



Footscray
High School

THE LINK

FOOTSCRAY HIGH SCHOOL // NEWSLETTER // ISSUE 01 // 2020

UNITY

RESPECT

CREATIVITY

ENDEAVOUR

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FROM THE EXECUTIVE PRINCIPAL

Welcome to our first issue of 'The Link'. 'The Link' epitomises our first pillar of Unity, in that our school is built on collaboration. This is where three campuses, many cultures and infinite personal journeys unite with pride and with purpose. I thank all those who suggested names for our newsletter on social media. I trust you will accept and celebrate the name we have landed on.

'The Link' will be published quarterly at the end of every term. I would like to acknowledge all the staff that have contributed to this issue and in particular our designer and publisher Ali Dullard (Publicity and Promotions). I'm certain you will agree the final product is exceptionally well presented and a wonderful celebration of our learning community. In future issues, I look forward to reading more from students and members of the broader Footscray High School community.

Term one of our new school has been extremely successful on so many accounts as we transitioned into a multi-campus school. Unfortunately, we have been marred by COVID-19, however as expected the Footscray High School community has demonstrated creativity and endeavour and we are continuing with high quality teaching and learning programs, albeit remotely.

Whilst I congratulate all students, I would like to particularly acknowledge our new Year 7 students for their exceptional start to high school and our Year 12 students who are completing their final year in testing circumstances.

Construction of our three major projects, Pilgrim Campus, Barkly Campus and the upgrade of the Science Centre at Kinnear campus are well on track to be open for the start of 2021.

We have had two highly attended Friends of Footscray gatherings and the inaugural school council of Footscray High School have met for the first time this week.

Unfortunately, we had no option but to postpone our 'On the couch' event looking at 'Adolescents in a Climate Changed World'. We are looking at options to bring this event online. I am hopeful that we can have a live event in the latter part of the year.

One of the projects I am currently looking into is a 'Studentship in Mindfulness'. Further information will be provided soon.

I trust you will enjoy reading 'The Link' as much as I have. Remember daily and weekly updates are published through Compass and our social media.

All the very best and happy reading,

Frank Vetere
Executive Principal

BARKLY CAMPUS



2020 SO FAR... It would be impossible to write this report without acknowledging and reflecting on the immense hardship that Australians have endured since the outbreak of the devastating bushfires, and the COVID-19 pandemic. With these events reshaping our world before our eyes, the importance of education has never been in sharper focus and it is this that drives us at FHS to create an environment where students, even when surrounded by uncertainty, can thrive. Within this context, I am pleased to celebrate some incredible achievements at Barkly Campus in Term 1!

With projected numbers for our 'foundation' Year 7 intake to be closer to 150, it was amazing to welcome 298 new Year 7s, all dressed in our new uniform, through the Barkly Campus gates on February the 30th 2020. This not only reaffirmed the need for greater secondary provision in the inner west but also reflected the transition work that was undertaken leading up to the start of the academic year. Well before FHS opened its doors, the transition team, including Rob McLeod (Operations Principal / SEAL), Sarah de Barros (Wellbeing Coordinator at Barkly Campus), Rebecca Grieve (Literacy and Special Needs), Nicole Barker (Literacy Learning Specialist) and Emma Crampton (Numeracy Learning Specialist) visited our feeder primary schools, met with families, and spoke to students to gather as much information as possible about our incoming cohort and their specific needs. It is also pleasing to report that, through the efforts of our first Learning Community Leaders Nicole de Garis, Bryan Field, Sophie Sakellaropoulos and Scott McDowell, supported by our team of homegroup teachers, our incoming students settled amazingly well into high school life, developing positive relationships with each other and their teachers. The 'Three Learning Community' structure has proven to be an effective way to develop and foster bonds between students and classes and also between teachers, who have engaged in team teaching, particularly in Mathematics, and use a collaborative approach in managing students' needs. It was fantastic to see so many parents come along to meet our Learning Community Leaders, Homegroup Teachers and Administration Staff at our Twilight Picnic on the 12th of March. Becoming symbolic of how we start the school day at Barkly Campus, the outdoor piano sessions by our students in the 'Agora', exemplify the positive, creative and calm environment that has grown over Term 1.

Reflective of our school goal of 'teaching at the point of need', our students engaged in a range of 'diagnostic assessments' toward the start of Term 1. These assessments further provided our teachers and Education Support Staff with clarity around our students' strengths, interests and areas where extra support is required and allowed them to get to know them as individuals.

STEAM

We are also particularly proud of the way that FHS has responded to the community's needs of a 'new school'. STEAM, which was identified as a priority for the community through the FLP consultation, has featured in Term 1 with several initiatives aimed at engaging our students in the integrated learning of Science, Technology, Engineering, Art and Mathematics. Six homegroups engaged in a STEAM program at the start of the term called Robokids, which required students to solve problems through coding and



New bike hoops at Barkly Campus

robotics. Feedback from students and teachers indicate that the program was a huge success. The remaining 6 homegroups will do the program in Term 3. In addition to Robokids, students have also been engaged in integrated STEAM units in 'STEAM DATS' collaboratively designing and building Bee hotels and participating in our Respectful Relationships program in 'STEAM Coms.' Unfortunately, the first casualty of the COVID-19 outbreak was a whole day STEAM-based excursion to the Australian Grand Prix, which had to be cancelled. I would like to thank our STEAM Leader, Karen Drought, for her continued efforts and passion for STEAM education at FHS.

Sustainability

Term 1 also saw the emergence of the Lorax - Environmental Club, led by our Sustainability Leader, Jak Dunstan, and made up of students across all year levels. The club's first project, led by Year 11 student, Rielly Grieve, was a waste audit of Barkly Campus, which highlighted the need for us as a school to refine our recycling practices. The project has resulted in a new recycling regime across the whole campus. Other initiatives that this club has led involve the monitoring and reporting of our energy and water usage, adding green spaces around campus and readying the campus 'Patch' for planting and further 'hands in the dirt' learning activities. Looking ahead, Jak and the group are exploring green options for our new Pilgrim Campus, due to open in 2021.

