back stage doing lighting or sound. Lighting and sound are also a huge part of the drama category. Special effects plays a huge role making the illusion as if it's not a story, but reality! In the Year 7 drama group we are learning acts for the Year 7 Spectacular, such as : Michael Jackson’s Thriller and a horror scene.

Amy, Stuart and Eric Peters—Year 7 Performing Arts Students
Year 7 Transition Art Program

These Silhouette Self Portraits were a major success. The students were new to us. So to get to know them better each one completed a brainstorm about their interests, hobbies and thoughts. They then combined these ideas into a silhouette self-portrait using mixed media.

![Sarah Kim](image1)

![Neleesa Weerasakara](image2)

![Angela Iorlando](image3)

Stage 3 Art & About

In Semester One, we did a unit on drawing from observation. Students selected plants from the nearby wetlands and permaculture garden to draw, as well as using the collection of skulls in the art room. They learnt how to check the proportions and apply tone and contrast to create 3D form.

The Art & About students followed the drawing tasks with a watercolour of the new and old school buildings and added colour to their repertoire of skills.

![Chelsea Dunstan](image4)

![Keely Harcourt](image5)

![Tali Morgan](image6)

![Nikita Holmes](image7)
Since joining the Ashwood Secondary College community I have felt most welcomed. There is a great sense of connectedness and community amongst staff, students and parents. It is these qualities and many more that helps create a strong, positive and inclusive learning environment for all students. In my role as Leading Teacher for Instructional Practice it is this learning environment that we will continue to foster and encourage to grow. It is important that we as teachers and professionals continue to reflect on how we teach in our classrooms and I aim to support each staff member to achieve this.

It is clear that staff at Ashwood are genuinely committed to creating and promoting powerful learning opportunities. This includes looking at how we engage our students with the use of technology. This is why we engage in a continual cycle of professional learning around how we use technology in the classroom, ensuring we are constantly enhancing our capabilities and reshaping the way students learn and engage with the world.

Recently, a school based workshop was held allowing teachers to showcase the many ways they integrate technology into their classrooms. A highlight of this workshop was the discovery of how Mrs Catherine Preston and Mr Dom Holloway use Weebly to engage their students in learning.

Mr Chris Tipping | Instructional Practice Leader

The Health, Physical & Outdoor Education pathway has had an exciting start to 2015. Students and teachers have been engaged in some fantastic learning opportunities that highlight the many benefits of being physically active. Below are some learning snapshots of what has been happening as Ashwood Secondary College throughout semester one. I would like to thank Olivia Musgrave, Prim Boonsatdha and Mikayla Sutherland for their sharing their learning experiences with the Ashwood community.

Mr Chris Tipping | Instructional Practice Leader

Active April

Active April is a Government initiative to get more people being active with incentives such as free YMCA passes and tennis court hire. This year, over 100,000 Victorians participated in the Premier’s Active April. Some of those 100,000 people were students and teachers from Ashwood Secondary College. Ashwood Secondary College tracked over 1000 hours. I, tracked just over 60 hours which was an average of 2 hours a day. I was quite proud of myself for tracking this many hours of activity and getting 30 minutes every single day of the month. Next year, we are hoping to have even more students involved in Active April and to track many more hours.

Olivia Musgrave—Year 9 Student

Learning Snapshot: Stage 4 Fitness Training

In our stage four class Fitness Training and Coaching, we had two major assessment tasks for term one and two. The first term we were given a major assessment where we had to create a training program. The training program consisted of us using the new gym to do three training sessions each week for five weeks across term one. This term our major assessment is coaching, where we are put into groups of around 4-5 to coach the class on a specific sport. To achieve this we will be completing an online coaching course provided by the Australian Institute of Sport (AIS) to grow our understanding and knowledge about coaches and their roles.

We have really enjoyed our time in this class and we would recommend anyone in year eight and nine to think about taking the class next year.

Mikayla Sutherland and Prim Boonsatdha—Year 10 Students
So far this year Media at Ashwood has been quite exciting but there is still a heap to come over the remainder of the year. Units running this semester are VCE Media at Year 11 & 12 and Moving Media and Photojournalism at Stage 4. Add to this in the second half of the year: Photography, Mashed Up Movies and Video Hits. These courses allow the students to get really good hands experience at several forms of media production and they offer a creative and artistic outlet for many. The courses also teach and reinforce analytical skills that can be employed across all subject areas.

