



Q News

Dear **Subscribers Name** ,



Welcome Josie Millard

I have been most warmly welcomed to at Kew High School over this past term. Whilst there is no doubt that commencing in the role of Principal has been an extraordinary experience, it has also been amazingly rewarding. This is a school community that values excellence in learning and teaching. It is a school community that is made up of people who commit themselves fully to the work that they do. I have witnessed in this short time the overwhelming commitment of teachers to both curricular and co-curricular programs. I have very much enjoyed conversations with students who stop and say hello, they introduce themselves and they speak with integrity and respect. They discuss their learning with enthusiasm. I have met a range of parents who commit themselves to supporting the education of their child, but also of all students through tireless volunteer work. It is an impressive community of people.

It is that that has been the most outstanding quality of this school that I have observed over these past 11 weeks. Kew High School is a community made up of students, staff and parents who care deeply for each other and they take the time to support each other and they set high expectations of each other. I am so pleased to have been accepted as a part of this community.

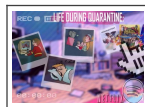
Students and staff have undertaken the unique task of moving learning to the online environment this term. They have learned to connect and communicate through the computer and they have been accountable for their own progress. They have experienced a period of isolation that has been unique. I saw amazing examples of student projects, collaboration and initiatives throughout the online learning period, many of which have been shared on Compass Newsfeed. Out student leaders have been exceptional. They have been active leaders and the example they set has enabled a smooth transition back to school for all students. I hope that the articles in this Newsletter provide you with a snapshot of action and innovation that occurred at Kew High School during this very unusual term.

Over the coming term, Kew High School will go through a process of review. This process is one undertaken by all Department of Education schools every four years. The process requires us to make a deep evaluation of our performance over the past four years and to provide extensive evidence of this. The review panel will focus solely on student learning outcomes – where are they at and what is influencing them. The panel will visit classes and it will meet with school leaders, teachers and students. At the end of the process we will develop the key goals and actions that will make up the next School Strategic Plan. This is an exciting time for Kew High School and I am honoured to lead this process. I am very much looking forward to working with this enthusiastic and committed staff to continue our improvement journey.

I wish you all the very best for these coming holidays. In my address to students on Monday in the General Assembly, I reminded them that we would ordinarily, be experiencing a real break from learning in these holidays. This year, with the extension of the VCE timeline, the break does not seem as restful. It is important however, that student, and staff, take the time to rest these holidays. It is time to take a break from the computer screen and spend some time with our friends and families. Take the time to enjoy yourselves and appreciate what we have come to know as important for our happiness.

Josie Millard

Principal



Year 9 Media Studies

During remote learning, year 9 Media students was given the task of keeping a journal over five days.

What did they have to write about?

They had to record and reflect on their media use during lockdown. That is, were they spending more time in the digital world and less time in the analogue world OR was there a good balance of both?

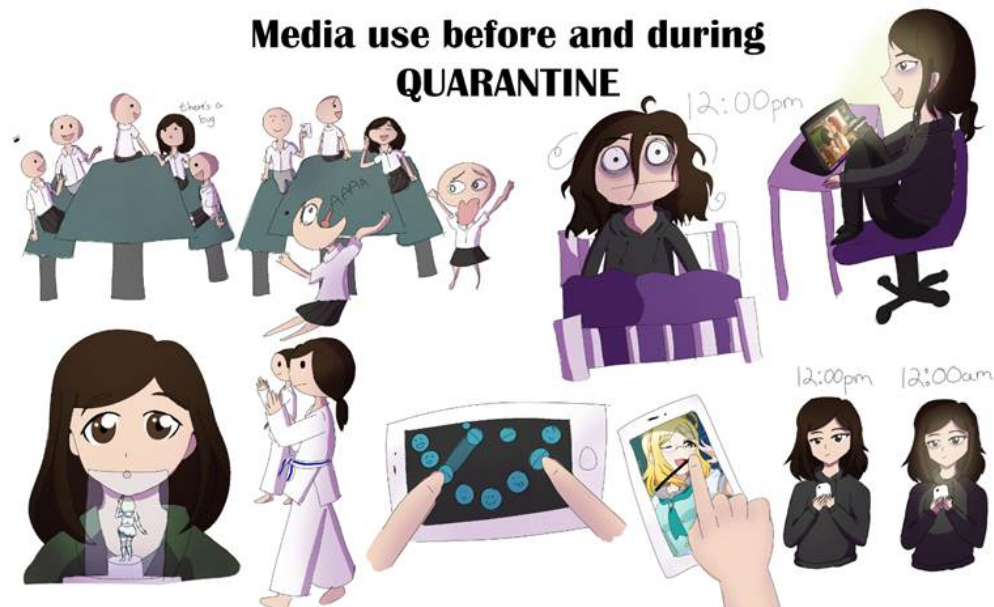
For the students the digital world was defined as the media world we currently live in. This is media created by OR using digital processes like the Internet, social media, digital cameras, smart televisions, computer games, digital radio, smart watches etc. For the sake of this project, remote learning wasn't included. The analogue world was defined as the media world that existed prior to the digital world. This includes things like newspapers, record players, film camera's, cassettes, radio. For the purposes of this task, the definition also included activities that aren't involved with traditional AND digital media. This included reading a book, doing a jigsaw puzzle, writing a journal, playing a sport in the backyard, doing a crossword puzzle, talking to family members, taking the dog for a walk etc. The students also had to create some sort of media product that encapsulated their media experience at home. This could be a short film, poster, series of photographs, advertisement, a podcast.

