

Qnews

Kew High School Quarterly e-Newsletter, Vol 1, 2020



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Key Dates

April 14 Term 2 commences
 June 8 Queen's Birthday
 June 18 Curriculum Day
 June 26 Term 2 ends

Thank you and Farewell

Upon her retirement we would like to congratulate our Principal Clare Entwisle for her outstanding career as an Educator and School Leader. In her time at Kew High School Clare has been a classroom teacher of English and Drama, a year level coordinator, an Assistant Principal and finally the Principal. Clare has held the position of Principal at Kew High School for 21 years and has been at the school for 36 years in total. Clare has transformed Kew High School from a secondary school with dwindling numbers to a school of choice that caters for all of its students both academically and in a wellbeing capacity. Clare's leadership of the school has demonstrated that 'State Schools are Great Schools' and her legacy has been defined by a generation of students graduating from Kew High School with an exceptional educational experience.

Clare will be greatly missed by all staff, students and community members. Her open door policy has meant that unlike with many schools she is an approachable member of the school community rather than just figurehead on a wall. We are all grateful for Clare's support and guidance and her ability to develop the capacity of others, both staff and students. She will be greatly missed and we would like to wish her the very best in the next stage of her life.

Daryl Bennett & Pamela Dunstall
 Vice Principals



Daryl Bennett



Pamela Dunstall

Principal's message

On Q



Farewell. After over 20 years as the Principal of Kew High School it is time for me to say farewell and to pass the baton to someone else. This school has been such an important part of my life, consuming my thoughts as I read and researched, sifted through material, planned and constantly thought of next directions, creative ideas, innovative approaches. It is extremely difficult for me to relinquish my position and to move on. I still believe I have the energy and the vision but there comes a time when it is opportune for the chapter to conclude. There has never been a day when I have not wanted to be at the helm at this school. How proud

we can all be of the school as it is handed over to a new leader to take it from here to even more outstanding results in all areas.

Our values are in evidence and our vision clear- to provide all students with a safe and secure learning environment where they can achieve to their potential. We have high expectations of our students in the way they behave, in their adherence to our dress code and in their approach to and completion of work and the manner in which all members of our community are treated. We ask that all our students are our positive ambassadors. Students are aware of our motto and seek to aspire, strive and achieve. We speak often about our overarching aim to have all students perform at their personal best.

I am proud of our reputation and standing in the community, the fact that we are a school of choice with a culture of excellence, participation and inclusion and that there is cohesion, collegiality and connectedness. There is rightfully a high degree of pride in the school.

We have an excellent student leadership team who provide an avenue for students' voice. We are increasingly aware of the need to enable amplified student agency. This will no doubt continue.

We have a diverse community. Our overseas program enables us to welcome students from China, Vietnam, Cambodia, Korea and over the years from other nationalities, ensuring that we do have intercultural connections. As we are aware of the difficulties the overseas students may encounter in a new school far from home, the overseas students' team we have established ensures all these students are cared for, supervised and encouraged. We have established our sister schools in Vietnam with Le Hong Phong and in Japan with Soja City and maintain the partnerships with regular visits.

This is a year of review and in preparing the self analysis, one task is to list the highlights of the past strategic plan. It is clear that we offer a wide range of programs, camps, activities and excursions. Students have many possibilities to learn outside the classroom. There is a chance for all to excel in music, sport and the arts, to perform in drama and school

productions, debating, talent quests and concerts, display their work through the art exhibitions, to travel through antipodeans, the volleyball or Japanese language programs and to enter contests, test their skills and compete against others. We celebrate success at assemblies, and especially at whole school events such as swimming, athletics and the highlight of our calendar, Presentation Evening. We offer a wide range of subjects, an extensive, viable and documented curriculum, skill development, the opportunity to engage in deep learning, enquiry learning, problem solving, and creative thinking. Our academic results are excellent and we rate very well against other schools. We are proud of our high achievers, of students who have given their all and extended themselves and also those students who have overcome personal hardships and completed their studies. All students at Kew who have strong work ethic and a learning focus can achieve the outcomes that they deserve and to follow their desired pathways. The staff is committed and professional, dedicated, innovative, supportive and highly skilled.