Living Longer, Healthier & Happier

If you have walked past Barkly Campus during school hours, you will have seen the numbers of bikes tethered at the front of the school. We are particularly proud of how so many students and families have opted for 'active transport' when going to and from school. This was celebrated on Ride2School day on the 13th of March, where 50 + students on bikes and skateboards were treated to a cooked breaky and tunes. Some good news! We are installing more bike parking rings during Term 2, which we hope will alleviate the parking congestion and encourage more kids and teachers to get on bikes!

In week two of last term, we held the junior swimming carnival in Oak Park. The weather turned it on and it was a fantastic day for everyone. With a mix of competitive events, participatory games and a massive water slide, it was a fantastic day for everyone and an excellent way for students and teachers to get to know one another and to build positive relationships. The champions of the day were Red House, with Savannah Hong winning

the champion Year 7 female and Anhduy Nguyen winning the champion Year 7 male. Several students went on to represent FHS at the Maribyrnong division inter-school event and have earned a place at the Western Metropolitan Regional final.

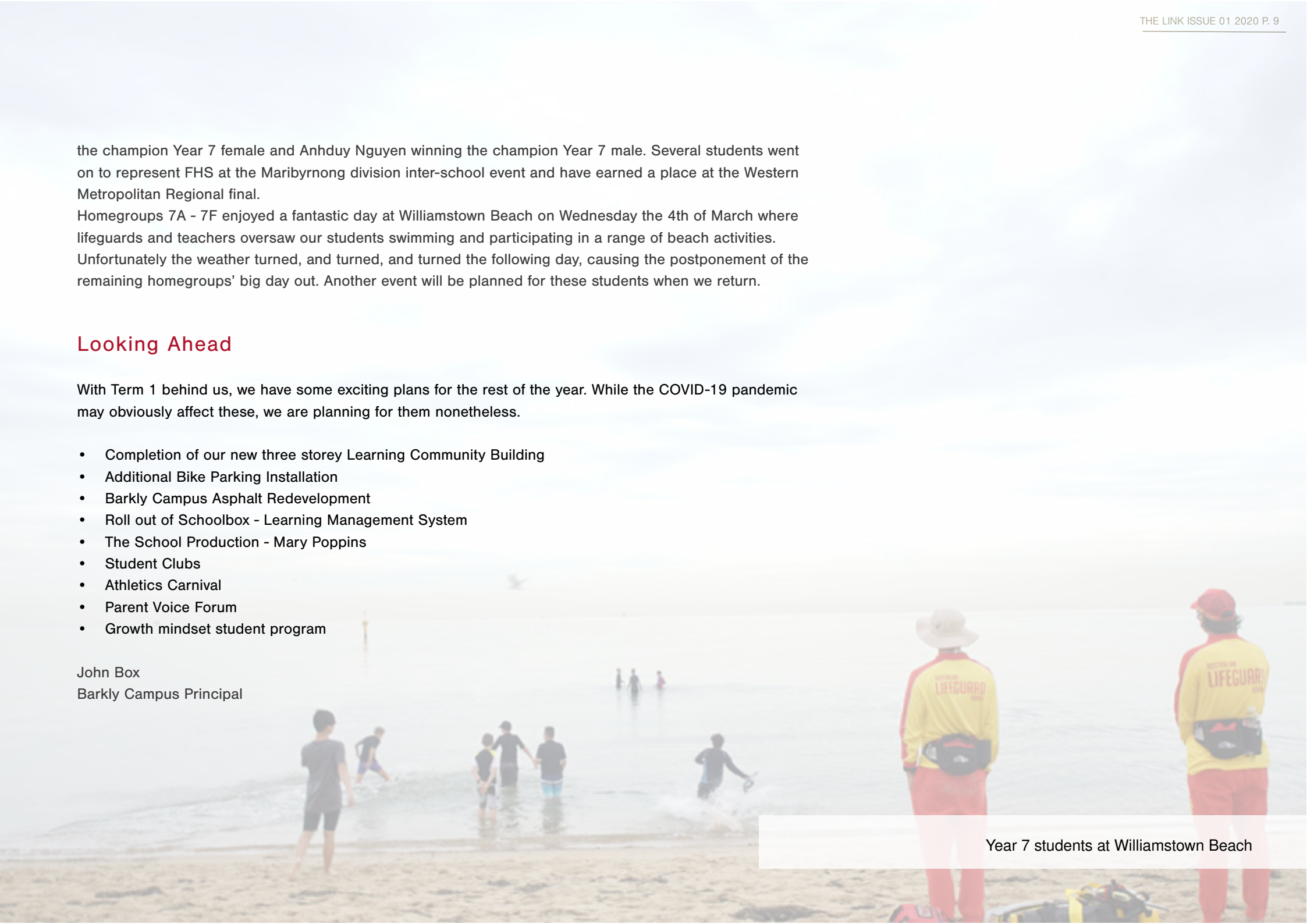
Homegroups 7A - 7F enjoyed a fantastic day at Williamstown Beach on Wednesday the 4th of March where lifeguards and teachers oversaw our students swimming and participating in a range of beach activities. Unfortunately the weather turned, and turned, and turned the following day, causing the postponement of the remaining homegroups' big day out. Another event will be planned for these students when we return.

Looking Ahead

With Term 1 behind us, we have some exciting plans for the rest of the year. While the COVID-19 pandemic may obviously affect these, we are planning for them nonetheless.

- Completion of our new three storey Learning Community Building
- Additional Bike Parking Installation
- Barkly Campus Asphalt Redevelopment
- Roll out of Schoolbox - Learning Management System
- The School Production - Mary Poppins
- Student Clubs
- Athletics Carnival
- Parent Voice Forum
- Growth mindset student program

John Box
Barkly Campus Principal



Year 7 students at Williamstown Beach



Or new FHS rugby tops!

It is with pleasure that I take on the role of Principal of Kinnear Campus and I extend a special welcome to all our families who have joined us in our new entity as Footscray High School.

It is through the Footscray High School pillars of Unity, Respect, Endeavor and Creativity, that we pride ourselves on the high level of support we give our students academically, socially and emotionally. We believe that a safe and secure learning environment, high standards and opportunities for students to pursue individual interests are the essential elements of an outstanding education.

Collectively we are focused on maximising our student outcomes and supporting students to achieve their desired pathways. We have high expectations for student attendance and effort. We seek the support of all families to work alongside staff to provide maximum encouragement and support for all students.

