



CHURCHLANDS SENIOR HIGH SCHOOL

OPPORTUNITIES

TERM 3 / 2023

Community Newsletter

CHURCHLANDS SENIOR HIGH SCHOOL

Proudly Supporting

RUOK? DAY™



CHURCHLANDS SENIOR HIGH SCHOOL COMMUNITY NEWSLETTER

20 Lucca Street Churchlands WA 6018 T +61 8 9441 1700 W churchlands.wa.edu.au



From the Principal

Student Behaviour in Public Schools

The Department of Education released the above new policy on 17 July, which included an associated set of procedures for schools to follow. At Churchlands this is excellent timing as the School Board approved, for a 12 month trial, our existing "Student Behaviour and Good Standing Policy" at its November Board meeting last year. Meaning it is to be reviewed again by the end of this year.

The Department policy has a multi-tiered approach and requires schools to:

- Build a school culture of positive behaviour
- Develop, implement and monitor a whole school approach to behaviour which includes:
 - Identifying and communicating the rights and responsibilities of all students and staff
 - Incorporates restorative principles
 - Builds staff capacity through training and support
 - Addresses and provides support for students with complex needs

At a recent overview our Student Services staff believe our current policy addresses almost all of these expectations and will only require minor modification.

For parent information our policy is found at: <https://www.churchlands.wa.edu.au/assets/documents/Churchlands-SHS-Student-Behaviour-and-Good-Standing-Policy-FINAL-DECEMBER-2022.pdf>

Associated with this policy the following have also recently been released:

1. Minister Mr Tony Buti has released his document Standing Together Against Violence which includes a set of actions he expects schools and the Department to follow. I have included Actions 1 to 5 of these on the opposite page.
2. The Department has released a series of documents titled Connect and Respect, <https://www.education.wa.edu.au/connect-and-respect>, which endeavour to summarise appropriate means by which parents and staff communicate. A poster outlining expectations is also provided in this publication.

At Churchlands I have the utmost confidence that engagement between parents and teachers is almost always conducted in a respectful and supportive manner. However, as we have experienced a couple of quite violent incidents attributed to our school on social media over the past few years, I feel this is an opportunity to bring the thoughts and directions of Government and the department to parent/caregiver attention.

I have also attached a school position around our Mobile Phone and Electronic Devices policy which I ask all parents/caregivers to be aware of and in particular the consequences with respect to breaches.

Mobile Phone Policy at Churchlands SHS

Have you ever called or texted your child at school on their mobile phone?

Unfortunately students use this as a reason far too often as to why they breached the school mobile phone policy.

Can I ask all parents to be aware of our policy which was again endorsed by the School Board at the recent August meeting.

Further, the Education Department has required that Principals take steps to ban the use of mobile phones by students during school hours.

The full policy is found on our website at: <https://www.churchlands.wa.edu.au/assets/documents/Churchlands-SHS-Mobile-Phone-and-Electronic-Device-Policy-FINAL.pdf>

Of particular note is section 4.1 which states as follows when a student uses their mobile phone at school;

A student who breaches the policy will have their phone and/or associated device confiscated and handed to the Associate Principal. This will be documented on SEQTA with the parent/caregiver notified. The mobile and or associated device can only be collected by a parent or caregiver at the end of the school day.

While this may not always be palatable to some parents who may give explanations such as:

- I am unable to get to school to collect my child's phone; or
- My child has to have his/her phone as we use an App so that they can be located via tracking or GPS; or
- I need to contact my child

Please be aware that such reasons will not be accepted and a student who has knowingly breached the policy will not receive their phone back.

Put simply, students must follow the policy or the consequences will be applied.

Emergency contact between students and their parents can always be managed by either reception or Student Services.

I ask you to please support the school in ensuring that this policy is followed.

Neil Hunt
Principal

Department of Education

Standing together against violence

Actions

Our implementation of these updated actions will demonstrate the principles of fairness, inclusion and respect.

Action 1

Principals to suspend students who attack other students, start fights or share and promote violence

- Automatic suspension for students who attack other students or instigate fights.
- Automatic suspension for students who choose to film or share fight content or promote violence.
- Principals to develop a behaviour plan with families for the student's return to school.