We have an extensive successful and diverse alumni. We have encouraged past students to celebrate their time at Kew and we are increasingly recognizing and enabling our graduands to return and be involved in some capacity.

Careers and pathway advice and wellbeing support are readily available. Our technology program and assistance have been well researched, planned and implemented to ensure all our students are connected and able to access online learning. Our community is regularly updated and informed.

The Chaplaincy and QNetwork groups have been always willing to lend a hand. They are there at the ready to make sure that teachers and students are able to enjoy a range of activities by managing BBQs on free dress days, preparing and providing food at events such as the valedictory dinner, meet the teachers night, Qup, productions, the chaplaincy dinner and information and welcome evenings for new parents. In addition, the secondhand books and uniform shop is manned by volunteers.

We have worked hard over my time to ensure the facilities are modern, extensive and well cared for and the grounds are welcoming and maintained. Students are proud of their environment and treat it respectfully. It is exciting to see the plans taking shape for our new two storey STEM centre.

Certainly some days have presented me with difficult situations, obstacles and challenges but over the time I have been backed, championed and supported by an accomplished Principal class and leadership team, all staff and members of the school council and community. When making judgements, I have been realistic and known that not all decisions are popular or accepted with enthusiasm. Not all students and parents are in agreement at all times with the choices you make as a Principal and they have the right to air their dissatisfaction.

I do know on reflection that I have given my all. I have made every effort to be visible and lead by example. I have tried to be fair, transparent, approachable and true to my values while always keeping a focus on the wellbeing of students and staff, enriching teaching and learning, keeping the bar high, surveying the landscape to grow the opportunities, encouraging debate and discussion, listening to a range of opinions and looking to enhance the school for all those involved. How well I have done this is for you all to judge.

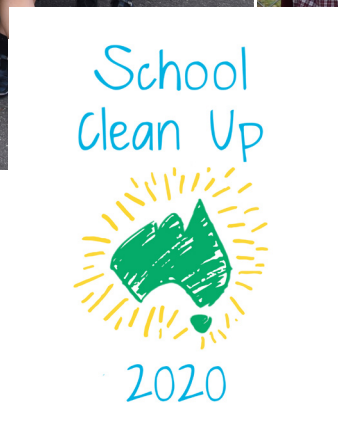
I wish everyone continued success and a bright future as you move into a new strategic plan, sculpting a clear vision and developing aspirational yet achievable goals and stretch targets. I trust that the positive culture we have created together will continue and from the enviable and sound platform we have collectively built over many years, the school will flourish.

Thank you to everyone in the Kew High School Community who has contributed to my rewarding career over the years and allowed me to indulge my passion, grow professionally and personally, appreciate the journey and leave a legacy.



Clare Entwistle

Principal



Bronte Jacob 12L

Clean up Australia day

Students making our world a better place.

Clean Up Australia inspires and empowers communities to clean up, fix up and conserve our environment and has been running for 30 years as of 2020! On Friday 28th February, Kew High School participated in Clean Up Australia Day, where students volunteered their time and hands to help clean up our school yard. Around 10% (6.5 million tonnes) of waste produced each year ends up in our oceans filled with species calling it their home. Cleaning up Australia Day aims to reduce

litter on the grounds to conserve our environment and prevent the extensive amounts of rubbish endangering our wildlife. Every bit counts, that's why working on a local level within our school is so vital in preserving our environment! 40 students set out on Friday afternoon to their allocated locations around the school with just gloves, hats, sunscreen and empty garbage bags, returning an hour later with over 10 garbage bags filled with rubbish collected from around the school and wide smiles across their faces! It was remarkable to see everyone's eager

attitude to get involved and extensive efforts to make a positive difference to our Kew High environment!

Bronte Jacob

12L



DRAMA WORKSHOP



Mia Cowley 9A

The highlight of year 9 drama is the drama festival held in the second half of the semester. It is held by drama Victoria and we create a small play based on a stimulus given to us.