The Media courses covers production in forms such as film, photography, sound and animation. It’s not all practical based work though as the students also learn about the power of media in society; the way media stereotypes people and places and shapes many of our beliefs. We also look at who owns the media and therefore whose perspective we are seeing the world through and whether that perspective is a balanced or impartial one. The students are taught to be critical and thus sceptical of media in its many forms which in turn empowers them for the future. The courses across Stage to and through to the VCE is designed to give young people a fairly good look at the Media industry in general and best practice so they can see the sort of career prospects open to them post-secondary education.

Photojournalism is an English/Media cross curricular subject where students learn how to write and produce visual content in this genre. Moving Media looks more closely at Narrative in film and how visual and story elements perform to convey meaning to an audience. This includes analysing the effects of such things as the various camera angles and shot types used and their effect, music and sound effects, the rhythm and pace created through editing, lighting, character types and narrative possibilities. Students also get to make lots of short films.

In Photography, the students learn to use a Digital Single-Lens Reflex (DSLR) camera and how to plan for and then compose and if necessary edit well-constructed images for publication. The Photography course culminates in a competition that is celebrated in Term 4 at the Media, Art and Design (MAD) Exhibition. Mashed Up Movies is based around the horror genre and the course focusses on film production and desk top publishing skills. The students learn about the various production stages, pre-production, production and post-production, and they learn to create suspenseful horror content through story and production elements.

Video Hits uses Music Videos as the genre to learn the basics of film production – students use their favourite songs as the basis for creating video clips that are genre specific or challenge the genre. They also produce promotional material to accompany their clips. Every student can show their work at the Media, Art and Design (MAD) Exhibition.

**Student Comments - ACMI Film It Workshop – Moving Media, Year 11 Media Studies.**

“The ACMI film production was an amazing experience. I truly learnt something about every stage of the production process. It was a experience i will never forget. "A once in a life-time experience!“  
Austinn Collins Year 11

“ACMI was so much fun, I learnt so much from the great people there! “  
Jackson Andrew Year 11

“ I really enjoyed the ACMI workshop it was a great experience. I had fun learning how to use the editing software because it was different to our software."  
Bryce Peterson Year 11

“I learnt about the film industry and about pre-production, production and post-production. I didn’t have any idea about film before going, but now I know a lot more about how to make a film.”  
Louis Yu Year 11

“The ACMI excursion was a rewarding experience. I learnt many new things that I will be able to use in future projects.”  
Margaret Forsyth Year 11

“I learnt about how to use Final Cut Pro to edit films, however I prefer to use the editing software at Ashwood which is better.”  
Ashleigh Benyaminovich Year 11

“The ACMI film production was a great introduction to the media industry, giving an quick overview and insight to the processes involved in pre-production, production and post-production.”  
Oliver Savin Year 11

Ms Kath Robinson | Media Coordinator
Calendar of events 2015

ACMI Film It Workshop – Moving Media, Year 11 Media Studies March, Thursday 12 March
House Performance Night Art Competition – Open to all Media students to contribute, Tuesday 11 August
Media, Art and Design (MAD) Exhibition, Thursday 29 October

Photography work from 2014 Photography competition and Exhibition

Bird in the Cage - Jason Yan (Winner 2014)

1st Runner Up image 2014
Hannah Sim

Under the Dark Clouds – 2nd Runner Up 2014
Nick Guo

Honourable Mention 2014
Ben Purcell
Swimming Carnival

The House Swimming Carnival once again proved to be an exciting and enjoyable day of competition. In perfect conditions, the whole school event saw intense but friendly rivalry between students and staff of all houses. It was a great day with a sea of house colours at Oakleigh Recreation Centre and lots of fun had by all.

The high participation rate and excellent attendance resulted in many house points earned for all houses, with Paterson House being the overall champions.

The outstanding efforts continued, with many students progressing to the District Swimming Competition. Special mention goes to Jacobi Loria who progressed through to the State competition.

The college congratulates all students and staff for their excellent participation and enthusiastic spirit on the day.

The Cross-Country Carnival for 2015 was just another run in the park for many students. The early morning training sessions leading up to the event became a focus for many eager runners.

In cooler conditions than other years, the carnival was held on the last day of Term One - a perfect way of wrapping up a busy term for the whole school. There was some excellent running and impressive times set by the top runners who progressed to the district level of competition.

Congratulations to the following students who were champions for their age group:

12-13 year old boys – Tyler Bath
12-13 year old girls – Shakira Holmes, Leah Packer
14 year old boys – Ethan Wardlaw
14 year old girls – Hinerangi Taylor
15 year old boys – Adam Tennant
15 year old girls – Su Park
16 year old boys – Jaiming Qu
16 year old girls – Nicole Trifunovic
17-20 year old boys – Rafee Vidjani
17-20 year old girls – Madeliene Ryan
Our Interschool Sport Program is now part of the new Mullum Division. The schools involved in this new division are; Ashwood Secondary College, Auburn High School, Forrest Hill College, Heathmont College, Mullauna Secondary College, Swinburne Senior Secondary College, Templestowe College and Warrandyte High School.