For some students, it was the first time they kept a diary. Others realised, they spend far too much time in the digital world. The quality of work for both the journal and the creative part was excellent. Here is a sample of some of their work:

By Kyan R-P



Media use before and during QUARANTINE



Evaluation

Reading over these 5 journal entries, I have noticed some factors that stand out. The amount of time that I spend using media each day has definitely increased since quarantine began. It is particularly noticeable on school days, as usually 'recess' and 'lunch' would be spent socialising outdoors, but it is now mostly spent indoors using technology. At times I did try to incorporate the analogue world into my day by doing things like reading or going for a walk, but it wasn't enough in my opinion. It is evident that a lot of my spare time is spent using media. Things like watching YouTube or Netflix/going on Tiktok substitute for my lack of analogue hobbies. Completing these 5 journal entries has displayed to me how I spend my time, and I now feel as though I am aware of how I could improve my daily routine. I believe that if I made an effort to move away from technology each 'recess' and 'lunch' that I would find it easier to focus on school, as my mind would have a proper break. I have realised how addictive media can be and how time can pass so quickly when you are using media. Digital media has both positive and negative aspects. Positive: Easy access to information, the ability to do school online & Negative: Can be addictive, time consuming. Overall by doing this task I have been able to observe my media habits and I am now aware of the issues surrounding my media use.



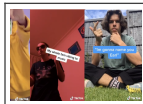
Year 9 French Food project

Over isolation, year 9's who take French completed a French food project. It involved choosing and researching a French food/dish; in which region it was created, who made it, its ingredients and the recipe. Some people even chose to make the dish themselves. I chose to research the chocolate mousse because interestingly, it was created by a post-impressionist painter by the name Henri Toulouse-Lautrec. It was really fun researching one of my favourite desserts and it was delicious to eat. The French have some truly amazing food.

By Natasha Ferrier 9H

The decision to change the order in which we study topics in Year 9 French was an easy one when we heard that the school would be transitioning to remote learning in Term 2. We chose the Food Topic to teach remotely as it is the most practical unit and with students spending so much time at home, it provided the perfect opportunity for them to be able to cook and experience a French or Francophone dish with their families. The students engaged really well with this task and I am sure there were some very happy family members too who just had to try the dishes!

By Kathryn Harink, French Teacher



Tik Tok challenge during isolation

Drama and Media Captains Mariam Pileggi and Finn Comte-Harvey organised a TIK TOK challenge during remote learning.

Students were asked to make a short video of their time at home during isolation and put it to music. It was hoped it would be a fun way to engage students and have some fun. Nine students from all year levels submitted videos. They were very creative and entertaining to watch.

A big thank you to the Kew Stars who made the effort to participate. They are: James Munro, Tian Feng, Vivian Zhao, Mia Brown, Max Muller,

Tori Lawson, Zoe Cole, Bronte Jacob, Nathan Izlemek. Each student will receive a chocolate inspired prize. It is hoped these films will be shown at a future year level assembly. Thanks everyone and stay lit!



