

The fortnightly combined newsletter of Heywood Consolidated School and Heywood & District Secondary College

Edition 17, October 31st, 2019

## Year 11 Student in Annual VCE Exhibition

On Tuesday the 22<sup>nd</sup> of October, the Portland Arts Centre held the opening for their annual VCE Arts exhibition. The exhibition is hosted by the Arts Centre to showcase the fantastic artworks of students from Portland Secondary, Bayview College and Heywood & District Secondary College doing VCE Studio Art and VCE Art Units 3 and 4. The works exhibit the technical range and artistic talent of the students in the region who produced artworks using such mediums as painting, sculpture and textiles.

This year we had one of our own Heywood & District Secondary College students exhibit, Year 11 student, Tayla Skinner. Tayla was very excited to be a part of the exhibition and brought her family along to the opening night on Tuesday.



Tayla said, "I was thrilled to be a part of the exhibition and I enjoyed seeing the works of the other students." The works she presented were her final pieces as part of her last Outcome in Unit 4. She titled them "Broken" and "Drowning." Each artwork is a self-portrait depicting the visual symbols of physical pain that people can experience when dealing with mental illness such as depression or anxiety.

**Broken**, 2019, Gouache and pastel on paper, Studio Art Unit 3 and 4

*My artwork is a self-portrait that conveys both drowning and the physical depiction of being broken. I wanted to explore the visual symbols of physical pain in my artwork and look specifically at how self-confidence can be blurred and broken while also portraying an expression that projected no emotion of hurt or pain. Mental illness is something that no one actually sees. I wanted to show the viewer how people hide their true feelings.*

**Drowning**, 2019, Gouache and pastel on paper, Studio Art Unit 3 and 4

*My artwork is an exploration of the portrayal of mental illness and its many forms. It is shown through a depiction of a blank expression underneath the darkness to represent that feeling of sinking and drowning. The black liquid represents the feeling of drowning in thoughts, in the anxiety of overthinking, which can feel consuming. The hurt and pain flows over the skin while contrasting against a face that hides all emotion.*

The exhibition continues for the next three weeks at the Portland Art Centre.

**Lauren Simpson, Art & Technology, HDSC**



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## From the Principals



Self-regulation is often required to manage our “hot” emotions. As adults we breathe deeply or take time out if we need to cool down those emotions. Self regulation is also one of

the first recommended teachings in our Berry Street journey and it applies to adults and students alike. What is good for the goose is also good for the gander and we must practice what we preach!

There are different reasons for the need to self-regulate and different ways in which to do so. We are in self-regulation mode when sharing spaces or actively engaging with others, such as when smiling at someone as we walk by, having a conversation, ordering food at a restaurant, etc. During these (and all) social situations, we are expected to self-regulate in an effort to keep others calm, if not comfortable in our presence. At the same time we evaluate how those people think and feel about us! Self-regulation is a huge concept! It involves social attention, social interpretation, and problem solving to figure out the best way to respond in a specific social situation.

At school we teach self-regulation from our Foundation years. Take the time to think about all of the ways that you self-regulate and talk to your child about what you are doing and when you are doing this. We spend a lifetime practising these very skills.

This year, we have had four teachers travel to Geelong and Melbourne visiting other schools who have implemented the Berry Street Educational Model. Sharing these experiences has empowered our journey to implement the strategies in a timely manner. All schools have different contexts and a variety of personalities which come together to create their community. However, the underlying teachings of self-regulation are consistent across all Berry Street schools.

I am very proud of our journey to date. Our community is only as great as those people who are making connections with others and creating the environment that we call home.

**Jodi May, Principal, HeyCon**

Last week we said good bye and good luck to our Year 12 students. Thank you to the students who cleaned up and mulched the garden bed as part of their good deeds.



The Year 12 Formal took place at the Heywood Hotel on Friday October 19<sup>th</sup>, followed by an Assembly on Tuesday the 22<sup>nd</sup> of October. It was great to see so many families at both events. Thank you to Kerrie Smith and Jeremy Prevett for all their work and support of our Year 12 students. Thank you also to those students and families who helped to organise the Formal and Assembly. As you move into the larger world to travel and work, we hope that you, as young adults, will embark on the next stage of your journey as independent, thoughtful, compassionate individuals who find meaning and purpose in your lives and who exercise social responsibility.