Given the current pandemic, it is important to us that you and your children still have a sense of normality– that you take the time to focus on the positive experiences and achievements we can make together.

While our community normally functions at a high level, with high-quality relationships and results, it is in challenging times, times like this, that I am most impressed by our collective willingness to focus on what is important - that is, our student wellbeing and student learning progress.

Our staff have worked above and beyond to meet, plan and collaborate to ensure that our students can continue to learn in a way that is clear, supportive and responsive. This work is all happening while they are managing their own families and fears. Collectively our staff are showing leadership by remaining calm, sending consistent messages, looking out for and after our students, families and colleagues and by continuing to provide daily quality teaching.

At the same time, our students are adapting and adjusting to the changing needs of education by being positive and conscious of how to support each other. Every day our community lives our pillars of Unity, Respect, Endeavour and Creativity and it is in times like this that I feel privileged to be the Kinnear Campus Principal.

I wish all students a successful year, particularly our year 12 students, who embark on their final year of secondary

KINNEAR
CAMPUS

education. Undoubtedly it will be a year of challenges but by exercising our pillars, particularly Unity, you will be able to overcome all hurdles.

We recently rolled out the Footscray High School rugby tops to all students in Years 8-11. With the colder weather setting in, students are starting to wear them and feedback has been very positive. Due to sizing, an additional order of rugby tops has been placed and the small number of students who have yet to receive these will be notified when they arrive.

Update on COVID-19

We are committed to providing COVID-19 updates to our families via Compass Newsfeed. If you need assistance accessing your Compass portal, please contact our office.

It is in these times that we must place importance on looking after ourselves, our families and our friends. Give your loved ones some time and check in with each other, even if it can't be in person. Help each other maintain the belief that this will all pass and normality will once again set in.

Be assured that as a school, we will continue to educate your child and that your child's wellbeing remains our highest priority.

Mobile Phone Policy

I would like to thank students and parents for their support with the new mobile phone policy. The majority of the students have been remarkably compliant with this new law. The feedback received from students has mostly been positive with many students commenting that they didn't realise the distraction a mobile phone could have. Students are reminded that all mobiles must be locked in their locker on arrival to the school and picked up at the end of the school day. Students in possession of a phone during the school day will face confiscation and detention. There are support processes in place for those in need.

Student Resources



By this stage, all students should have all items of their uniform, their Chromebook and classroom materials for learning. Any issues regarding your child and their uniform or classroom materials are to be referred to the Student Wellbeing Coordinator and Student Manager.

Once again, welcome back to what promises to be a challenging year for our school community. I look forward to meeting and working closely with as many parents/carers as possible during the course of this year.

VICKI TENTZOGLIDIS
KINNEAR CAMPUS PRINCIPAL

KINNEAR
CAMPUS



Year 7 students programming Lego robots

Things have been exciting in STEAM this term!

We kicked off the year with Robokids, providing the Year 7 Digitech classes with a robotics and coding experience over the first three weeks of term. The feedback from students and teachers was extremely positive, with students appreciating the opportunity to use creative high-tech equipment from week one of high school. In Term 3, Robokids will be back again to allow those students doing Digitech in semester two to have the same experience.

Hot on the heels of Robokids has been the Footscray Learning Precinct Art Mural Project. Maribyrnong City Council has commissioned renowned local artists Chuck Mayfield, Heesco and Julia to create a massive mural on the wall of the new gymnasium at Footscray City Primary School. This wall is right beside the Werribee line train track and within sight of the new FHS Pilgrim Campus.

Each Tuesday for the last six weeks of Term 1, a committed group of Year 7 students have been meeting with these artists, along with students from Footscray City Primary School and Footscray Primary School. These sessions have explored street art as a medium and challenged students to consider what images, symbols and messages should be expressed throughout the mural. The work that our students have done in these sessions will inform the overall mural design.

The students involved should be proud of their thoughtful and enthusiastic approach to this project and of the part they are playing in creating a lasting visual legacy in our community.

In other STEAM news, our classroom programs have kicked off well this year. Students in Year 7 have been tackling 'Bees and Biodiversity' and the Year 8s have started creating their own LED lamp.

Students have been busy learning CAD design, wood and soldering skills and studying various science concepts within these projects. The Year 9 STEAM class has also kicked off the year well. They started with a solar-powered fountain design sprint to get their 'design thinking' going in preparation for starting work on the precious plastics recycling project.

There has also been a lot of activity in the brand new maker space in the DATS building at Barkly Street. Preparations are now complete, enabling year seven students to begin to use this creative building space.

KAREN DRAUGHT
STEAM & DATS

STEAM &
DATS



Kids Teaching Kids during the Environment & Sustainability Festival

2020 saw a significant increase in the number of senior students electing to study science as part of their VCE studies.

With biology, chemistry, physics, psychology and environmental science, there was a great selection on offer. All VCE science subjects incorporate aspects of scientific experimentation and investigation.

In early March, the year 12 Physics class attended the annual Physics Day at Luna Park. Students spent the day exploring and investigating the forces, energy and mechanics of all the rides using their understanding of forces, energy and collisions. Among the discussions were considerations of safety and restrictions on the rides, use of hydraulic systems and braking and motors and machines inside the rides. This outing is a highlight for many physics students and an excellent example of physics in real-world situations, despite the downpour of rain!

There has been much fizzing, popping, bubbling, burning and colour as junior science classes started the year studying chemistry. Year 7 students have successfully obtained their bunsen burner licences, while the Year 8's have been investigating physical and chemical changes. Year 9 students have been carrying out a variety of chemical reactions.

Year 9 electives again proved a popular choice for many students. Year 9 Psychology students examined their neuroplasticity using bean bags and an eye mask, as well as matching mindfulness strategies to their character strengths. Year 9 CSI students dusted and lifted fingerprints and explored entomology - showing how insects can help with finding the time of death.

Environment and Sustainability Festival

As part of the National Kids Teaching Kids program, the Year 9 Community Action- Sustainability class hosted an Environment and Sustainability Festival. In the weeks leading up to the festival the Year 9 students worked with Victoria University mentors - final Year Education students - to develop interactive workshops for primary school students.