Landscape Lads

For the past two years, the 'Landscape Lads' have worked with Phillip Naughton on a number of garden projects around the school. In 2020, the Year 9 boys have taken the reins creating a new garden bed on the Burke Road side of the school each Tuesday at lunchtime. After constructing the fencing and laying down weed matting and soil, we are looking forward to planting in the spring.

Year 9: Alex Brian, Curtis O'Brien, Mac Paraha, Oliver Price & Ben Thomson

Year 11: Rory Ammitzboll, Jack Brian, James Farrawell, Jonnie Kuch & Millar Zezula





Over term 2 Connect all students in year 7 – 12 took part in a range of wellbeing activities. The aim of sessions was to give the students the opportunity to connect with each other and their teacher in a fun and safe environment while at the same time taking part in activities aimed at improving their mental health during isolation. A range of Kahoot trivia quizzes started the sessions with topics ranging from what you knew about Kew High School to 'Guess the Teacher' baby photo. Each week students had the opportunity to take part in a fun challenge, students submitted photos and winners received their prizes delivered through the mail.

Week one started with the great tower challenge where students were required to build a creative tower in their own home, week four students were challenged to get outside and look up and out. Based on the webpage <https://www.lookup.org.au/> students were challenged to spend time looking up and take photo of the world they saw.

During week 5 we challenged the students to consider the environment and make a pledge of how they were going to do something good for the environment.

Our final connect session in isolation encouraged students to show us a skill, from darts to juggling and lego our students shared their talents a journey itself into the creative talent of our school community.

Our final task for the students was to consider how being in isolation had impacted on their lives. Students were encouraged to share their story via, art, poetry or video via the oursharedstory project <https://www.oursharedstory.org.au/>.

Term 2 2020 will certainly be a term of Connect like no other past or into the future. Well done to all the staff and students who took part in all the challenges, we hope they benefited you as much completing them as it did receiving the amazing contributions via email each day over our time in isolation.

Rosemary Carter



Reflections on Remote Teaching and Learning from English.

For all of the English teachers at Kew, this term has been challenging, interesting and ultimately rewarding. Teachers, students and their families entered into the biggest educational experiment of our time. We didn't really know how remote teaching and learning would work, simply because it had never been done on this scale before; we were all stepping into the unknown.

Let me confess that, for my colleagues on the English staff, our first online classes were nerve-racking. It was like being a brand-new teacher again, not knowing exactly what to do, what would happen, and how to react to the 'known and unknowns'. I hope it makes you smile, students of Kew High, to let you know that we were pretty scared when we first took up the computer in our homes and spoke the first words- a variation of "Hello everyone – can you hear me...???"

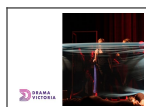
And the best part of all this was of course, you, the students. You were so generous, kind, patient and forgiving and responsible. You allowed us to make mistakes and you were gracious. And you knew that while this set up was imperfect, that we were trying our best. And you let us know we were doing ok. You thanked us after each lesson.

After the first couple of fraught lessons, we adapted. We, like all of your teachers, got into an online routine, and worked out some of the finer points of online delivery. We taught creative writing, text essays, orals in ways that we'd never quite taught before, and I'm proud of all the work the English teachers did to make it work.

Of course, things didn't always work. The internet would slow, we had video delay and some programs did not work as smoothly as we would have liked. And even when we, your teachers, thought things were going well, we were blissfully ignorant of certain things; it's difficult to ban mobile phones, Spotify, Netflix and natural sleep (the latter of which you can't find in stores or on an app) in a remote environment, but we did work out ways to make sure you had cottoned on to most of the lesson.

We've come back to school with a fresh appreciation of all of the wonderful aspects of teaching, especially the community of our classrooms. From the English faculty to the students of Kew High, thank you.

Karen Lynch



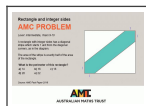
Year 9 Drama

This term, during remote learning, our two Year 9 drama classes participated in a Theatre Festival task run by Drama Victoria.