Over the past two weeks we have been working with our students and staff establishing our new school values. These reflect who we are now and want to be over the next four years. Our new values are: **Integrity, Growth, Pride and Respect**. Over the next few weeks we will be “unpacking” each of these and discussing what they mean and the type of behaviours depicting these values.

Within the next week we will send out a letter to all families outlining key dates for the last eight weeks of school. Please ask your child for this letter and put it somewhere prominent in your house, enabling you to keep abreast of important events as we move toward the summer break.

Please also see my article on Cyber Safety within the newsletter.

**Kelly Webster, Principal, HDSC**

### Save these Dates

Grade 6 Graduation - 16th of December  
HeyCon School Concert - 17th of December  
Last Day of Classes - 19th of December

### Child Safety

*Heywood and District Secondary College and Heywood Consolidated School consider the safety of children as being of paramount importance. Both schools have zero tolerance of child abuse.*

## Bike Safety and Your Child

It has been fantastic to see so many students taking part in Walk to School month this year. As it draws to a close, we continue to encourage students to travel to and from school in an active way. Below are some safety considerations to take into account for children travelling to and from school, particularly on bikes.

### Appropriate age to ride unaccompanied:

These safety considerations are a lot for young students to remember in order to keep themselves and other footpath users safe. VicRoads suggests children are supervised in or near traffic to learn how to be safe. Until the age of 10 or 11, children do not have the necessary skills and physical abilities to be safe on their own. **As a school, we recommend that students are accompanied on their journey to and from school until at least Year 4.**

### Riding on the footpath (Victorian bicycle laws were updated on 15<sup>th</sup> October 2019 to make it easier for kids to cycle safely):

Anyone under the age of 13 can ride on footpaths.

Anyone 13 years and older can ride on footpaths when accompanying a person who is under 13 to ride on a footpath.

We highly recommend that our students stay on the footpath while travelling to and from school. The updated laws allow for all primary school aged students to do so and avoid unnecessary risks of riding on the road. Please be considerate to other footpath users. Bicycle riders are required to give way to pedestrians on footpaths. Slow down when approaching pedestrians and ring your bell or call out to let them know a bicycle rider is nearby. Footpath cyclists MUST dismount and walk when crossing a road, unless a sign indicates otherwise.

### Other safety considerations:

As well as teaching your child to stop and look at road crossings, teach them that cars often back out of driveways and won't always see what is coming. Where possible, encourage your child to cross the road at a supervised crossing. Encourage your child to always be aware of their surroundings. They may be very confident at cycling or scooting, but other vehicles and people can be very unpredictable. Discuss what route your child is taking to and from school on their bike. Go on a trial run with them to help them identify any hazards. Most of these considerations are also applicable to walking and scooting. Happy riding and walking!

Pictured – a snapshot of our students walking to school.



Bec Siddall, PE Teacher

## 4/5P Learns about Animals

I am taking the place of Elyse Parry in 4/5P in Term 4 at Heywood Consolidated. This month the students have been working on information reports on an animal of their choice which involved; researching the animal (classification, description, habitat, feeding habits, breeding habits and two other interesting facts), designing a project type, planning the structure and colours, sorting information into appropriate categories, and designing some visual attractions to accompany the project.



Learning to source information for their project required practice in research skills via books in the library. They discovered that not all information is contained in one place and that they may have to read many books to glean just small amounts of information from each. Then they had to draft paragraphs and self-edit ready for presentation.

Mr Christo Rook



## Assistant Principal Report

Throughout this year HDSC has implanted a whole school approach to **Positive Behaviours for Learning**. This has included dedicated time during home groups to learn about appropriate

classroom and outdoor behaviours. By promoting positive behaviours for learning, not only do we provide a learning environment that enables students to achieve their best, but we also substantially improve social and emotional outcomes for all.