Action 2

Principals to automatically move to exclude any student who physically attacks school staff

- After a physical attack, principals will immediately start an exclusion process.
- 'Exclusion' means the student is removed from a particular school permanently or for a specified period of time.
- Exclusion orders can only be made by the Director General.
- An exclusion order can be made to direct the student to attend an alternative school or education program.

Action 3

Alternative learning settings for the most violent students

- Every student has the right to an education – however some need intensive behaviour support.
- Alternative learning settings provide programs for students to continue their learning.
- These programs have been expanded to all education regions and support positive behaviour change in violent students.

Action 4

Clear advice for principals, teachers and education assistants on authority and responsibility to take action

- New protocols and guidelines to help support safer schools.
- Clear expectations to ensure respectful engagement with schools.
- This includes protocols to help build respectful school cultures, and productive collaboration and communication.

Action 5

Provide training and support for school staff

- Provide a range of training options to support schools to increase pro-social behaviour and reduce coercive behaviours.
- Support schools to implement the Quality Teaching Strategy.
- Targeted support for schools with high incidence of violence and aggression.

Department of Education

Connect and Respect



Department of
Education

Shaping the future

Connect and Respect Expectations

Our schools are committed to providing quality education to all students in a safe, inclusive and caring learning environment. We value working together with parents and families as critical partners in student learning outcomes.

Schools draw on the diversity and strengths of local communities to create opportunities to work collaboratively and set directions for students. Building mutually respectful relationships with each local community is fundamental to this.

A school community contains a wide variety of individuals and groups who strive to work together to educate students to become confident, well-educated young people; prepared to lead happy, successful lives and make contributions to local and global communities.

School staff will engage with families to understand the interests, personalities and needs of their children. All students need access to a quality education within safe and secure learning environments, and with the right supports to progress and achieve.

There may be times during your child's schooling when additional support is needed, or issues arise. Your school will support you and your child to productively resolve these issues and we encourage you to raise concerns as early as possible.

Shared and respectful expectations and values will enable us to work together in the best interests of our children.

All students need access to a quality education within safe and secure learning environments.

What parents and carers can expect from our schools

Communication between you and your school is an important part of your child's education. School communities thrive on open communication wherein staff, students, parents and carers have opportunities to share good news, discuss issues and maintain an open dialogue.

Schools are made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to resolve complaints. We have found over time even the most challenging of circumstances can be worked through. You can expect some of the following from your school:

- regular communication through school approved channels
- reports on your child's progress and achievement
- celebration of your child's achievements
- notification of any serious single issue or ongoing issues concerning your child
- scheduled opportunities to meet with the classroom teacher
- other opportunities to meet with the teacher, by appointment
- updates about important developments in your child's class
- notifications or invitations to school events
- opportunities to provide respectful and productive feedback.



Department of Education

Connect and Respect

What parents and carers should not expect from our schools

Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance. Parents and carers should not expect:

- school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to teachers' private phone numbers or emails
- staff to meet with parents and carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards school staff.

You should contact your child's school if:

- you have concerns about your child's academic or social progress
- medical issues arise or diagnosis changes
- there are changes in family circumstances
- there are safety issues or changes in behaviour at home
- social issues arise that could impact the safety and welfare of students at the school
- you want to make or reschedule an appointment.

Communication that interferes with teaching and learning

- speaking to staff disrespectfully or aggressively, especially in front of your child or other students
- expecting to meet with staff during the school day without an appointment
- visiting the classroom during the teacher's preparation time before school
- using social media platforms inappropriately and disrespectfully
- malicious or judgmental gossip
- By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.

Communication methods

Electronic communication, such as email, is appropriate for short, non-urgent and positive forms of communication. It is not appropriate for more complex or emotional situations. In these cases, parents should request a face-to-face meeting so that issues can be given the time and attention they deserve. If in doubt, speak to your school.

Concerns and complaints

Contact your school as early as possible if you have concerns. If you are not sure who to speak to, you can start with your child's teacher. For some matters, it may be appropriate to talk directly to your child's year coordinator, school administration staff or principal.

If you have approached your child's school but haven't been able to resolve the issue, refer to our complaints process to explore your options education.wa.edu.au/complaints.

Shared and respectful expectations and values will enable us to work together in the best interests of our children.





Associate Principal Senior Secondary

Term 3 is always a busy time for our Senior Secondary students, in particular our Year 12s, as they approach the end of their time at Churchlands SHS.