During Term 1 we had the Swimming Carnival, Cross-Country Run and the Futsal Competitions. As well as these sporting events we also have participated in the Interschool Sport Round Robin Competitions; Girls Softball, Girls Volleyball, Boys Baseball, Boys Cricket and Mixed Tennis. The Intermediate Girls Softball had the opportunity to play in the Zone Division under the guidance of Ms Jo Denton. This would have been a valuable and memorable experience for our team.

During Term 2 is the Junior and Intermediate Interschool Round Robin Competitions in the following sports; Badminton, Netball and Soccer. We expect the same levels of enthusiasm and participation will continue. We extend support and encouragement to all the teams representing Ashwood Secondary College this term.

Mrs Janet Wiggins | Interschool Sport Coordinator
Ashwood Secondary College held its annual **Acoustic Night** on Tuesday 21 April in the CLC, which proved to be a highly suitable venue with an intimate atmosphere for our singers and musicians to perform for their parents and friends. For some of our performers it was their first time on the stage whilst others showcased their experience.

The evening commenced with 2 songs performed by the Guitar/Violin Ensemble which featured a range of students from Year 7 through to Year 11. It was great to see the inclusion of the double bass which really captured the acoustic feel of the night. The evening highlighted the strength of our vocal students in performing a range of contemporary solo items accompanied by bass guitar, guitar, flute, violin, piano and the Cajon. Various instrumental soloists also took to the stage providing a wonderful variety of repertoire ranging from classical through to modern styles.

Our guest performer for the night was our very own talented staff member, singer-songwriter, Ms Lisa Drake, with a debut performance of an original vocal song accompanying herself on the keyboard, much to the appreciation of her audience. The musical evening was brought to a conclusion by the senior VET Music students performing 2 trio items as part of the assessment for their studies.

I wish to thank our Instrumental Staff, Ms Ujma (violin/keyboard), Mrs Kaev (vocal), Mr Simondson (guitar) and Mr Pilois (percussion/VET/sound) for their work in preparing the students for this performance. It was an enjoyable evening and we look forward to another similar evening in Semester 2. We now turn our attention to the upcoming House Performance Event in Term 3 with planning and rehearsals well underway for our Theme: “Lights, Camera, Action”.

“Ever since I joined this school at Year 7, I have participated in a lot of musical events from Musicals to House Performance Events. Taking part in the Acoustic Night was a lot of fun because it was an opportunity to use my cajon (drum box) and perform with fellow students and the VET class.” **Mitchell Brown—Year 10 Percussionist / Musician**

“I enjoyed singing for the first time at the Acoustic Night. All of the performers did really well and the whole night was very successful.” **Kathleen Harding—Year 9 Vocalist**

“We’ve been playing the Bass guitar since Year 8 for many school events. Having the opportunity to play at the Acoustic Night was a fun experience and we enjoyed listening to the new talent that joined us this year.” **Hayley Bacic and Rachel Hull—Year 11 Bass Guitarists**

We hope to see you all there supporting this next major Performing Arts Event.

**Ms Felica Mundell | Acoustic Night Coordinator**
On the 24 November, 2014, 16 young adults from Ashwood Secondary College, accompanied by two staff members prepared to board a plane to the colourful Costa Rica and the nerve racking (because it is such an amazing, awesome country) Nicaragua.

Their first stop was Nicaragua. Although there was the occasional puke, the 36 hour plane ride was filled with eager young students. The cold Melbourne city was long gone as they reached the horrendously hot city of Granada.

This gave the students an opportunity to look around the beautiful city and experience the exotic culture of Nicaraguans. The stunning colours of the city had everyone in a state of awe. After two nights and a day in the beautiful city they were off to the school where they soon begin their project.

When they arrived the school was equipped with two and a half classrooms, swing sets and a smelly, spider infested latrine as well as kind, beautiful students and staff. Across the road was Lake Nicaragua which may as well have been an ocean (where the Ashwoodians washed their dirty, building clothes and themselves). They were at the school for one week in total, where they met some beautiful, funny and bright human beings. These included Juan Carlos (the helper from Le Esperanza (for the hope of Granada)) and the 20 small children who attended the very small school, which was in dire need of another classroom—they were more than happy to provide to the kind people.