### White Card Awards

This fortnight's recipient is **Flynn Brough** for completing all his homework on time. Additionally, **Rachel Wilson's** name was randomly drawn at General Assembly for achieving 100% on a class task.

### Attendance

We have unfortunately seen a drop in attendance for the start of Term 4 with the school's average attendance dropping to 86%. This is well below our whole school goal of 90%.

The House with the highest percentage of attendance is Gumerooka 87%, with both Dooliba and Tallawalla on 86%. Currently the home groups successfully achieving 90% or better are: D3, G1, G6, T2 and T3.

We encourage all students to attend school each and every day to give themselves the best opportunity to achieve their learning goals.

Remember, *the single most important part of your child's education, is going to school every day.*

Attendance	100%	95%	90%
Weeks missed per school year	0 weeks	2 weeks	4 weeks

### Mobile Phone Policy

I would like to thank members of the school community who contacted the school with ideas and thoughts on how to secure mobile phones in a practical and safe manner in 2020, in keeping with the new state wide mobile phone policy.

Further information will be provided later in Term 4.

**Brenton Schintler, Assistant Principal, HDSC**

## Learning to make words from letters and sounds



HeyCon has been a part of the Wimmera South West Reading Project for the last two years. Our focus has been on improving the results of reading within our school and region. Our *Sounds Write* project has been very successful in building our students' confidence in their reading and writing, especially with our junior classes.

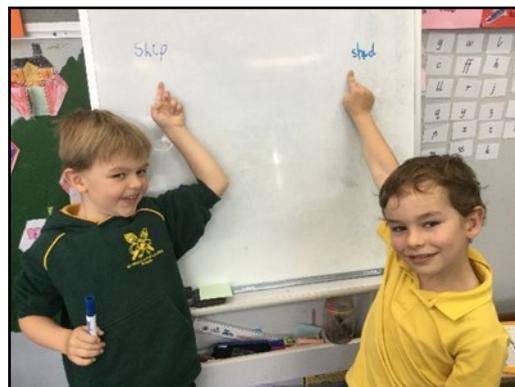
Almost all HeyCon staff are trained in *Sounds Write*. But what is *Sounds Write*? *Sounds Write* is a linguistic phonic programme, written by Susan Case, Dave Philpot and John Walker and it is a systematic approach to teaching phonics explicitly based on best practice. But what does that mean?

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelt by 1, 2, 3 or 4 letters. (dog, street, night, dough).
3. The same sound can be spelt in more than one way. (One sound-different spellings = rain, break, gate, stay).
4. Many spellings can represent more than one sound. (One spelling-different sounds = head, seat, break).

Students then use the skills of **blending** (the ability to push sounds together to build words), **segmenting** (the ability to pull apart the individual sounds in words) and **phoneme manipulation** (ability to insert and delete sounds out of words).

**Floyd and Jai:** We build new words. Miss Goddard puts lines down and then she picks the person off the calendar to help her. Then we say the words and write them down on our whiteboards. We do it as a group. It's fun and easy. It helps us to learn new words as we grow up as an adult.

**Pyper:** We learn new sounds. We write them on our whiteboards. Mrs. Watson calls the next person up. Mrs. Watson tells you what



word you're making. You have to build the word by moving the letter onto the right spot. We can do a dictation - it's a sentence that Mrs. Watson tells you how to write. It is fun to do *Sounds Write*.

**Ann Hawker, Learning Specialist, HeyCon**

## Online Safety

Every year we spend a lot of time as a school trying to teach our students how to be safe online and using social media. I often have conversations with families about how we (school and families) speak with our children on staying safe. But it seems to sometimes fall on deaf ears, or so we feel. Keep an eye out for our own locally produced community announcements, which Rayhna Puche has been working on with students and staff.

The Australian Federal Police have put together 10 Top Tips for Youth. Take the time to read these. The internet and mobile phones provide a great way to communicate and express yourself with others, but it's important to make sure they're used responsibly so that everybody has an enjoyable online experience. It's all about respecting yourself and others.