Community Action students created workshops exploring invasive marine species, pollinators, urban environments, invasive terrestrial species and wetland environments. Each workshop included accurate scientific information, physical games and activities. Year 5 students from Footscray Primary School were enthusiastic participants who

enjoyed the creative teaching practices presented by their youthful Year 9 teachers.

The Community Action students not only developed their environment and sustainability content knowledge but also learnt a lot about teamwork and teaching others. It was fantastic to see each presenting group support one another through the research, development and delivery process.

Michelle Sanders
Head of Science



The Veggie Patch Project

NASA SPACE CAMP



It seems a long time ago now and the world was a lot different (at least overtly) but Space Camp 2020 was bigger and better than we could have hoped for. From our arrival day with a night launch we watched from Cocoa beach (just near where Major Nelson and Jeannie lived) to our last with some traditional Greek tabletop dancing and feasting, the trip was a wonderful and varied experience for staff and students alike.

The rumble of a launch from such proximity is awe-inspiring, and I can feel it going through my body again now as I'm writing this. We were lucky enough to experience a second daytime launch later in the trip which we viewed from Universal Studios.

The launches provided the perfect backdrop for the 3-day STEM intensive at the Kennedy Space Centre where the thrill of walking into a vast hangar to see THE Space shuttle Atlantis hanging from the roof like a giant metallic orca was a vision to be remembered. Other highlights of the program included visiting the 'hard-to-imagine-how-big-it-is' Saturn V rocket used to launch the Apollo missions and lunch with astronauts.

Students heard the history of NASA and the Space Race, which featured the sad and poignant stories of those who gave their lives in the quest to reach the moon. Phew! That's the first couple of days.

The all-new Astronaut Training Experience (ATX) gave the students a chance to train like the next generation of space explorers who will travel to Mars. They practiced docking skills, navigated the unique Mars terrain in a Virtual Reality simulation (very impressive!) and experienced the sensation of performing a spacewalk in a microgravity environment. Using exciting and immersive simulation technology the teams worked together to solve real-world problems using authentic NASA science. Just like the astronauts use when training at the very same facility.

Non-space related activities included an outing to an NBA game where a very close game and great seats culminated in a rare on-court photo opportunity making it a fantastic experience for everyone. The trip to Universal Studios did not disappoint including a 'behind the scenes' look at the technology and science involved in delivering such a seamless fantasy experience (plus a skip of the queues which was a bonus).

Mostly great meals, madness shopping US-style, escape room, iFly free-fall experience (madness!!), and even a quick trip to Venice Beach and Santa Monica pier as regularly featured in the Rockford Files for those of you old enough to play from home.

Too much to remember and I'm sure I've forgotten something but a cracking trip.

Special thanks to Gretel Edwards and Michelle Sanders for their tireless efforts and good humour.

ADAM TAYLOR, SCIENCE TEACHER



Re-purposing clothing to make tote bags

DESIGN TECHNOLOGY

Term 1, 2020 has undoubtedly been an eventful one. In the Technology Department, I am pleased to be able to report on a great start to the year in many respects, with many positive initiatives and much hard work being done that will put us in a solid position for the future of Design Technology at FHS.

Our facilities are continually being updated and developed by our staff as contemporary Maker-Spaces, to enable our students to develop as creative, problem solving 'doers' and designers, rather than merely passive followers and receivers of information.

The newly renovated kitchen at Barkly Campus is up and running and releasing wonderful aromas throughout the school with students designing and making, for instance, their own apple crumble variations. They go beyond straightforward cooking and also study socially relevant topics such as managing and reducing food waste. I've been struck by the innovative curricula that my colleagues are generating and developing, and the terrific work their students are producing.

In the last couple of days, I've noted Systems Engineering students working on their own complex plans for a remote-controlled robotic underwater vehicle that can inspect and record conditions in the Maribyrnong River for the local council. Electronics students are learning to program LEGO NXT Robots, and construct computer-controlled LED structures. Digi-Tech students were making a 'song lyrics infographic' where they dissected a song's lyrics using spreadsheet commands.

Product design students are analysing and redesigning existing toy products in order to make their own ecologically friendly and sustainable versions. Architecture Design students are currently studying Passive Design concepts for sustainable building practices, visualising their discoveries and their ideas with good-old pencil on paper, and also with 3D digital modelling software on their computers, with the aim of making 3D material model prototypes. The staff in the Design & Technology learning area have also been very proactive in exploring ways of delivering classes and class learning materials online and ensuring we are as up-to-date as possible with the software and the knowledge & skills we require in this regard.

BILL COOMBLAS
TECHNOLOGY



Year 7 Students programming robots as part of the Robokids workshops

STEAM & INQUIRY

Following on from the work carried out in 2019 for the Footscray Learning Precinct and in STEAM, Footscray High School is piloting several initiatives in the STEAM & Inquiry-Based Learning space.

Firstly, all of the schools in the Footscray Learning Precinct utilise Inquiry-Based Learning in some capacity. The “Inquiry” paper written last year by members of the Pedagogy Working Group, revealed that there are numerous Inquiry-Based Learning models currently in use. Most of the models use quite similar processes and activities, however, there is diversity in complexity, flexibility and language amongst the models currently in use.

The working group agreed that it would be useful for the Footscray Learning Precinct to develop an Inquiry-Based Learning model that is simple enough to remember and use, flexible enough to adapt to different contexts, topics and subject areas, and most importantly uses an agreed common language.

The group looked at many different Inquiry Learning models including the International Baccalaureate Inquiry model, Kath Murdoch’s Inquiry model as well as those found embedded in the Victorian Curriculum such as the Science Inquiry strand, The Creating a Designed Solution strand in the Technology curriculum, along with Engineering Design Processes and Artistic Design processes, for example. The working group thought that all of the models could be broadly represented with three stages. Each of the stages needed to be flexible enough to incorporate all of the exercises and activities commonly associated with Inquiry-Based Learning, as well as the not so common one in some subject areas.

The suggested FHS Inquiry Based Learning model includes the following 3 stages:

- What matters [?]
- What can be done [?]
- What’s changed [?]

Each of the stages can be either a statement or a question, depending on the context, theme or topic to be addressed. The stages are simple enough for everyone to remember and flexible enough to be used in a vast range of contexts, classes, programs, projects and people in our community. The process should be able to accommodate completely open inquiry, as well as directed inquiry.