After a heartfelt goodbye, including song and dance, the team were on their way to Ometepe, an island that with two large inactive volcanoes. They soon began their first hike to a waterfall, but due to unseen circumstances, the group needed to turn around, and head back to their hostel. This allowed for some much wanted exploration of the island. As it was close to Christmas at this time, there were many parades going through the small town. The next day the group went across the island for a cultural day out. They saw some sights and ended the day with a home cooked meal they helped make with some of the locals.

It was now time for the challengers to say goodbye to Nicaragua and all the wonderful people they met there, and say hello to Costa Rica. It took a day’s bus ride to cross the border (joking… it was only half a day). They stopped in Liberia where they stayed for two nights, and saw everything that Costa Rica had to offer—Pizza Hut and Churros, but other than these two things, there was also beautiful attractions, such as an extremely old abandoned prison, street fairs and the gorgeous city square.

After some slight changes to the itinerary the group found themselves in Santa Elena. It was the first place they actually had to wear a jumper, but luckily the cold didn’t get to them and they were able to enjoy some amazing activities. First they went on a night walk where they were able to see lots of wildlife they had never seen before, like sloths, green snakes, toucans, and much more. The next day they got up bright and early for a day of zip wiring. Costa Rica is home to the largest zip wire in Latin America, stretching out over one and a half kilometres. Although some found it scary at first, by the end, everyone wanted go for round two.

They once again returned to Liberia, and everyone prepared for the long hike ahead. Spirits were high as they celebrated two of the challenger’s birthdays and ate their last meal before heading off into the jungle. They met up with their Guides Danny, Donny and Dani. They were all super enthusiastic which made the 8 hour treks fly by. For the first two nights they stayed at a lodge by a small river, the area was surrounded by wild life and they always knew when it was going to rain thanks to the howler monkey that gave them a five minute warning. On the day they were meant to hike to their next location, they were unable to make the whole distance and had to turn back. They stayed an extra night at the lodge before hiking back to Port Jimmy.

After a few relaxing days in Port Jimmy, they once again found themselves on a nine hour bus ride to their final destination, San Jose. In San Jose the group went white water rafting which everyone thought was incredible. They got to explore the amazing city and even do some last minute shopping for...
Congratulations Hannah Sim

At the end of last year, I was fortunate to attend a state-wide presentation for students who excelled in their language studies at the Victorian School of Languages.

Many of the recipients of the awards represented many areas of Victoria and had achieved excellence in a variety of languages. Hannah showed great discipline in not only completing her French course work to an excellent standard but also in attending language seminars to further improve her language skills. Hannah has demonstrated a great zeal for learning French which undoubtedly will prove extremely beneficial for the future.

We congratulate Hannah for her thorough application to learning a language and her diligence that has enabled her to attain outstanding results.

We wish Hannah well with her language studies for 2015.

The trip was extremely inspiring and enlightening, as are all World Challenge Adventures. We got to see parts of the world we never thought we could have, it opened our eyes to those of other cultures and traditions. We are all very grateful to the staff and other challengers for making the trip the best it could possibly be. This was truly a once in a lifetime opportunity to glimpse another world, another culture and make life long friends with a group like minded adventurers challenged by the thoughts of exploring the world and helping others.

We strongly encourage you to take the leap of faith and be a part of this amazing experience.

If you would like to see more about our trip have a look at the details of all our adventures at http://www.ashwoodwc.tumblr.com/
WW1 Centenary Excursion

On Wednesday 22 April, the Year 10 Community class went to the Melbourne Museum to view the WW1 Centenary Exhibition. This exhibition was to commemorate the Anniversary of WW1 and Gallipoli and to highlight the significance of this event in the making of Australian values and ideals and how this has altered over time. This was a fascinating display of WW1 memorabilia and a remarkable insight into what the people endured in that time.

After lunch the students paid their respects at the Melbourne Shrine of Remembrance to lay a wreath on behalf of the Ashwood Secondary College Community.

Mrs Janet Wiggins | Community Teacher

A STAR IN THE MAKING!

Congratulations to Georgie Roberton who has been selected as a Principal Performer in the State Schools Spectacular to be held later in the year. Georgie is well known in the College for her outstanding singing talent and we are delighted to share in her success.
Darwin Defenders Memorial Service

On Thursday 19 February, Ashwood Secondary College’s Student Leadership Team attended a memorial service at the Shrine of Remembrance. The service commemorated the bravery of those who fought in the Japanese attacks on Darwin from 1942 to 1957. Australia suffered great losses during that time, with over 2,000 men dying in battle. The event was an inspiring opportunity for veterans, their families, dignitaries and school students from across Melbourne to participate in a moving ceremony whose goal was to remind us all of the cost of preserving peace and democracy in Australia.