Recently we had a day where we did many activities and we were introduced to the stimulus, a dance by a first nations artist about his experience growing up. On this day the boys from Trinity Grammar came to our school and we split off into two groups to do the activities. Working with Trinity was an interesting and great experience as we got to work with people we generally didn't know. There were many activities we did during the day, but my favourite would have to be when we split off into pairs and told each other a family legend. We then changed it in two different ways first using words and then completely acting it out. The focus of this activity was to see how easily stories can change from one thing to another and how it can change what people believe. The entire day was based around this theme of personal stories and the first nations people even though we only found out the stimulus near to the end of the day. However, we also learnt about different drama topics such as archetypes, which are typical examples of a person or thing. For example, a ruler being strong and regal. The four archetypes we focused on were royals, warriors, jesters and kind people. At the end of this activity we got together and created a snapshot of each of the four archetypes. All in all the day was a fun and interesting experience and, while we haven't started creating the plays yet we all have been using the different topics we learnt during the day throughout our other small drama performances.

Mia Cowley
9A





Katie Chau EAL



MEL CITY TOUR

On Wednesday morning, our school went on a Melbourne City Tour to which took the ELC students to many places, including the State Library of Victoria and the Ian Potter Gallery. I went to the city with Miss Reid and my classmates.

It was a cold day, we met each other at the school library at 8.40 am. After that, we left the school to take a tram at 9 am to get to Melbourne's CBD. Although the distance between our school and the city was so far, it took only about 25 minutes to reach our destination. The first place we visited was a grand library called the State Library of Victoria.

The State Library of Victoria is the most enormous library I have ever seen so Miss Reid took some photos for our ELC class in front of the library. Then we moved inside the library and followed our teacher to understand more about this place. I was amazed and you could not have imaged that this library contained such a huge number of books and paintings from B.C to now. Besides that, the library was arranged perfectly, I mean it was organised from ancient times to present with different languages, various artists and a range of topics. The architecture of this library impressed me, many textures on the wall were grand, magnificent and made you feel you were lost in an ancient castle. It was also quiet and great for you to study or take a range of fantastic photos.

After touring the Ian Potter Gallery, the last place we went to was Hosier Lane which is a road full of graffiti. It is a unique road with street style art, the graffiti looked very strange and mysterious. A lot of people took so many adorable photos here to check out this wonderful destination.

At the end of the trip, we felt a bit tired but I learned a lot from this city tour. This is also the first time I had been to the grand library and big art gallery. Moreover I understood the meaning behind each work of art, the thoughts of the artists from their painting. I loved this enjoyable tour.

Katie Chau
EAL





Michael Nelson

KHS Wellbeing

The swimming thoughts that can surround an impending change can often prove more nerve inducing than the change itself, and I can say that the prospect of taking over from Faye Harding as the Wellbeing and Engagement Leader at Kew High was one which filled me with excitement and, if I am honest, a sense of awe. As all members of the Kew community are aware, Faye was a long standing and well-loved leader of Wellbeing at Kew, establishing and sustaining a culture of whole school Wellbeing, where all staff are wellbeing leaders and advocates, and where students know they are cared for as a whole person.

I can speak to this culture firsthand, as the support, encouragement and care I have received in what was always going to be a very busy beginning has been amazing. From the leadership, teachers, students and parents, this support and the warm wishes and positive interactions have been warmly welcomed.

And I hope that in some way I have been able to give something back already. A lot of what happens in the Wellbeing space happens without great publicity, as it should. It can be measured however, both statistically and in our collective experiences. When we come

to work or school with a sense of belonging, and when we know there are pathways for support and people who care, we are living a culture of wellbeing. I have met many of you already and I look forward to sustaining and building on our great culture of inclusivity and care at Kew.

Our programs for students have continued on, from cyber safety theatre presentations, to peer support, to Friday yoga for our year 12 students to unwind and refocus. We also have our wonderful provisional psychologists, counsellors, youth workers and psychotherapists continuing in their invaluable support roles.

I would especially like to acknowledge the wonderful work of our coordinators and sub-school leaders for their care and support of our students and Rosemary Carter for her care and support of me!