The Breakfast Club

The Breakfast Club is a fantastic program that has been running for many years and is one of a number of strategies the school uses to acknowledge, motivate and support students in the pursuit of academic excellence.

Students are invited to join the club if they have a predicted ATAR of 95 or more following the Semester 1 exams in Year 11. This places them in the top 5% of students in the state. After each subsequent exam period students who demonstrate the high academic standard will join the Breakfast Club. I would like to congratulate those students that joined the Breakfast Club this year.

This term the Breakfast Club members attended the Mentelle Room at the Rendezvous Scarborough, where they enjoyed a lovely breakfast with former student Claudia Haugg. Claudia was part of the Churchlands Senior High School graduating class of 2015 achieving an ATAR of 96.7. Claudia followed her passion for maths, science, technology and her enjoyment of robotics as an elective subject prior to Years 11 and 12, and went on to major in Mechatronics Engineering at the University of Melbourne.

On completion of her degree, Claudia joined Rio Tinto as a graduate, where she worked across a number of autonomous fields within the business including Autonomous Haulage and large mining equipment optimisation. Claudia now works as a researcher and team-lead of a technical team within Rio Tinto's Surface Mining Research and Development space where she has found her passion in researching and developing technological solutions to complex problems. This passion has led Claudia to co-authoring a patent, presenting a research paper at the World Mining Congress, and winning a Women in Technology WA Award for her work in Robotics, Data and Analytics.

The launch of the Breakfast Club for our Year 11 students will take place early next term. I look forward to sharing this experience with you where our guest speaker will provide you with inspiration and motivation as you approach your Semester 2 exams.

Class of 2023

It is an exciting and busy time for our Year 12 students. With only a few weeks remaining of their compulsory education the Year 12s are finishing off the year with Mock exams or completing a work placement.

I encourage our ATAR students to take a balanced approach to their study and exams, ensuring they take the time to exercise as well as eat and sleep well.

Last term saw students engage in their personalised planning meetings with either Sally Topley or Mr Iain McAlpine our Career Practitioner, making sure they were well informed to take the next step in their future pathways. These are wonderful opportunities to engage with expert practitioners to get an informed insight into ways they can prepare themselves for the upcoming WACE exams and life after school. Hopefully they have taken advantage of these conversations and can enter the next phase of their lives with confidence.

It has been a pleasure to see all Year 12 students work so hard in all the areas across the school, whether it was in music, sport, hospitality or the courses they are completing to ensure they finish their final year of schooling to the best of their ability. Year 12 parents would have received a letter via email with information about the last weeks for the Year 12s. Make sure you are aware of the commitments and expectations for this time as we want these days to be an enjoyable celebration of their 12 years of school.

Class of 2024

Our Year 11 students are fast approaching the end of their first year in Senior Secondary and are preparing for second semester exams or the second round of work placements. Early last term, reflecting on their academic achievement and intended future pathways, they completed the course selection process for 2024. It was wonderful to see many students take on the amazing opportunity of the Curtin UniReady program as part of their Year 12 studies.

The successful completion of the UniReady Program provides students with an ATAR of 70 for Curtin University. This provides them with a pathway into a wide range of undergraduate degrees without the requirements of an ATAR. 2024 will be the second year this program has run, and this year we have two classes of students. I look forward to working with staff and students in this program and seeing the range of opportunities that unfold.

Jamie Long
Associate Principal - Senior Secondary



Associate Principal Middle Secondary

During last term, some Middle Secondary students had the opportunity to engage in a range of activities.

These included Try-A-Trade in Hairdressing & Barbering, Bricklaying and Try-A-Trade at Sound Factory. All of which focussed in providing a career taster for our students. Students report this as a worthwhile chance to consider their options for the future as they experience different trades. A big thank you to Mr Chapman, Head of Year 9, for the organisation of these experiences for our students. More information in the Year 9 report in the newsletter.

The Year 10s had a volleyball competition in the gym organised and run by the student leadership team which was a fantastic success.



Subject Selection for 2024

The Subject Selection process was completed online through SSO and the timetable for 2024 is currently being developed. Early in Term 4, students and parents will be provided with a list of the courses they have been placed in based on their selections.