The benefits of attending this ceremony for the leadership team were boundless. We were able to experience the deep loyalty that the veterans felt, and feel, for their country, and realise the brave sacrifice that many Australian men and women underwent to protect our country.

The 73rd anniversary of the day Darwin was bombed and the war came to Australia was an eye opening and humbling experience for all involved, and a learning opportunity for each and every Ashwood representative.

Hannah Sim, On behalf of the Student Leaders

International Women’s Day Celebration Breakfast

On Thursday 5 March, we were invited to attend an International Women’s Day forum at Crown Palladium. We thoroughly enjoyed the company of Rosemary Johnston (Representative from the Chadstone/ East Malvern Rotary Club), who kindly chaperoned us to the breakfast. The event mainly consisted of a delicious breakfast and a riveting discussion about Gender Inequality in the Workplace and society in general. The guest panel comprised Kate Jenkins (the Human Rights Commissioner), Tom Elliot (a presenter at 3AW), Geraldine Doogue, Peta Searle and Mary Barry (CEO of National Heart Foundation). We spent the two hours absorbing the many perspectives of gender inequality in the workplace, not just about the pressures women face. It was very informative and the added spice of our MC, Aurora, kept us laughing and alert during the early start we had. Her French accent was impeccable and kept us on our toes. It was eye-opening to see the various struggles to be treated equally that females have in the workplace, but what was even more surprising was when we heard the extent to which gender inequality also affects males - as well as females - in the corporate world.

This has inspired us immensely to think pro-actively about ways to prevent gender inequality in everyday life, not just in the work place. We would like to thank Rosemary for giving us the opportunity to be a part of such a thought-provoking event. We also would like to thank all the panellists and Aurora for providing food for thought. We hope the next event is even more enlightening as this has been for us.

Tina Liao & Nicky Giannopoulos—Year 12 students
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<th>Week</th>
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| 6    | 18 May        | Unit 1 – Art OC2 Folio Submission for review and final advice  
|      |               | Unit 1 – VCD OC2  
|      |               | Unit 1 – EAL OC2 Creating and Presenting  
|      |               | Unit 1 – Chemistry OC2 Write-up of 3 pracs  
|      |               | Unit 1 – Health SAC3  
|      |               | Unit 1 – Legal Studies OC3  
|      |               | Unit 1 – Business Management SAC3 Analytical Questions  
|      |               | Unit 1 – General Maths Further Assessment 3 |
| 7    | 25 May        | Unit 1 – English OC3 Interpreting non – print texts: Written Analysis & Interpretation  
|      |               | Unit 1 – Art OC2 Folio Final Submission Date  
|      |               | Unit 1 – Physics OC3 Media Analysis Task  
|      |               | Unit 1 – Accounting SAC4  
|      |               | Unit 1 – Theatre OC2 Part 1 Evening Performance |
| 8    | 1 June        | Unit 1 – Theatre Studies OC2 Part 2  
|      |               | Unit 1 – VCD OC3 Written SAC  
|      |               | Unit 1 – EAL OC3 Using Language to Persuade  
|      |               | Unit 1 – Theatre Studies OC2 Part 2 |
| 9    | 8 June        |                                           |
| 10   | 15 June       |                                           |
| 11   | 22 June       | Unit 1 – General Maths Specialist Assessment 4  
<p>|      |               | Unit 1 – Media OC1 Representation – Poster Analysis |</p>
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<th>Week</th>
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<th>Area of Study</th>
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| 6    | 18 May        | Unit 3 – Chemistry OC2 Extended Experimental Investigation  
Unit 3 – Chemistry OC2 Extended Experimental Investigation |
| 7    | 25 May        | Unit 3 – Art OC2 Folio Submission for review and final advice  
Unit 3 – Chemistry OC2 Extended Experimental Investigation  
Unit 3 – Accounting SAC4  
Unit 3 – Media PDP SAT Outcome 3  
Unit 3 – OC3 SAT Part A  
Unit 3 – Theatre Studies OC1 Part 1 Evening Performance |
| 8    | 1 June        | Unit 3 – Art OC2 Folio Final Submission  
Unit 3 – English OC2 Creating and Presenting Writing Piece: Every Man  
Unit 3 – Theatre Studies OC1 Part 2  
Unit 3 – Psychology OC2 Report of Research Investigation  
Unit 3 – Health SAC3  
Unit 3 – Theatre Studies OC1 Part 2  
Unit 3 – Business Management SAC3 Structured Questions  
Unit 3 – Specialist Maths SAC2 |
| 9    | 8 June        | Unit 3 – EAL OC3 Creating and Presenting Life of Galileo  
Unit 3 – Maths Methods SAC 3A Major Applications Task |
| 10   | 15 June       | Unit 3 – Accounting SAC5  
Unit 3 – Maths Methods SAC 3B Major Applications Task |
| 11   | 22 June       | Unit 3 – Further Maths SAC2  
Unit 3 – Physics Electricity SAC Data Analysis  
Unit 3 – Media Practice SAC OC2 Social Values |
The start of the school year is an exciting time for our new Year 7 students. The focus is to settle them in to their new environment and ensure that they enjoy a range of new experiences. The Peer Support program aims to provide opportunities for the Year 7s to meet their Year 10 Peer Support leaders for fun activities and discussions every week in Term 1. This ensures that all Year 7s get to know older students in the school that they recognize and can seek support if needed. The program was very successful and the leaders are to be congratulated for their fantastic effort.