Usually this project would be planned during class time and then presented at a performance day with multiple other schools but, due to Covid-19, we were forced to modify the project in order to accommodate the restrictions resulting from isolation. Drama Victoria provided all schools with a stimulus, which was a hybrid dance performance, by a prominent Indigenous dancer, that celebrated his traditional cultural dances as well as his love of hip-hop, and it was this stimulus that the Year 9 students used as a catalyst for their self-devised pieces. Each group planned, rehearsed, filmed and edited their performance pieces while in isolation with the help of Microsoft Teams, which makes what they ultimately produced even more amazing. By following a broadly structured task that required an inclusion of stylised movement/dance, an element of identity, and an acknowledgment of Indigenous culture the students were able to go in any creative direction they wished, which was a real focal point for Mr Stuart Crawford and I in order to allow absolute independence and creative freedom. We are both so proud of all the students! Well done!

Michael Brandt

Head of Drama



Mathematics at Kew High School

COVID-19 has had an impact on the delivery of our competitions at Kew High School this year.

Maths Challenge for Young Australians

Official entry to the competition has been extended until Term 3, so the deadline for payment has been extended until early next term. If a student has done well in completing the Maths Challenge For Young Australians questions but have not yet paid, we strongly encourage them to do so. Classroom teachers will communicate this with their students.

Australian Mathematics Competition

The Australian Mathematics Competition (AMC) will be on again in 2020. The actual date of the competition is yet to be finalised, but students who wish to participate this year will need to ensure they have paid the \$6.50 entry fee by July 21st. Students interested in participating should contact chris.paragreen@kew.vic.edu.au to add them to the event in Compass in time for registration and payment.

Mathematics Homework Help

Homework Help sessions are still running at lunchtime everyday except Tuesday. Sessions are staffed by teachers from all VCE specialisations. Specialist students might consider seeing Mr. Agisilaou on Mondays, Further Mathematics students seeing Mr. Serafidis on Wednesdays, and Mathematical Methods students seeing Mr. Paragreen on Fridays.

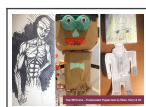
Of course, all students are welcome at any session that is convenient to them. There is also an after-school session for Year 9 and Year 10 students in the library on Wednesday afternoons with Ms. Duong.

Maths Club

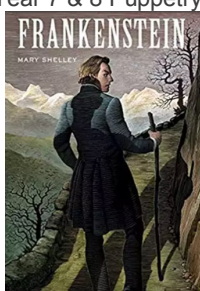
Mr. Burgess is hosting Maths Club on Tuesday afternoons, after school in Room 11. For students who want to engage in mathematics in creative ways, this is an excellent opportunity for students to pursue topics of their own interest. The club caters to interested students of all levels and abilities.

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Answer: a) 14



Year 7 & 8 Puppetry

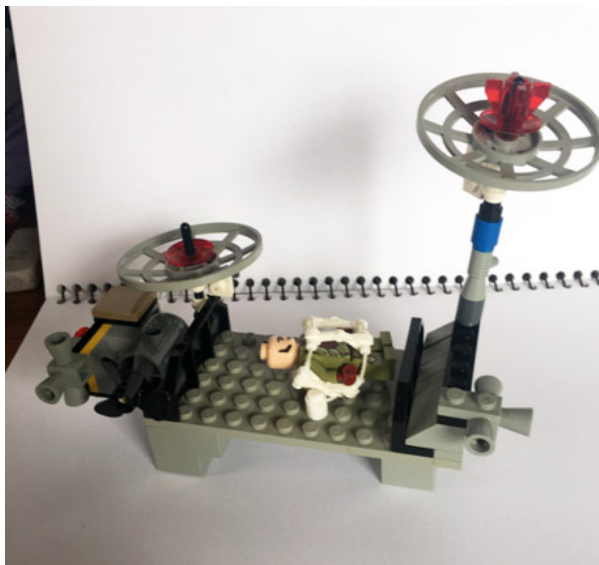


This term, during remote learning, the drama department was extremely keen to ensure that students were not left with a heavy theory-based curriculum as a result of not being able to participate in the traditional practical-based elements that the subject usually celebrates. With this in mind, students were challenged to create a puppetry performance using an excerpt from the playscript of Frankenstein, with a focus on dialogue delivery, puppet making, embedding of design elements such as lighting, sound and backdrops, and a complex dramaturgical approach to script analysis and understanding of sub-text. We, the drama department, would like to acknowledge the incredible work of all students, as the final performances we received were absolutely outstanding! It was fantastic to see that the students embraced the opportunity to step away from their computers and engage their creative minds resulting in something so polished. Well done to all!