In most of the cases, students will have received their first preferences but if a subject has been cancelled due to insufficient numbers, they will have received their first reserve selection or been counselled to choose another elective. There will be a brief opportunity to change elective courses towards the end of the year, but this will only be possible if there is space in the courses the students wish to move into.

Year 10 AEP

Interdisciplinary Learning, IDL, project for students in our Academic Extension Programs in Year 10 was highly successful. This was a combination of assistance of many AEP teachers and Mr Pash Hollands, AEP Coordinator.

This year in Year 10 AEP IDL, the students were asked to make a change in the world. There were many ideas including one proposal to change the Year 10 exams structure at school in Semester 2. As a



result of this group's proposal, the school is going to trial a different exam set up for Year 10 in Semester 2. We are proud of our student input as to how processes are run at Churchlands.



NAPLAN and OLNA

Students in Year 9 received both their NAPLAN results and their Online Literacy and Numeracy Assessment (OLNA) Student Report. These have been posted in SEQTA. If your student has received a 3* in Writing, Reading and/or Numeracy in the OLNA Assessment document they will have pre-qualified and will not be required to sit OLNA in Term 4 Week 3.

Some Year 10 students have recently sat the second round of OLNA. We are expecting most students will have passed at least two of the three tests. Students have six opportunities to achieve the Numeracy and Literacy standards whilst at school.

End of Year Activities

This year the Year 10 students have a Lunch River Cruise on the 14 December and the Year 9 students will be going to the Swan Valley Adventure World. More information will be emailed to parents in due time.

Hagop Boyadjian
Associate Principal - Middle Secondary



Associate Principal Junior Secondary

It has been yet another busy and eventful Term 3 for our Junior Secondary students.

Again it has been wonderful to see our Junior Secondary students grow, develop and show their true leadership skills. Everyday my email inbox is full with SEQTA notices for Churchlands Champions, House awards and positive feedback on assessment results. Over the term we have seen a number of events, from ASS activities, to excursions, to athletics carnivals and the junior music concerts.

Our Year 7 and 8 Junior Secondary councillors have had a busy term as they planned for activities and initiatives for R U Ok? Day, which was in Week 9. Our students have shown the ability to carefully plan, collaborate and work together as a leadership team.

Later this year they will be attending a social two leadership development program at Challenge Stadium, where they will be challenged by the high ropes course, do team building activities, and learn more about what it takes to be a good leader. We have opened up places at this excursion for students who have a demonstrated interest or skill in leadership and students selected will be notified shortly.

Last term selected Year 8 students had the opportunity to head back to their primary schools for the first part of the Year 6 transition visits.

Students spoke to Year 6 students about life in high school, how the canteen works, what the uniform is like, what the benefits and differences are between primary school and high school. The students did the school proud and were excellent representatives of Churchlands Senior High School.

During Term 3 Year 8 students had the opportunity to explore career options through the Form time "Tuesdays for Tomorrow" program, which was developed by Mrs Lebihan. During Form students were guided by their Form teacher to complete the individual pathway planning booklets, this was perfect timing as Year 8 students were having to choose their Year 9 subjects.

Term 3 saw many events, including the Year 7 and Year 8 Junior Secondary Athletics Carnival. One new initiative was the Spirit Award, which was a great way for our House Leaders to get involved and get their houses ready to cheer on their team members during events. During the day we saw some fantastic sportsmanship, teamwork and most importantly team spirit. Well done to all involved.

I look forward to another great term ahead as we prepare our Year 8 students to move into Middle Secondary, and as we prepare our Year 7 students to be leaders in Junior Secondary next year as Year 8s.

Kate Grayson
Associate Principal - Junior Secondary

Churchlands Senior High School Outstanding Achievement

UWA Fogarty Foundation Scholarship awarded to Churchlands SHS Student.

Year 12 student Shreeya Naroth has been awarded the UWA Fogarty Foundation Scholarship. This prestigious scholarship is awarded to only 10 Year 12 students from across WA and Shreeya is the first student at Churchlands SHS to receive this highly regarded award. This is a fantastic achievement befitting a valued member of the Churchlands school community.

Students selected for the UWA Fogarty Foundation Scholarship Program are provided with holistic support through opportunities to learn, acquire skills, build assets and create social networks.