Apart from individual support to students and their families our role is to also provide a link between community agencies and the school community. Parenting programs, holiday camps, martial arts therapy, individual and family supports are among the many services available. Ashwood Secondary College enjoys very positive working relationships with a range of service providers and makes good use of the support on offer.

Leadership camps and week long programs have also been enjoyed by our students with thanks to Monash Youth and Family Services, Boroondara Youth Services, Rotary and the Bendigo Bank who ensure that our students are given the opportunity to develop leadership skills through these exciting experiences.

As always, the year is moving quickly and I look forward to the busy times ahead for everyone.

Ms Chrissy Lynch | Student Wellbeing Coordinator

Chaplaincy program at Ashwood: The chaplaincy role was introduced to Ashwood Secondary College in 2008. I have had the privilege of providing the chaplaincy service at the school since this time. I am employed by the school for two days a week. My regular days at the school are Tuesday and Thursday

Roles of the Chaplain: As the School Chaplain I am involved in a variety of tasks on a regular basis, these include:

- one on one support of students, teachers and families
- facilitating small group programs focused on different wellbeing needs identified within the student body
- classroom teaching on topic related to wellbeing
- liaising with local churches and community groups
- Instigating and overseeing the schools weekly breakfast programs
- overseeing other lunchtime programs run by local groups
- involvement in peer support leadership training and support in running the program
- involvement in schools camping, sporting and wider extra-curricular programs and events.

So far this year: My priorities for term 1 this year were to assist the new Year 7 cohort in transitioning in to life at Secondary School as well as welcoming their parents and families to Ashwood Secondary College, as well as maintaining my regular support to the wider school community. This involved being available at orientation days, first day of school and other important events. I have also been getting to know all Year 7 male students through the 3 week boys program I have run throughout terms 1 and 2. My role with the peer support program also gave me the opportunity to work with our Year 10 peer support leaders as well as some of the Year 7 in their peer support group. 2015 has also seen the introduction of a second breakfast program being offered on a weekly basis to students of the school. Students can now receive a hot, nutritious breakfast at school on both Wednesday and Thursday mornings provided by groups of local volunteers from local churches.

I look forward to continuing to assist the school in helping all students reach their full potential in their time here at Ashwood Secondary College.

Mr Robbie Boyle | Chaplain
STUDENT SERVICES

The following student service programs run this term:

**Year 7 Girls Transition / Friendship Groups**
Each Year 7 girl has participated in a three-week program that has focused on the development of friendships within the Year 7 cohort. The program promotes relationships across all the girls in the year level through a series of fun and engaging activities. The program has been completed before students leave for the Year 7 Camp.

**Online Safety / Digital Responsibility**
As part of Ashwood Secondary College’s responsibility to develop safe and responsible digital use the Years 7, 8 & 9 students attended sessions on online / internet safety. The sessions focused on teaching students the advantages of a positive online presence whilst giving them with the facts they need to stay safe online. The Years 7 & 8 sessions concentrated on raising awareness about individual online responsibilities and safety. Areas covered included information security, password privacy and safety, understanding terms and conditions of internet businesses, including mobile phone plans and use.

The year 9 sessions focused on the idea that every time you interact online you have a lasting impact. Areas covered included, positive online identity, safety socializing online, and how to help friends who may fall victim to anti-social activity.

Cybersmart is a national cybersafety and cybersecurity education program managed by the Australian Communications and Media Authority (ACMA), as part of the Australian Government's commitment to cybersafety. The program is specifically designed to meet the needs of children, young people, parents, and school staff.

Please refer to the site listed below for valuable parent information.

Ms Fiona Keech | Educational Nurse

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**PSD Program at Ashwood Secondary College**

With the firm belief that all students can achieve, the Program for Students with Disabilities at Ashwood Secondary College boosts a passionate and committed approach to helping students with barriers to learning. The Integration Team brings a wealth of experience, interests, and expertise in assisting our students to be successful their academic and broader education.