Examples of how this process is being trialled in STEAM programs at FHS include:



The Tiny House Project at Kinnear Campus

The “Problem Seekers” A unit of work being trialled in Year 7 STEAM programs to guide students through a process to establish a problem, issue or topic that is relevant and worth investing in. The outcome for this unit is a well-articulated problem statement - not a solution! The problems can hopefully inform some of the work to be done in the STEAM Community programs during semester 2.

The Year 7 “Bees & Biodiversity This STEAM unit uses directed inquiry type activities to address a problem that matters.

The unit of work:

1. Starts with a problem that matters; [Climate change & carbon emissions]
2. Involves each student doing something to address the problem; [building bee hotel units to attract more bees to our community]
3. Examines the difference in biodiversity as a result of the hotels along with shifting attitudes and understanding about the link between climate change and stimulating the photosynthesis process; [what’s changed]

Community themed large scale STEAM projects in the Year 9 STEAM program such as the **Wind Farm Project**, **Tiny Sustainable House Project** and **Precious Plastic Factory**. These projects start with a provocation and progress through the process of creating solutions. The projects also develop student’s capabilities, creativity, cooperation and collaboration skills to achieve common goals that matter.

TIM BEARE

Pedagogy Learning Specialist



Students working in the Sustainability Centre at Kinnear Campus



Year 12 Theatre Studies Intensive at VCA

The Arts at Footscray High School have made a great start in 2020. There is a wide variety of Arts subjects taught at the Junior and Senior school involved in a number of exciting teaching and learning programs.

Dance News

Currently the VCE Dance class and Year 9 Dance class have been working on their group dances in the Dance Studio at Victoria University. These dances will be assessed in the next couple of weeks.

Visual Arts

Most recently the Year 10 Photography students participated in a very successful excursion to the city. Students worked on an assignment based around the rules of composition and themes within the city landscape. Students also visited an exhibition at the Ian Potter Centre showcasing two Australian photographers, Polixeni Papapetrou and Petrina Hicks. Many great photos were taken on the day.

Drama & Theatre Studies

Students in VCE Theatre Studies are working hard on their productions, fulfilling their production roles and refining their theatre production processes.

Years 7-10 Drama students are studying various theatre styles through their performances or class productions. Year 7s have especially enjoyed the Special Effects Horror Make-up workshops.

Music

With over 170 students enrolled in the Instrumental Music program, there has been a strong response to the opportunity to get involved with making music. Instrumental classes are up and running at the Barkly St campus with 3 music rooms and a Performing Arts Centre hosting lessons and performances. Brass and string ensembles have visited Year 7 classes to perform and promote our programs.

The current restrictions on public gatherings have come at a time when student performances usually begin to be

staged. We were able to sneak in the first of a planned series of events for the Barkly Street Campus picnic on Thursday March 12. Bands from our VCE Music Performance classes and a student-initiated group performed in the quadrangle on a summery warm evening to an appreciative group of parents and students.

On Friday, March 13th, senior music students had the chance to attend the Top Class Music concert held at the Melbourne Recital Centre. This event showcased some of the high performing VCE ensembles as assessed by the VCAA in 2019 from across Victoria. Our students responded very positively to what was presented and have gained some inspiration for their own work towards performance exams later this year.

Instrumental Music Lesson Vacancies

There are still vacancies for a number of instrumental lessons - trumpet, trombone, tuba, flute, clarinet, sax, violin, viola, 'cello and double bass. We have instruments ready to go for all of these. [Use this link to express interest.](#)

Media

Footscray High School's Media students have started the 2020 school year on a high note. Year 12 students, Zoe Patch and Kristine Murray-Xenidis have been awarded The Tomas Pejic Film Scholarship. This scholarship gives Zoe and Kristine access to their own equipment and encourages young women to enter the film industry.

A number of Footscray High School's Media students have been shortlisted for the 2020 Setting Sun Film Festival. The students are up for a number of awards in different categories, including best female director and best student film.

- Fully Sick - Kristine Murray Xenidis, Year 12
- I got ants in my hair - Isis Mitchner, Year 12
- Lost & Found - Isabelle Clerehan, Year 12
- Mon Granpere - Greta Shannon, Year 12
- Are We...? - Jade Tyler, Kathryn Riddoch & Jasmin Rattray, Year 12
- Staff Wars - Louis O'Halloran, Frida Rose Kormos, Rosa Deverell & Emily Dowell, Year 12
- Super Steve & Mighty Michael - Orlando Catoggio, Rob Quaine, Max Miles, Sam Blackburn & Andre Talevski, Year 11
- Youth for Change - Yvonne Morton, Year 10

SUE HANSEN
HEAD OF ARTS



Year 10 Students at the Ian Potter Centre



Year 12 students with Cate Kennedy

2020 has seen English at Footscray High School grow and expand alongside our student cohort. With many text changes and curriculum refinements, our faculty has been busy collaborating to sequence and develop an engaging online curriculum from Year 7-12. Our common goal is to have students explore and analyse a wide range of stories and issues throughout history in order to develop English skills and to become thoughtful, critical and engaged individuals..

Junior English

In terms of junior English, our Year 7s have had a fantastic start to the year, engaging with a variety of myths and legends from various cultures and developing their analytical reading and creative writing skills. Our independent reading program has taken off, with many of our Year 7s borrowing books and engaging with the library through events such as the 'Blind Date with Book' for Valentine's Day. Our Year 8s have been engaging with current events in a persuasive writing unit and will be beginning an analytical unit on *The Giver* in Term 2.

Middle Years English

Our middle years students have been building the reading, writing and speaking skills which are the focus of senior English. Our Year 9s have been doing a unit on Gothic Narratives, reading and analysing a variety of dark and scary short stories before creating their own Gothic Narrative using literary devices. Our Year 10s have completed a similar unit, reading a broad variety of stories including science fiction, minimalism and dirty realism before writing their own stylised narratives.

Senior English

VCE English has been off to a great start, with our students branching out into the various English subjects available at VCE. We are running English Language for the first time in years with the students in the subject enthusiastically learning about the structure and history of the language. Our Year 11 and 12 Literature classes have also been working well and engaging closely with complex texts.