The scholarship provides \$10 000 per annum to assist in university tuition, accommodation and general living expenses as well as academic, social and career support to retain exceptional young people to our state and nation.

Since 2004, the scholarship program has educated and supported almost 200 young people who encourage and inspire each other. Through this support they are empowered to make a significant contribution to Western Australia.

This scholarship is a testament to Shreeya's hard work, dedication and exceptional qualities. It's a great honour and an opportunity for her to further excel in her academic and personal pursuits.

Congratulations to Shreeya on this well-deserved recognition!



Community

World's Greatest Shave

World's Greatest Shave for Leukemia Foundation: A Shave to Remember

In a remarkable display of solidarity, compassion, and community spirit, Churchlands SHS came together on 11 August to participate in the "World's Greatest Shave" event, all in the name of raising funds for the Leukemia Foundation.

The event proved to be a resounding success, raising a grand total of \$7,464.65! This achievement is not only a testament to the generosity of our students, staff and community but also a reflection of the values that make our school truly special.

The "World's Greatest Shave" initiative is not just about raising funds; it's about demonstrating empathy and support for those who are battling leukemia and other blood disorders. Leukemia is a type of cancer that affects the blood and bone marrow, making events like these an essential means of contributing to research, patient support, and ultimately, saving lives.

Five brave students and three dedicated teachers stepped forward to have their heads shaved in a symbolic gesture of solidarity with those fighting leukemia. Thank you to Tyler de Wit, Ben Mead, Owen Ledger, Matt Summers, Jared Schaap, Mr Roger Harris, Mr John Poland and Mr Doug Cox. Their act of shedding their locks was a powerful way to stand alongside individuals who lose their hair due to cancer treatments.

The success of this event would not have been possible without the unwavering support of our school community. Students, parents, staff, and the wider community rallied together to donate generously and cheer on the participants. A special thanks must go out to Sam from Trigg Hair Studio for giving up her time and skills on the day.

A special thank you to Melissa Ledger and Fiona Cox for bringing in clippers and supporting the event on the day. A final thank you to Lauren Stacy from the Leukaemia Foundation for coming down to present certificates and raising awareness for the event.



Community

Human Resources

Introducing our Education Assistants

The Education Assistant team at Churchlands Senior High School is growing in numbers. We currently have 16 full-time and part-time Education Assistants who are required to undertake a variety of roles when supporting students.

The week commencing 28 August saw the start of Education Assistant Appreciation Week. Many of our students are supported in the classroom by one of our Education Assistants. Education Assistant Appreciation Week provided the perfect opportunity to introduce our growing Education Assistant team.

Nina Henschal (Lead EA)

1. What are your hobbies/interests away from school? I love playing the flute.
2. I am famous for: making Tik Toks with my flute.
3. My favourite part of being an EA is: working with the students and celebrating their successes with them.



Simona Ciupac:

1. What are your hobbies/interests away from school? I love singing and relaxing in the sun tanning.
2. I am famous for: my last name Ciupac – the students changed it to TUPAC, the rapper.
3. My favourite part of being an EA is: watching the maturity of my students grow from Year 7 to Year 12.



Maureen Carmody:

1. What are your hobbies/interests away from school? Love all types of agaves, succulents and golden barrel cacti.
2. I am famous for: my apple crumble.
3. My favourite part of being an EA is: making an educational "connection" with the students and seeing students achieve their goals.



Sandie Allen:

1. What are your hobbies/interests away from school? In my spare time I like to get out into nature. I love camping in the bush or on a secluded beach. I also enjoy dancing and pilates.

2. I am famous for: my dogs Instagram account: Follow @Bellatheblueroancockerspaniel for her adventures.
3. My favourite part of being an EA is: witnessing students transition into young adults, providing valuable support as they prepare for higher education or career paths. Also, assisting students to develop essential life skills that will serve them well beyond their school years.

Vicki Lenegan:

1. What are your hobbies/interests away from school? Reading, painting, growing vegies.
2. I am famous for: arguing politics with my friends.
3. My favorite part of being an EA is: watching the "Ah Ha" moment on a student's face when something you are explaining finally makes sense to them.



Vicki will be taking leave Term 4, 2023.