I look to a wonderful year. Thank you for your warm welcome,

Mike Nelson

Wellbeing and Engagement Leader

WORLD'S GREATEST SHAVE FUNDRAISER



On the 13th of March we held a World Greatest Shave fundraiser at lunch time, celebrating all our participants, with a sausage sizzle, music and assembly. In the weeks leading up to this event the KHS community sponsored these brave shavers, we would like to say a big thankyou to everyone who donated. It is incredible what we have achieved together, we have raised a

huge **\$13,838.11!!!**

We want to congratulate all the students and teachers who shaved for blood cancer, Harry Annesley, Chris Booth, Kyler Booth, Laura Cuthbert, Dion Gazis, Lia Jowett, Danial Kochakzadeh, Michael Roberts, Jack Urie, Mr Barrett, Mr Crawford, Mr Daffey, Mr Paragreen, Mr Thickins and Mr Williams.

Also, a big thankyou to our fantastic hairdressers, Natalie, Kistopher and Jessica Govic's grandmother and aunty as well as Kya Wiebenga's mum. It was wonderful to see the support from the whole community for such an important cause! This money will go treatment programs, funding research and providing much needed support to those families affected by blood cancer. Thankyou to everyone for getting around this event!

Dion and Alice

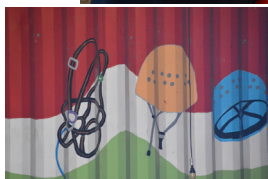
2020 Wilsmere Captains



Dion Gazis



Alice O'Brien



Are you as smart as a KHS student?

Maths Club

Every week, staff member Luke Burgess heads up Maths Club preparing our students to compete in interschool Math competitions. Here's a maths problem posed to the students. Think you can solve it?

Fill the 3x3 square with the numbers 1 to 9 such that for each horizontal, vertical and diagonal triplet of numbers, the number in the middle is the average of the number on either side.



James Daffey

Corridor Cup

At the start of the year the SRC decided to use each term as an opportunity to raise awareness of an issue they feel strongly about. During term 1, the focus was on environmental and sustainability matters. A range of initiatives have been implemented as a result, including Clean Up Australia Day, Earth Hour and the inaugural Corridor Cup.

This latest initiative has seen an amazing improvement to the cleanliness of our corridors. Year 7 - 10 are locked in a titanic battle for the Corridor Cup each week, culminating in a free BBQ for the year level that wins the Cup most times throughout the term. Year 12 leaders are voting at the end of each day as to which year level has maintained the cleanest corridor and whichever year level wins the most days throughout the course of a week retains the trophy for the next week. The year level with the most weekly victories is awarded with the celebratory BBQ.

To keep the competitive juices flowing, each year level returns to zero points and we start again each term.

Great work to all year levels and keep up the enthusiasm. This is your school and you should be proud of it and the contribution you make.

James Daffey



Year 11

BIOLOGY CAMP

QUEENSLIFF, 27—28 FEBRUARY

On Thursday 27th of February 63 year 11 Biology students and 8 staff headed off to Queenscliff for an overnight camp focussed on a range of activities coordinated by the Marine and Freshwater Discovery Centre. This education facility is an initiative of Fisheries Victoria and provides a range of tailored programs beyond the scope of the regular classroom. Specifically, the camp enabled our students to fulfil the meaningful fieldwork component of their course.

Our two-day program was very full. Students needed to be at school by 6.40 a.m. ready for the bus trip to the rocky shore in Barwon Heads for the fieldwork component of the camp. Using specialised equipment and the expertise of our instructors, students carried out a variety of sampling techniques aimed at collecting data on plant and animal distribution.

We headed from Barwon Heads to Queenscliff for a quick lunch and then all students headed to the Marine and Freshwater Discovery Centre in Queenscliff. On arrival at the Centre, students rotated through two laboratory-based activities investigating a range of reproductive and structural adaptations and then a guided tour of the Centre's aquarium, culminating with an opportunity to handle a number of organisms in the Centre's touch tank.