Michael Brandt
Head of Drama



by Andy



By Nels



by Luca



Virtual House Cross Country 2020

Boroondara 40 points

Barker 46 Points

Wilsmere 48 Points

Cotham 78 Points



Congratulations Cotham!



Year 12 Chemistry SAC

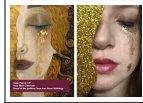
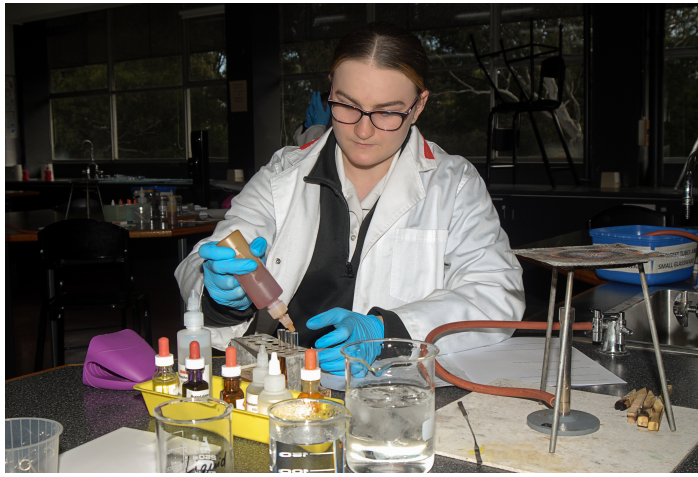
Most of the Year 12 Chemistry cohort joined us back at Kew High School during remote learning to participate in a social distance practical during Week 5. The students investigated how changing the temperature and adding or removing products changed the position of equilibrium of an iron thiocyanate equilibrium system. Each student was able to complete the practical individually in half classes with practical stations throughout in Room 12 and Room 14.

These students were glad to be back at school with their friends, and they all made the most of this opportunity revisiting some of the skills and content they learnt from the online learning period in a practical setting. As seen in the photo Ms. Millard also dropped by Mr. Bye's chemistry class to meet her first Kew High School students.

A huge thank you to our laboratory staff - Natalie, Dawn and Chelsea who worked tirelessly to make sure the individual's stations were set up and cleaned before and after the each student group attended throughout all of Wednesday and Thursday.

by Jarrod Bye





Year 10 Urban Art's COVID Appropriation

This year's Year 10's Urban Art class chose a well-known artwork and re-created this image at home whilst remote learning. The image was to be reproduced using yourself or something personal to the student. The focus of the image was to be in the style of the famous artwork.
By Katherine Smith

Zoe Cork 10B

Frida

Kahlo,

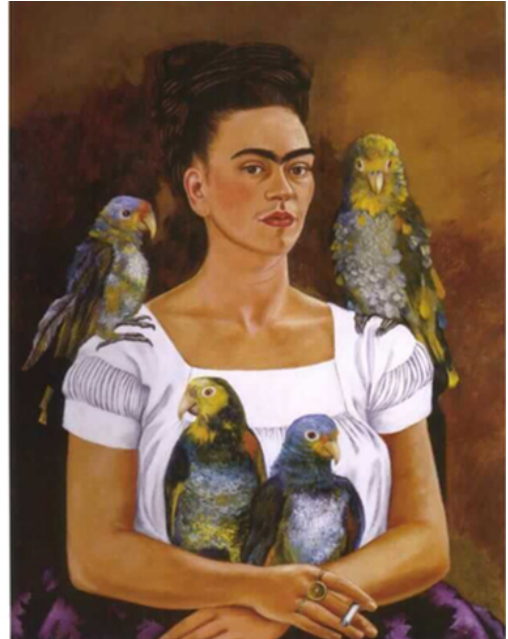
Me

and

my

parrot

(1941)