Merinda Lunardi:

1. What are your hobbies/interests away from school? Snorkelling, bush walking, gardening and coffee
2. I am famous for: ordering super-hot coffee with an extra shot.
3. My favorite part of being an EA is: getting excited when students achieve or are enabled to do something.

Vrushali Machivale:

1. What are your hobbies/interests away from school? Sewing, cooking, going on walking trails.
2. I am famous for: my colleagues think I cook the best Biryani.
3. My favorite part of being an EA is: Helping students in maths classes and seeing them improve.



Community Human Resources

Marcela Michalkova:

1. What are your hobbies/ interests away from school? Yoga, walking, skiing, reading, Dragon boat paddling and travelling.
2. I am famous for: eating a whole chocolate bar in a few minutes.
3. My favorite part of being an EA is: helping students be themselves.



at the beach. I also love going on spontaneous road trips with my son and our rescue dog.

2. I am famous for: my homemade polish "pierogi" (dumplings).
3. My favorite part of being an EA is: witnessing the student's growth and success, helping them cope and knowing I have played a role in their journey.

Vickie Sparks

Lorraine Keeney



Perri Moore:

1. What are your hobbies/ interests away from school? My favourite interests out of school are spending time with my daughter, doing pilates and baking.
2. I am famous for: baking yummy treats.
3. My favorite part of being an EA is: helping and building a rapport with a broad range of students and teachers across the whole school.



Pauline Swang:

1. What are your hobbies/ interests away from school? Walking my rescue dogs, cooking and quilting
2. I am famous for: my lemon slice.
3. My favorite part of being an EA is: Working closely with students and seeing them succeed and mature into interesting young people. It's a very rewarding job.



Qi Qu (Cookie):

1. What are your hobbies/ interests away from school? Travelling, window shopping, hanging out with friends
2. I am famous for: the nickname I chose -Cookie
3. My favorite part of being an EA is: I always have a trusting relationship with the kids.



Shiraz Roberts:

1. What are your hobbies/ interests away from school? Cooking, travelling, reading, being outside.
2. I am famous for: organising great dinners.
3. My favorite part of being an EA is: watching a student grow, to help them and be a positive influence in their schooling careers.



Xiaotong (Michelle) Yu:

1. What are your hobbies/ interests away from school? My hobbies include shopping, playing the piano, and experimenting with new recipes in the kitchen.
2. I am famous for: "Ms Yu"
3. My favorite part of being an EA is: witnessing the growth and success of the students I assist, both academically and personally. It is truly heart-warming.



Pola Rymarczyk:

1. What are your hobbies/ interests away from school? Some of my hobbies include music festivals, camping, free diving, enjoying the outdoors – especially spending time



Chloe Neame:

Chloe will be returning from Maternity Leave on a part-time basis in Term 4. She will be working on Mondays and Wednesdays. We welcome you back, Chloe.





Year 7 Report

Term 3 at Churchlands has been an exciting and eventful period for our Year 7 students.

As they transitioned into their second semester at school, they have not only continued their academic journey but also actively participated in various school events and initiatives.

Many of these efforts were acknowledged at the start of term at the Whole School Assembly, with many of our Year 7s gaining awards. For music students, the end of Term 3 brought with it the Junior Concert and the Junior Band & Orchestra Festival, where many hours of rehearsal came to fruition.



Wear it Purple Day

Another significant event during Term 3 was the celebration of Wear it Purple Day. This event, held on the 25 April aimed to raise awareness about LGBTQIA+ inclusion and promote a safe and supportive environment for all students, regardless of their sexual orientation or gender identity. We celebrated the day with a flag raising ceremony, creative face and nail painting, music and fairy bread.



R U OK? Day

R U OK? Day was observed in Week 9 of Term 3 and provided Year 7 students with an opportunity to focus on mental health and well-being, with a variety of activities being held around the school. R U OK? Day is dedicated to encouraging meaningful conversations and connections to support those who may be struggling with their mental health. Our student leaders worked hard to prepare for the week, painting a display that all Year 7 Forms contributed a positive statement to.



Year 7 Report

Athletics Carnival

The Term 3 Athletics Carnival marked a significant milestone for our Year 7 students. It was not only their first athletics carnival at Churchlands but also an opportunity to showcase their athletic talents and foster a sense of camaraderie. The carnival took place on 18 August and was met with enthusiasm and high spirits.