The first term has been a busy and fulfilling term as I became acquainted with students, parents/guardians, and affiliated professionals during the first round of Student Support Group (SSG) Meetings. The forever helpful Integration Aides and friendly students have made my transition in my new role a seamless one.

Combined with a vast array of knowledge and skills, the Program for Students with Disabilities provides an invaluable service at the College in their quest to assist each student achieve their full potential, foster abilities and interests, and enable all to feel included and valued within the greater school community.

Ms Meg McLellan | PSD Coordinator
The Career Newsletter is published fortnightly on Compass with particular emphasis for students in Years 10 – 12. These newsletters contain information about upcoming events at Universities and TAFEs as well as information on pathways and apprenticeships. All students should be reading these newsletters and following up on any areas of interest.

In addition to the Newsletter we will be organising speakers to come into the school and present to the Senior students on a range of career pathways. The first of these talks was held in March when personnel from the Australian Defence Force spoke to the Year 10 – 12 students about Career pathways in the ADF. This presentation was well received by the students with many taking the opportunity to speak with the presenters afterwards.

Additional information regarding pathways, Universities, TAFEs and apprenticeships can be found on the noticeboard at the back of the VCE and VCAL Common room and in the bookshelf in the common room. Students are also encouraged to arrange appointments with myself and Voula Jakubicki to obtain individual advice regarding careers.

The Year 12 VCE students will be attending an excursion to Deakin University on Thursday 25 June for the Eastern Tertiary Information Session (TIS) event. This event will assist them through the application and pathway process for future study, Gap Years and apprenticeships.

Mrs Julie Huggins | Career’s Coordinator

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Ex-Student Rashid Mahazi—Melbourne Victory FC

Following their emphatic 3-0 win over Melbourne City FC, Melbourne Victory FC has made the 2015 Hyundai A-League Grand Final. Named in the squad will be ex Ashwood Secondary College student Rashid Mahazi (Midfielder 16).

Rashid was signed by MVFC in 2013 and is one of the talented young guns to be offered a further two year contract by the club.

We wish Rashid congratulations on his season and making it to the A-League Grand Final 2015. I personally can’t wait to see him unleash his speed and skill and produce that strong team effort needed to win a Grand Final.

Mrs Tania Kaev | MVFC 10 year member
Effective careers and transition programs are a vital component of school strategies to improve student engagement and increase school completion. For several years at Ashwood Secondary College we have had in place careers and transitions programs that provide every young person with careers advice to support them to make informed and effective course and career decisions, so that they can have every opportunity to succeed, and lead fulfilling and productive lives.

The Career Action Plans (CAPs) program (formerly known as MIPs—Managed Individual Pathways) at Ashwood Secondary College ensures that all students aged 15 years and over are provided with an individual Career Action Plan (pathways plan) and associated support as a means to making a successful transition through the senior secondary years of education to further education, training or full-time employment. The CAPs program at the College also provides additional support to students at risk of disengaging or not making a successful transition to further education, training or secure employment.

Overall, CAPs aims to help young people to:
- develop their knowledge and understanding of education, training and employment options
- develop skills to effectively manage their careers and pathways throughout their lives.

I am meeting with every Year 10 student to talk about their interests, skills, career goals and pathways to achieving their work/life goals. I look forward to meeting all Year 10 students and assisting them with developing their career management skills.

Mrs Voula Jakubicki | Careers & Pathways Advisor

STUDENTS APPLYING FOR A TAX FILE NUMBER (TFN)

Until recently, schools could assist students to apply for a TFN. This is no longer the case. Students now apply for a TFN online and have their identity verified in an interview at a participating Australia Post Office. To apply and to find out about participating Post Offices: www.ato.gov.au, and search for: QC27248. **NOTE: Not only do students need a TFN if employed, Year 12 students need a TFN when they accept an offer of a university or VET place in January 2016.**

Careers Expo

On Thursday, May 7, 62 Year 10 students and four teachers journeyed to a windswept Caulfield Racecourse for the Age VCE & Careers Expo. They spent the morning visiting the various displays, collecting valuable resources on possible career paths and study options and attending VCE seminars. Many students had fun sampling what the exhibitors had to offer ranging from having their make-up done professionally, performing a musical item or interacting with the latest 3D technology.

After lunch, we ventured to the Caulfield Campus of Monash University for a presentation introducing the main aspects of studying at university as well as highlighting the many advantages of studying at Monash Uni. This was followed by a ‘scavenger hunt’ where teams had to scour the campus identifying various buildings and facilities of the university. First Prize was awarded to Jacobi’s team!