Jake Bozinoski 10A

Andrea

Mantegna,

Madonna

and

Child

1490-1500



Tarsh Rigg 10G

Christian

Thompson,

Equealibrim

2016



Tristan Ting 10H

Vincent

Van

Gogh,

Self-portrait

with

bandaged

ear



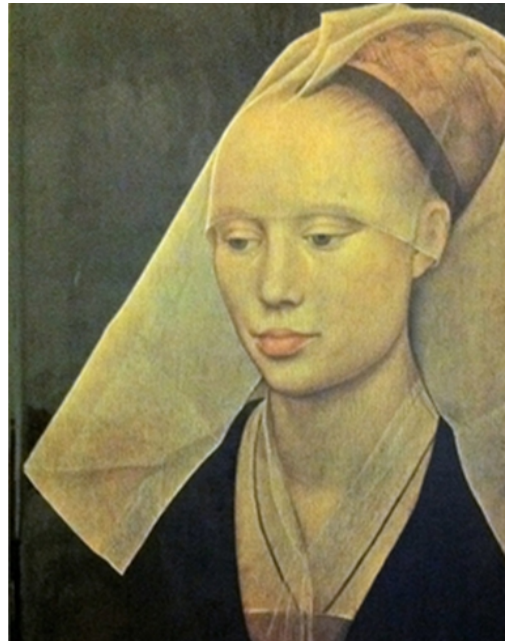
Angelique Germano 10C

Jan

Van

Eyck,

Flemish



Callum Estibeiro 10C

Ross

Halfin,

Live

sh*t

Binge

and

Purge

San

Diego

1992



Term 2 Food Studies

The Year 8 Home Economics students this semester had to plan, prepare and evaluate a meal that they cooked at home for the family. They experienced some challenges for this task related to COVID-19 (eg. access to ingredients), but students responded very well and prepared some amazing food that their families enjoyed. Below are some reflections from two of those students.

Student Reflections

"For the Term 1 Home Economics CAT we had to cook a meal at home, using correct safety and hygiene techniques. Our meal was based on the Australian Guide to Healthy Eating and we had to take into account the different food groups for our meal. We had a few weeks to plan our meal, we had to plan 4 meals and look at the pros and cons of each. For my meal, I made 5 Chinese dishes including lemon chicken and Mongolian beef. I learnt that it's hard to make multiple dishes at once because they will get cold while you finish the others. Due to COVID 19 food shortages, I wasn't able to make 1 of the dishes I wanted to but I swapped that meal for another. All in all the CAT was fun and interesting and I learnt a lot" —Tomi Green 8A

"For the first Home Economics CAT of the year we were given a task that required us to research and cook a meal of our choice at home. We were given some resources to guide our research including a website that listed when fruits and veggies were in season. Personally, I found this very helpful and based my fresh produce off the foods listed on this website. I also found some of the big recipe websites such as Taste and BBC Good Food helpful because of the inspiration they supplied with their recipes. I chose to cook a three-course dinner for my family that consisted of an entrée, main/side and a dessert. I made salmon, avocado and cucumber boats for my entrée. Chicken schnitzel and coleslaw sliders in homemade bread with a side of sweet potato chips made up my main meal. My dessert was low sugar crepes topped with banana, strawberries, and a little bit of melted dark chocolate. Making bread and chicken schnitzel were both things I had never done before, but I thought this was a good opportunity to try. Obviously COVID-19 has provided challenges in everyone's daily lives, but it was especially challenging to find some of the food products I needed to cook my meal. Flour and sugar were probably the hardest to find, but other foods, especially some fruits and veggies, were quite expensive. Overall I really enjoyed this task and I learnt some new skills while doing it." —Michaela Joyce 8A

Belinda McVean

Food Studies Coordinator



Year 9 Humanities Election/BBQ (Term 1)

On Friday of Week 4, the Year 9 Humanities students took part in an election to consolidate their understanding of the Australian political system. Each class was tasked with representing a charity and creating campaign materials such as posters, advertisements and how-to-vote cards.

This was a great success and a wonderful range of posters, ingenious ads and cleverly designed how-to-vote cards make me feel very confident in our next generation of political participants.