After the first day of activities students could appreciate first-hand how the complex, specialised adaptations enable survival in harsh marine environments. In doing so, the students gained a deeper understanding of a central theme in biology – the relationship between structure and function.

By late afternoon, we were back on the buses heading to our accommodation. After a long and tiring day students enjoyed settling into their rooms and exploring all our accommodation had to offer; swimming pool and spa, trampoline area, and the onsite coffee shop. When it came to dinnertime, we travelled back into Queenscliff. Fortunately, it was a lovely summer evening, perfect for sitting outside enjoying a pizza or fish and chips.

Next morning the students needed to be back on the bus having had breakfast, packed and cleaned up their rooms by 8.30am. Students had the choice of participating in one of two different snorkelling activities, or a marine studies cruise. One snorkelling group went out by boat to Popes Eye, a unique area within the Marine National Park. The other snorkelling group investigated the marine environment a little closer to the shore. Both groups were able to view the rich community of plant and animal life in Port Phillip Bay. On the marine studies cruise a small sledge was deployed which sampled material from the bottom of the bay enabling students to observe a range of bottom dwelling organisms

like crabs, sea-stars, seahorses, sponges, some fish as well as lots of seaweeds.

On returning to school, students will select one organism viewed over the 2 days, identify a range of its adaptations and link these adaptations to the organism's survival in its habitat – that is “how can the organism live where it does”. Students will present their findings as a scientific poster.

The Unit 1 Biology teachers (Matthew Goodridge Kelly, James Dean and Lorna McKellar) along with the students would like to say a big thank-you to the staff who came along to ensure the success of the camp by driving the buses, organising the allocation of rooms, and getting breakfast on the table; Louise Bates, Stephen Barrett, Kerry Power, Eliza Brown and Dawn Morrissey.

Students were asked for feedback on their return. Consensus being students found it a worthwhile activity. If parents have any suggestions, we would be delighted to hear from you.

Year 11 Biology Teachers



Lorna McKellar

"At the end of February the gang and I went down to Barwon Heads and had a rowdy time. We stayed in a funky accommodation with a massive jumping, rainbow, pillow! There was a really cool heated pool and there was even a spa. We all had a great time in our cabin, we watched a funny movie (haha). There was also some science stuff involved. We looked at the biodiversity of a marine national park. Overall it was a great experience and would give it a 10/10!"

— Max Castree



"Biology camp was a great experience! We had fun undertaking so many activities, from visiting labs to aquariums to walking along the beach and searching for interesting organisms. The first day was cold but super enjoyable, with lots of learning as Phil – our guide – taught us about all the different organisms along the shoreline and how they adapt throughout their lives. I was even able to touch a massive eight-armed sea star that we found, as well as seeing crab shells and other interesting animals that live near the seaside. Afterwards we went to the aquarium, seeing lots of unique creatures such as the cuttlefish, as well as learning about different organisms in the lab. The next day we went snorkelling, which was amazing! Sadly, we saw no dolphins, but we swam with seals and one beautiful, massive Black Stingray. We also hung off ropes trailing along the side of our boat, it was so much fun! All in all it was a great camp."

— Darcey Briggs

"My favourite part from camp was the morning we went snorkelling from a boat. We saw seals and got to visit pope's head, an abandoned fort that would have been used to defend Port Phillip bay, if it had been finished. I also really enjoyed when we got to walk around town and find a restaurant for dinner. We ate Indian food by the pier."

— Seren Danckert



"Bio camp, in short, was a fun, educational, hasty but well organised, thrilling 2 days in which the information which filled my brain was unmatched from whence came those camps that preceded it. From swimming with stingrays on my lonesome to watching Gordon Ramsay's "Kitchen Nightmares" with my close companions in which I dwelled in the same living space, this camp was a non-stop educational joyride."

— Coby Lamont



"The camp was a great overall experience with a lot of opportunities to learn while still having fun and interacting with others. A lot of the activities were hands on, and this made it easier to understand the topics we were learning. A good example of this was the touch tank where we got to learn about certain animals while looking at right at them and being able to feel them."

— James Christopoulos