The participation rate was remarkable, with nearly all students actively participating in various athletic events, including sprints, jumps, throws and novelty games. Their enthusiasm was infectious and added to the vibrant atmosphere of the carnival.

It was a close finish however Trigg House emerged as the overall winners of the athletics carnival. Champion Boy was taken out by Haruki Leslie, who also set a new school record in the boys' discus event. Champion Girl was Phoenix Muir.

Clare Metcalfe
House Coordinator - Brighton & Floreat





Year 8 Report

Term 3 was action-packed with assemblies, competitions, R U OK? Day, excursions, Wear It Purple Day, and carnivals, to name just a few.

With only one more term to go until Middle Secondary, the Year 8s have chosen their electives for next year and are already looking forward to the journey ahead.

Year 8 Athletics Carnival

Thankfully the gloomy weather stayed away and we had glorious sunshine for the Year 8 Athletics Carnival.

The traditional beginning of 100m races were very well supported, with students lining both sides of the track to cheer on their friends.

During the rotations the students got to compete at discus, shot, long jump, triple jump, and high jump. There were plenty of thrills and spills, some brilliant performances and plenty of laughs.

A big thank you to the Phys. Ed. department for their tireless work in creating such an enjoyable occasion.

At the conclusion of a great day, Brighton were the victors, closely followed by Scarborough, Trigg and then Floreat.

Special congratulations to the following students for their amazing performances, and we wish them all luck for the Interschool Athletics Carnival later in the year.

GIRLS	Champion	Gabriella St Mart
	Runner Up	Bo Cornelius
	3rd Place	Daisy Lingard
BOYS	Champion	Daniel Hart
	Runner Up	Richard Darling
	3rd Place	Ewan Rumley



Year 8 Report



Swim for 'Men's Talk'

On 25 November, six Year 8 Swim Program girls will be participating in a charity swim that goes for 24 hours. In preparation the girls ran a cake stall and raised a considerable amount of money. The money raised will go towards 'Men's Talk' a charity which focuses on men's health and suicide prevention.

The students involved include Lila Turner, Piper Watson, Sarah Thew, Scarlett Roberts, Molly McGough and Gabby Van Mannan. (watch this space)



Form of the Month and Student of the Month

Each month we award a Form and an individual who have gained the most House points and for doing amazing things in school.

The Student of the Month for August was Kaden Jasper (8-B3) and the Form of the Month was 8-S3.



Congratulations

A huge congratulations to the students who received academic excellence awards across their subjects in Semester 1, 2023. This is a mammoth feat and is a testament to the hard work and dedication shown by the students.



Rory McDonough
House Coordinator - Scarborough & Trigg



Year 9 Report

As Term 3 comes to an end, the Year 9 cohort have certainly been busy!

We began with Parent Teacher Interviews, students completed their subject selections for Year 10, there was the Athletics Carnival and there were those who participated in extra-curricular opportunities such as the Talented Young Writers Workshop and Try-A-Trade. There were various concerts and music festivals held by our talented music students, and the Specialist Swimmers got to go on the rejuvenating Coral Bay Camp.

Try-A-Trade Program

Recently a number of Year 9 students participated in this program which exposes students to a real trade training environment, with courses coordinated and delivered by specialist trade training organisations and trade qualified lecturers. The program is designed as a first step for those who demonstrate an interest in a career in building and construction, and gives students a taste of different trade areas. This term's tasters took place at Balga TAFE and the program offered Year 9 students a hands-on experience in trades such as bricklaying, tiling, hairdressing and barbering.



Barbering and Hairdressing

Both sessions started off with a quick presentation on what students would learn if they decided to study hairdressing or barbering. Both groups enjoyed working on the mannequins, learning how to create distinctive styles. The hairdressing students were taught how to curl hair with a curling rod and a straightener, as well as three types of braids: French, dutch and fishtail. Most said they liked the curling the best and some of them wanted more of that, instead of lunch.



The barbering students, on the other hand, learnt how to create hair line designs, also known as hair etching, using electric clippers. However, one or two students were overly zealous with the clippers and sadly their mannequins ended up bald. Overall, the students thoroughly enjoyed the day and are already putting their hand up to try other trades.



Bricklaying and Tiling

Students got an idea of the key skills needed to do the job, and once completed, they will have gained a better understanding of the skills they need to start a construction career.