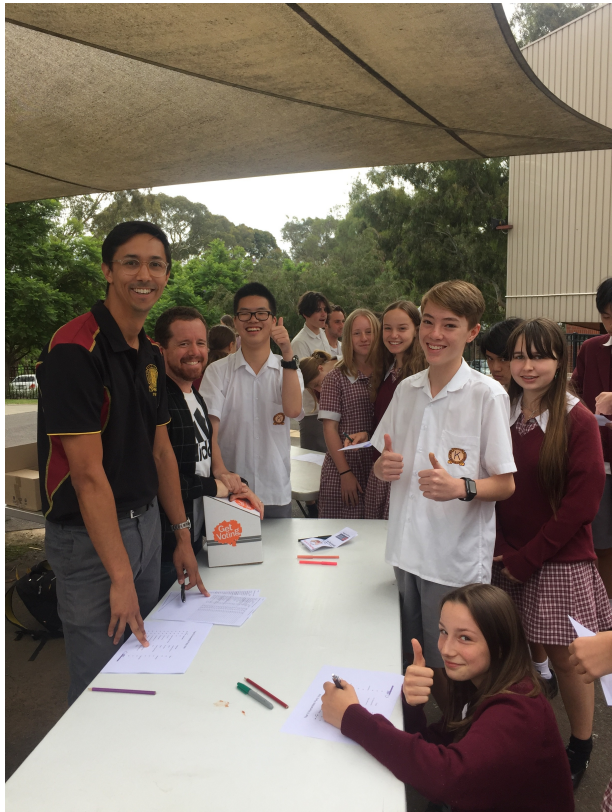
The money raised from the BBQ was over \$300 and this went to the eventual winner of the election, 9E, who represented the Cancer Council! Well done to that class and all students who participated.

Just like in real elections, the charity with the largest first preference vote did not actually win and it took until the 7th round of votes until the winner was decided.

"When I saw how we worked out the winning party I basically just said "I get it now". It was easier to see it physically. I immediately understood what it meant by 1st, 2nd... and so on votes." — Mia Cowley 9A

"We enjoyed the election bbq because it was very fun and interesting voting for a foundation we felt passionate towards. It was also great learning about the system and how the votes could come down to the last vote. In conclusion it was an amazing experience to learn about Australia's voting system and we would love to do it again." — Parisia Cutts and Isabella Perich, 9A







Poetry in Motion

by Calli Varoussiadis

Poetry in Action, a company KHS has used numerous times for poetry performances, recently ran a special 'Isolation Poetry Challenge'. Students needed to write a poem in 30 lines or less related to the recent Covid-19 LOCKDOWN or ISO, with the winning poem being performed by the Poetry Action actors on social media.

The competition was a challenge to students to remain connected to their creative poetry spirit. For the performers at Poetry in Action creativity never stops and they were super keen to see the wholesome poetry goodness that could be created in the most challenging of times!

Several year 7 students took up the challenge and entered the competition, and amazingly our talented poet Lachie Warwick made it into the top 10 finalists with entries from Australia, New Zealand and the USA. This is an outstanding achievement. See the top 10 finalists here: <https://www.instagram.com/p/CA37-fvH0C4/> Here is what the judges said about Lachie's poem...

'Your words were very moving. We loved your use of antithesis in your piece to encourage a positive perspective for the reader. Keep up the great work, Lachie. Keep writing. Keep inspiring!'

Now read his inspiring words.....

By Lachie Warwick 7D

Without light

There would be no shadows

Without boredom

There would be no excitement

Without challenges

There would be no learning

So, from these times of isolation

Know that we will gain appreciation

Of privileges we have taken for granted

And that we will come to the realisation

That through negativity

we will find positivity

We will notice light more

Because we have been in the shadows

We will break Excitedly from our boredom

And we will carry

The lessons learnt from the challenges we endured



Garden Maintenance

The Kew High School gardens are gradually being rejuvenated. The school principals have supported the efforts of staff and students to engage in the enhancement of the school grounds to provide an attractive environment for the community to work and study in.

Over the past ten years about twelve of the twenty garden areas have been restored, Ongoing maintenance is required to keep the plants growing. Dead, damaged and dying trees and shrubs need to be replaced. The mulch has to be topped up each year to suppress weeds, keep moisture levels up and support microbial activity in the soil.

Three student teams were active in the gardens this year. A group of International students assisted with the vegetable beds and in the herb garden. The Environment Team restored a bed of trees and shrubs in the quadrangle. During term four a new team, The Landscape Lads, was formed to prepare a garden bed under the Jacaranda trees. This will be planted out next autumn.

With continuing support from all sections of the school community, the gardens and surrounds of Kew High School will be a more attractive and pleasant place to work and study.

by Phillip Naughton — KHS Maintenance



Event Quick View

[Click here to go to our Events Calendar](#)

Kew High School