In Year 11 English our students have been studying Maus, a graphic novel about the Holocaust. Year 11 English teachers have been impressed by the maturity and insight shown by our cohort of students throughout this confronting unit. A group of students also attended an excursion to the Jewish Holocaust Centre in Elsternwick and had the privilege of hearing a first-hand account from a Holocaust survivor.

Our Year 12s have been working studiously. They began the year by undertaking a creative response unit to Peter Skrzynecki's Old/New World poetry collection, creating fantastic responses ranging from poetry to narratives. Students have also been reading and analysing Cate Kennedy's short story collection Like a House on Fire. A highlight for our Year 12s this year has been Cate Kennedy's visit to FHS Kinnear Campus. Cate gave the students an insight into her creative process and discussed the themes and ideas in her stories. Many of our students hung back to get their books signed and chatted extensively to Cate about their own creative writing. Thanks to Cate Kennedy for the opportunity to hear directly from an author studied in class. It was a great experience!

BRENDAN FRY
HEAD OF ENGLISH

PUBLIC SPEAKING & DEBATING

Footscray High School has some of the best public speakers and debaters in the state. While some competitions have been cancelled, a lot of them have moved online. I highly encourage parents to motivate their children to participate. It's a great way to keep them busy during this isolation! At the moment there are a few public speaking and debating opportunities. The public speaking ones will be recorded at home with the debating competitions run with video conferencing programs like Zoom. Debating and public speaking are fantastic opportunities to have fun, learn new things and develop one of the most essential skills. In 2020 we want to build on the success of last year and really put FHS on the map!

TIMOTEI SCHUBERT
PUBLIC SPEAKING & DEBATING COORDINATOR



WHICH BOOKS DO YOU LOVE?

Friday 10th February 2023

Library Lovers' Day

The library is open all day on Friday 10th February. It's a special day to celebrate our love of books and to encourage everyone to visit the library. We have a special display of books and a special treat for everyone who visits.

Help us celebrate by donating a book or set of the library book tokens.

Don't forget to visit the library on Friday 10th February.

THE HUNGER GAMES

THE BFG

THE CURIOUS INCIDENT OF A BOY ON THE BUS

THE GIVER

THE MENTALIST

THE HARRY POTTER SERIES

THE CHERRY TREE

THE SECRET GARDEN

THE WIND IN THE WILLOWS

THE TALENTED MR. RYLANDS

THE BOOK OF THE DEAD

THE GIRL ON THE TRAIN

THE UNDISCOVERED COUNTRY

THE HOLE IN THE GARDEN

THE GIRL WHO SWAM TO ITALY

THE GIRL WHO LIVED

THE GIRL WHO STOLE THE CAT

THE GIRL WHO TOOK THE TRAIN

THE GIRL WHO WASN'T THERE

THE GIRL WHO WASN'T LISTENING

THE GIRL WHO WASN'T SLEEPING

THE GIRL WHO WASN'T EATING

THE GIRL WHO WASN'T DRESSING

THE GIRL WHO WASN'T TALKING

THE GIRL WHO WASN'T THINKING

THE GIRL WHO WASN'T FEELING

THE GIRL WHO WASN'T BEING

THE GIRL WHO WASN'T DOING

THE GIRL WHO WASN'T SAYING

THE GIRL WHO WASN'T MOVING

THE GIRL WHO WASN'T STAYING

THE GIRL WHO WASN'T LEAVING

THE GIRL WHO WASN'T RETURNING

THE GIRL WHO WASN'T FORGETTING

THE GIRL WHO WASN'T REMEMBERING

THE GIRL WHO WASN'T KNOWING

THE GIRL WHO WASN'T UNDERSTANDING

THE GIRL WHO WASN'T FEELING

THE GIRL WHO WASN'T BEING

THE GIRL WHO WASN'T DOING

THE GIRL WHO WASN'T SAYING

THE GIRL WHO WASN'T MOVING

THE GIRL WHO WASN'T STAYING

THE GIRL WHO WASN'T LEAVING

THE GIRL WHO WASN'T RETURNING

THE GIRL WHO WASN'T FORGETTING

THE GIRL WHO WASN'T REMEMBERING

THE GIRL WHO WASN'T KNOWING

THE GIRL WHO WASN'T UNDERSTANDING

Library Lover's Day at Barkly Campus



In celebration of Library Lovers' Day on Friday 14th February, our Barkly Campus Library hosted a 'Blind Date With a Book' promotion which allowed staff and students to share books they love and also to remind us all not to 'judge a book by its cover'!

To participate, students and staff used an online form to nominate a book they love. In their nomination they had to provide a short summary and a few keywords to describe the book and why it's so good. We also encouraged kids to pin up a heart with the name of a book they love on our display wall. The library staff then selected some of the nominated books from our shelves and wrapped them up so people couldn't see the covers or titles....only the descriptions the kids had submitted.

We launched the Blind Date Books at lunchtime for students to borrow and they flew off the shelves at an amazing rate. We had over 70 books loaned out to our Year 7s in that lunchtime alone!

As you can see by the photos, the kids absolutely loved this initiative because it allowed them to share their love of reading and discover new books they may not have otherwise picked up.

OUR ONLINE LIBRARY RESOURCES

I'd like to remind students and families that the FHS Library website provides a great range of online databases and resources which can be accessed from home.

These include, but are not limited to:

- [Our FHS Library Catalogue](#) - "Login via SSO" and select your school Google account - allows you to search our libraries' physical holdings as well as many of the resources below in one search.
- [Wheelers eBooks and Audiobooks](#) - Thousands of great titles in both ebook and audiobook formats.
- [Clickview - Educational Videos](#) - a combination of videos written to address the Australian Curriculum and curated programs from television, plus more...
- [World Book Online](#) - A suite of online encyclopedias as well as a huge range of both nonfiction and classic fiction eBooks.
- [Issues in Society Ebooks](#) - thoroughly researched compilations of the latest news, facts, statistics and



commentary from trusted sources. Many titles cover a range of opinions on controversial topics, providing the perfect platform to provoke debate, stimulate critical analysis and encourage further research. They also curate some amazing [Weblinks For Students](#).