We would like to congratulate the Year 10 students for their behaviour at the Careers Expo and visit to Monash University. They were punctual at arrival times, co-operative with requests, polite and courteous when interacting with exhibitors and participating in the activities. Well done!

A big ‘THANK YOU’ to Ms Mundell, Mr Tipping and Mrs Coe for their attendance on the day and to Voula for organising the visit to Monash Uni.

Mr John Bullen | Vocational Studies Coordinator
2015 Parent Contributions

Ashwood Secondary College is very proud of the quality programs that we have in place to cater for the needs and interests of our students. On an annual basis School Council prepares a budget to provide resources for educational programs, administration, facilities development and maintenance. Ashwood Secondary College’s income is funded from two sources:

- **Department of Education and Training (DET) Student Resource Package (SRP)** - to pay for such things as staff salaries, school administration, utilities and services, urgent works, maintenance, cleaning.

- **Parent Payments** - payments and contributions provided by our parent community are an essential component of funding. Locally raised funds are the major source of our educational and school program funding and this comes from:
  
  ◆ Parent Contributions (school fees)
  ◆ Fundraising

It is vital that the school receives payment from all families for the compulsory portion of our school fees in order to maintain the College’s high standards and quality educational programs. The College is reliant on these contributions for the benefit of all students.

The school appreciates that families may sometimes experience financial difficulties in meeting payment requests. The College is sensitive to personal circumstances and can be flexible in providing alternative and confidential arrangements for payment.

Payment plans are available and I welcome anyone interested in setting up an individualised plan to contact me.

If you are experiencing financial difficulty with meeting your fees please contact the school’s Business Manager, Kelly Garrett to discuss in confidence.

Family statements have been mailed home and I would like to thank all parents who have paid their parent contributions and kindly remind families with outstanding fees to pay as soon as possible.

**Mrs Kelly Garrett | Business Manager**

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**Parent Forum—‘New Direction at Ashwood Secondary College’**

It was great to see the varied group of parents/guardians at the Parent Forum held on Tuesday 28 April, 2015. With around 50 in attendance, our new Principal, Mr Brett Moore introduced himself and his passion to see Ashwood Secondary College go “from a good school to a great school”.

Mr Moore congratulated the school’s staff and student body on their excellent work to date and positive attitude towards Ashwood Secondary College. He is already proud to take people around to show off the school and highlight the potential we have here. The evening was structured with opportunities to reflect on the positive aspects of our school and share the things we wanted to preserve in our current structure. The “burning questions” were asked and where possible, Mr Moore was able to respond, encouraging us with his desire to listen to our feedback.

As parents, we have a vested interest in the future of Ashwood Secondary College and I encourage each family to work alongside our students and staff as our Principal, Mr Moore leads us forward to show the community how great our school is. Welcome to Ashwood Secondary College, Mr Moore.

**Mrs Lisa Sim | School Council President**
Important: Contact details for parents and families

Parents & Guardians are reminded that it is important to keep contact details updated with the College. This is particularly important in case of illness, injury or another emergency and allows us to communicate efficiently with family members.

If your address or phone contact details change, please notify the College on 9807 1333 so that our records may be updated immediately.

Kelly Garrett—Business Manager

Public Transport Victoria

Do students need concession cards?

16 years and under
If you are a student aged 16 and under you can travel on concession fares. You **do not** need a concession card.

17 years and over
If you are a student aged 17 and over you must carry a valid VPT Student Concession Card.

Students are required to touch on with their myki cards every time they travel, even if they have a valid student pass.


Student passes
If you are a primary or secondary student with a Victorian Public Transport (VPT) Student Concession Card, you may be able to buy a yearly or half yearly student pass. The pass provides great savings for regular travelers.

To find out how much it costs, see [Metropolitan myki fares](http://www.ptv.vic.gov.au/tickets/concessions/students).

Applying for a Victorian Public Transport Student Concession Card or Student Pass
You can apply for a Victorian Public Transport Student Concession Card or Student Pass by completing the following form:
2015 Victorian Public Transport (VPT) Student Concession Card application form (PDF) 211kB

The application requires a signature and the official stamp of Ashwood Secondary College, which can be completed by General Office Staff.

You can lodge your application at:

PTV Hub at 750 Collins Street: Applications are accepted Monday - Friday 8am - 6pm.
Premium Stations: Applications are accepted Monday - Friday after 9.30am. Some stations may be unable to process applications between 3.30pm - 6.00pm on weekdays. Also accepted all day Saturday and Sunday.