1. Use a **strong password** (a combination of upper and lower case letters, symbols and numbers).
2. Don't believe everything you read – make sure you know it is coming from a **reliable source**.
3. Don't give out any **private information** over the internet or through mobile phones about you, your family, friends or other people that you know.
4. **Think before you send!** You have to think about what you are saying and how the recipient/s may feel.
5. Don't hide behind a computer screen, if you wouldn't say it to their face, **don't say it at all!**
6. Don't post **inappropriate or illegal** content anywhere on the internet.
7. Make sure your social networking profile is set to **private** (check your security settings).
8. Only accept **friend requests** from people you actually know – even if it is a friend of a friend it's not a good idea to add them unless you actually know them.
9. Tell your friends to ask for **your permission** before uploading and/or tagging a photo of you on their social networking profiles.
10. **Don't click** on any links that are embedded in emails - type the URL into the browser and go from there.

Kelly Webster, Principal, HDSC

## Around the World in Art

Students have been travelling around the world in their art lessons. Recently students in 23K and 23B created traditional African huts sometimes referred to as rondavels. These huts are often very colourful. Students used a variety of materials such as twine, and bark to replicate the designs.

Art work this Term will complement music studies as students prepare for the end of year concert with a focus on their round the world learning theme.

*Right: Jack and Josh proudly display their two different style huts.*

Miss Cope, Art Specialist

## School Notices

### Hats in Term 4

Students need to wear their school hats during Term 4.

Without a hat students need to play in the shade areas or stay undercover.

We do not provide spare hats but they can be purchased for \$8 from the school office.

### Swimming

Swimming notices have been sent home for students in Years 4/5/6.

Students will walk to the Heywood pool every day from Monday 2<sup>nd</sup> December to Friday 13<sup>th</sup> December (with the exception of 10<sup>th</sup> December, the Statewide Transition Day).

Payment and permission forms need to be returned by Friday 22<sup>nd</sup> November.

### Music Lessons

Di Kellett has recommenced her piano and guitar lessons.

There are places available for Tuesday afternoon or Fridays (dependent on numbers).

Lessons are \$10 for half an hour. Please contact the school for further information.



# Calendar for November-December 2019

HeyCon

HDSC

Both

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>4 NOVEMBER</b>  Cricket Workshop	<b>5 NOVEMBER</b>  Melbourne Cup Public Holiday Both Schools	<b>6 NOVEMBER</b>	<b>7 NOVEMBER</b>	<b>8 NOVEMBER</b>  F/1 Swimming  2/3 Excursion & Sleepover  GD Tennis (boys & girls)
<b>11 NOV</b>  Yr 11 National Young	<b>12 NOV</b>  Leaders Excursion  Girls Basketball (Round 2)	<b>13 NOV</b>  4/5/6 Camp (Dunkeld)	<b>14 NOV</b>  4/5/6 Camp (Dunkeld)  GD Triathlon (boys & girls)	<b>15 NOV</b>  4/5/6 Camp (Dunkeld)  Foundation Transition  F/1 Swimming
<b>18 NOV</b>	<b>19 NOV</b>	<b>20 NOV</b>	<b>21 NOV</b>	<b>22 NOV</b>
Year 10/11 Exam Week				
<b>25 NOV</b>	<b>26 NOV</b>	<b>27 NOV</b>	<b>28 NOV</b>	<b>29 NOV</b>  Kinder Transition
Year 10 Camp				
Head Start Week for 2020 Years 11 & 12				
<b>2 D9 DECEMBER</b>	<b>3 DECEMBER</b>	<b>4 DECEMBER</b>  Transition Evening 6pm	<b>5 DECEMBER</b>	<b>6 DECEMBER</b>  Last Day Year 10 Reports on Xuno
Year 4/5/6 Swimming				
<b>9 DECEMBER</b>	<b>10 DECEMBER</b>  Statewide Transition Day	<b>11 DECEMBER</b>  Presentation Night	<b>12 DECEMBER</b>  Bridgewater Day	<b>13 DECEMBER</b>
Year 4/5/6 Swimming				