- [GALE Health and Wellness Database](#) - password: hwrc - access to thousands of full-text medical journals, magazines, reference works, multimedia, and more. Perfect for researchers at all levels, this comprehensive consumer health resource provides authoritative information on the full range of health-related issues, from current disease and disorder information to in-depth coverage of alternative medical practices, wellbeing issues and more.
- [Cosmos Science Magazine](#) - Online and downloadable PDFs archive of Cosmos Magazine.
- [Online Learning Page](#) - full of great resources and ideas to help students access good quality content. Compiled by Emma Pollock

I'd also like to acknowledge the absolutely amazing and ongoing work which is done by the library team to curate and maintain these resources and in providing support for staff and students whenever it's needed.

If you require any help with access or have any library related or research questions, please contact us via fhslibrary@footscray.vic.edu.au

Please take care of yourselves and each other.

From the FHS Library Team

Meg, Lorenza, Hung, Emma and Dan



Ride Footscray

ACTIVE & HEALTHY LIVING

It has been a vibrant start to the new year, decade, our new school and within the area of Health, Physical & Sport Education. .

We have welcomed our first Year 7 students into the Barkly campus and found the group to be as enthusiastic as we are about sport and activity. Some lucky classes have been visited by Year 10 Event Management & Advanced Sports Coaching students. Not only did the Year 10 students increase the coaching capacity in a class but many informal discussions about life at the FHS senior campus were enjoyed.

The maiden Ride Footscray Year 9 elective is well underway with 18 students making the most of the mountain bikes supplied by Bike West. We are hoping knowledge and skills gained will keep students safe and active in the long term both in the form of active transport, cycling as a sport and recreational pastime. The popularity of the subject quickly transferred to staff as we had eight teachers participating in some MTBing professional development sessions which took advantage of the Quarry Park MTB skills facility at the rear of the school. Exciting times for bikers at Footscray!

Regarding the sporting events that have been cancelled due to the COVID-19, we will do our best to run them later in the year. I encourage you to follow School Sport Victoria's social media pages and check their website www.ssv.vic.edu.au for the latest information regarding everything sport for Victorian students.

KELLIE CATANESE
HEAD OF HEALTH & PE



Students & teachers played a friendly cricket match against WMR police Thanks to Les from the Les Twentyman Foundation for the invite!



Intermediate inter school volleyball

INTERSCHOOL SPORT

After a whirlwind term and a crazy start to 2020, we have some congratulating to do for our young sporting participants.

Congratulations to all who participated in our first inaugural Footscray High School Swimming Carnival for Years 7 & 8. The weather turned it on and so did our swimmers, hitting record times and propelling a select group of swimmers to the Western Metropolitan Divisional swimming carnival at St Albans, where our stellar relay teams claimed the top of the podium on a few occasions throughout the day.

Congratulations to our top Swimmers for Years 7 & 8.

Year 7 Boys: 1st Anhduy Nguyen, 2nd Reuben Lovell. Girls: 1st Savannah Hong, 2nd Zoe Hine

Year 8 Boys: 1st Oliver Byrnes, 2nd Brodie Clutterbuck. Girls: 1st Zali Ferguson, 2nd Sophia Wilson

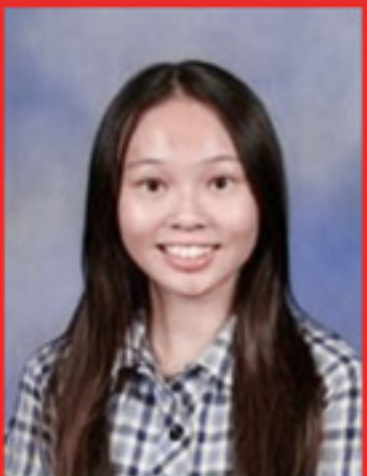
Honourable mention to 'Red House' who reclaim the top spot with 313 points of participation.

Another round of applause to our term 1 WINNERS at their respective Interschool Sports.

Intermediate Boys Baseball and Tennis who blitzed the competition to move on to the next stage at Geelong in Term 2 and also Intermediate Boys Cricket who will return to Fairbairn Park to take on the next round of challengers in Term 4.

Ryan McGhie
FHS Sport Coordinator





STUDENT VOICE AGENCY & LEADERSHIP

Over 60 students across all year levels contested in FHS's inaugural Student Representative Council election. Applicants campaigned for nomination and candidates were placed on the ballot of an online election which took place between 25th & 27th of February.

Over 800 students (over $\frac{2}{3}$ of the school population!) voted for their representatives, resulting in the election of the following students:

Year 12	Greta Shannon & George Dogaris
Year 11	Soleil Armentano & Rielly Grieve
Year 10	Amelia Wilson & Jay Tran
Year 9	Nicky Chan & Kaloosh Cabrera
Year 8	Isobel Jeffrey & Philo Lee
Year 7	Amica Schultheis & Herbie Garrock

Student voice, agency and leadership are essential in creating a positive environment for learning. Students have a right to be heard and meaningfully participate in the creation of their school environment and I sincerely wish our new council the best of luck in their efforts to represent their peers and create positive change in our school!

David Borg
Student Voice, Agency & Leadership





Year 7's conducting the waste audit at Barkly campus

SUSTAINABILITY

The start of 2020 has been a busy time for Footscray High School, with the school's sustainability credentials taking a big leap forward.

Key achievements during this period include:

FHS moving towards zero waste:

FHS is charging ahead by creating, changing and adapting resources to encourage self-sustaining waste practices across the school. Gaining momentum and passion to help change is the enthusiastic Year 7 environmental group called "The Lorax", inspired by the environmental parable in the famous Dr Seuss book of the same name. The group started this journey by undertaking a waste audit at Barkly Street campus with the help of CERES to learn about what the school sends to landfill. Students also learnt how to create useful upcycled bags from old t-shirts. Great work guys!

The waste plan includes completely removing rubbish bins from classrooms and having centralised recycling and organic waste bin stations. Keep an eye out as this system is trialled at the Barkly St campus in the coming months, with the ultimate aim to get the campus and then the entire school to achieve zero waste. Another key factor to achieving self-sustainability is utilising the incredible, waste guzzling 'Closed Loop' composting machine. This is located at the Kinnear Campus and has the capacity to compost 100kg of food waste per day! The composting machine is already taking all of the kitchen and canteen scraps and the school gardens, farm and veggie patches are reaping the rewards.

Big gains are also being made with recycling! Year 9 STEAM students are currently developing a plastic processing plant to specifically deal with bottle caps and soft plastics. The plant plans to recycle plastics and turn them into valuable products using 3D printers. Students will be notified when it is up and running so the contributions can flow in.

FHS has energy monitors across the whole school

FHS has just installed an energy and water monitoring system across its campuses. That is, power across both campuses now has the capacity to report back to a central interface. The real-time data is a key environmental resource for the school to examine where and how our energy is being used - exciting stuff! The system is designed to promote positive attitudes towards saving energy and water. We have no doubt this innovative look at energy will be a fantastic mechanism to help the school to dramatically reduce its energy and water consumption.

Veggie Patch at Barkly Street.

Year 7 students have taken no time at all to reactivate the Barkly Campus vegetable patch, now affectionately referred to as “The Patch”. Students have used the activity to learn about the economics of food production as well as learning some hands-on practical skills. The school’s environmental group “Lorax” have their own vegetable bed for lunchtime snacks.

FHS Farm developments

The FHS farm continued to go from strength to strength in 2020 with a number of new features:

- Year 11 Horticulture students have created botanical signage for the farm, with Japanese and Italian classes using the signage to learn names of fruit and vegetables.
- A National Sustainability Festival event was held at the farm in February. We had a fantastic turn out with a large number of interested community members attending.
- Year 9 Horticulture students have renovated a whole new vegetable patch.
- The farm has acquired a new beehive and is being utilised for the Year 7 STEAM classes.
- Lots of food is being grown and taken home by Horticulture students. Any leftover produce is sold by the Year 12 VCAL class.

Lots of food is being grown and taken home by Horticulture students. Any leftover produce is sold by the year 12 VCAL class.

Involvement

If you are interested in increasing your knowledge or having a more active input in environmentalism, gardening, closed-loop systems, sustainability (or all of the above!) please contact Sustainability and Environmental leader Jak Dunstan.

Jak Dunstan
Sustainability and Environmental leader





FHS CAREERS WEBSITE

We have a dedicated school careers website to assist our students with all their career research and post school planning.

You can find our site at www.footscraycareers.com

It is a complete "One Stop Shop" with everything students and parents/carers need to:

- find career information
- research jobs and careers
- get information on post school options
- see part time employment opportunities
- and much, much more

In the "Secure Student Area" you are also able to do things such as:

- a Career Personality quiz
- interests, strengths and work values activities
- create a Career Plan
- develop multiple resume's and cover letters
- and again – much, much more

To activate your student account please click "For Students" on the top right drop down box then select "Student Secure Area". Enter you email address, create a password and log in.

Footscray High School Careers Service staff are also available for individual and group career development counseling.

Please contact Chris Lovelock (Years 7-10 Career Development Manager) or Juli Black (Year 11-12 & Career Development Manager) for assistance.

YEAR 8 CAMP

The Year 8 Camp was held at Lake Dewar Lodge near Bacchus Marsh and again proved to be a popular, well-attended event by our Year 8 cohort. Over 140 students attended along with 15 staff.

The weather conditions were mostly just what we ordered and allowed the many exciting outdoor activities to proceed without any issues or problems.

It was great to see the kids participating enthusiastically to the best of their ability through the “Challenge by Choice” activities. They worked their way through four activities a day which included stand up paddle boarding, a dual Flying Fox, which was over 100m in distance, downhill mountain biking, kayaking, jetty jumping, geocaching and a giant trek down into the Werribee Gorge. Some students really needed to push their boundaries as they were well out of their comfort zones, but the support and encouragement of their classmates generally helped them get through.

The feedback from staff and students about the catering was really positive. No one went hungry!

I’d like to acknowledge the great work of our staff members who ensured that the camp was a success, in particular the Year 8 Co-coordinators, Tayla and Josh.

Ian Reilly
Year 8 Manager



Year 8's on paddle-boarding on Lake Dewar

BESPOKE PROFESSIONAL LEARNING

The Learning Specialist Pedagogy team is charged with on-site professional development for all Footscray High School staff. This includes one-on-one coaching cycles, mentoring for new teachers, classroom observations and professional conversations. Typically a learning specialist would be able to work with a handful of staff, or one or two curriculum teams each term. This year, with the launch of the Bespoke Professional Learning Program we were able to increase the scope of the team to provide ongoing and tailored professional development to all staff.

Term 1, 2020 saw the inaugural round of this innovative program which tailors in-school professional development to staff needs by drawing on the skills and expertise of existing staff, as well as specially-selected external organisations. Each Thursday afternoon staff opted in to one of a range of professional development topics. Choices were made according to their own interests and needs. The offerings were diverse and included: Understanding the STEAM curriculum with sessions run out of both the DATs Centre at the Barkly Campus and our Sustainability Farm at Kinnear Street;

Sessions on fine-tuning educational practice such as honing feedback, making the best use of VCE and other data, and comprehending literacy strategies to support our diverse range of students; Bicycle education which involved both curriculum theory, solving logistical problems and actual bike riding; Masterclasses in software and apps essential to top-level teaching including Maths Pathways, Microsoft Excel and Google Sheets, Google Classroom, and 'Sketchup for Schools'; Leadership development for existing and emerging leaders.

Across twenty sessions there was something to offer for every staff member - both teaching and non-teaching alike. Thank you to all staff who presented and attended in Term 1.

With ongoing staff and student feedback and the needs of Footscray High School becoming more apparent as the teaching year progresses, the process is being fine-tuned for Term 2. The calendar is in its final stages of development and with topics such as using tools like Education Perfect, EdROLO and StileAPP to differentiate, student wellbeing, practical applications of the STEAM curriculum and more, the program is sure to cater to staff needs, which in turn best supports our student cohort.

PRUE MANN
Pedagogy Learning Specialist



APPLICATIONS NOW OPEN
FOR THE 2021 YEAR 7 INTAKE

SELECT ENTRY ACCELERATED LEARNING

Program

The SEAL Program offers a curriculum that enables students with exceptional academic ability to benefit from a fasterpaced, more challenging and enriched program tailored to their learning needs. For more information on SEAL and the application process visit <https://footscray.vic.edu.au/learning/seal-program>

Edutest registration closes Friday 22nd May