It was great to see the students having a great time exploring the creative side of these trades. Some very serious faces!



Year 9 Report

Athletics Carnival

The Year 9 Athletics Carnival was a great success again this year! It was held at the WA Athletics Stadium and which saw everyone competing in a range of track and field events to win points for their House.

The enthusiasm and team spirit shown by all participants created a great atmosphere. In the end Scarborough (1009) came out on top, with Trigg (943) coming a close second, followed by Floreat (816) third, and Brighton (751) coming fourth.

The 2023 Champion Boy was shared between Seb Lyttle and Eita Samukawa, and the 2023

Champion Girl went to Jessica McNally. Also, congratulations and well done to the runners-up Noah Blakeney, Isaac Romeo, Audrey Minaee and Ava Norwood. Overall, it was an amazing day, and the turnout was fantastic! A big thankyou to all the teachers who organised the event.



Wear It Purple Day

On Friday 25 August Churchlands joined many schools nationally and celebrated 'Wear it Purple Day' for the third time as a school. Wear it Purple Day strives to foster a supportive, safe, empowering and inclusive environment for rainbow young people and staff.

"Write Your Story" was this year's theme! Celebrating 'Wear it Purple Day' as a whole school sends a clear message: we accept students for who they are and believe all students should feel a sense of belonging in our school community. We celebrated with raising the pride flag in the morning as well as some fun festive activities in the Quad at lunch. Our very own resident DJ's Cooper Grek and Alia Bokhari were once again there to support the cause by providing those cool Friday Beatz vibes.



Term 2 House Activity Fundraiser

Frisbee Challenge Winners from 9F4 celebrated their victory by enjoying delicious pizza and ice-cream for lunch. Congratulations guys! Save us a piece.

To all of our Year 9s, we hope you have a restful holiday over the Term 3 break and come back refreshed in Term 4.

There are many exciting events coming up which will culminate in the end of year Reward Activity Day which will take place at the Swan Valley Adventure Centre to celebrate an enjoyable year.



Sandra Boujos
House Coordinator - Scarborough



Year 10 Report

The term begun in it's typical wild and busy fashion.

Jayne Kitto and her band of merry House Coordinators had hundreds of students and parents to talk to regarding the very important subject selections for Year 11. It was great having meetings with so many students and discussing their future goals and aspirations. Once the stresses of subject selection were put behind us, we were able to settle into the term and begin planning some enjoyable activities such as the World's Greatest Shave and the Volleyball Championship.

AEP Interdisciplinary Learning Project:

During Term 3 the Year 10 AEP students took part in an Interdisciplinary Learning Project, led by Mr Hollands and supervised by the Year 10 AEP teachers, Mr Sherman, Ms Manifis-Gott, Mr Taylor, Ms Coleman and Mr Davis.

The project was designed to combine learning from Maths, English, Science and HASS to teach students about working in groups and facing challenges. The students had to come up with a way to create change in the community, country or wider world.

Ideas included an exam break for the Year 10s, a 4 day school week and an Australian bullet train. Students had to work in groups and develop their cooperation and problem-solving skills. They had to find the challenges to their ideas and work out solutions. Most of these challenges involved costs and stakeholders.



On Thursday of Week 6, the students presented their projects to the teachers, parents and peers. They had to explain their idea and how they would pull it off.



The day was a big success, and the projects were well thought out and creative. This was an excellent opportunity for students to learn about helping the wider community and learn important skills for life beyond school.

A big thank you to Mr Hollands and the other AEP teachers for helping to run this project and supporting the students.

Written by Teyla Bothwell.

Trees for Survival

On Tuesday in Week 7, the Environmental Club gathered to travel over to Jelcobine to plant Trees for Survival, which is a program where students plant as many trees as they can to help save our planet.

After a 2-hour bus drive filled with laughter and gorgeous views, 20 Year 7-12 students were ready to go out and plant some trees. We arrived at a conservation park, and everyone agreed that it was stunning!



There were fields full of flowers and wildlife such as sheep stretching out for kilometres. We even got to see how some of the trees that we planted years ago are growing today. We spent 3 1/2 hours out and we ended up planting more than 3,000 trees all together! It was an amazing achievement for the whole team. Furthermore, everyone got to know other students there and bonded over shared interests. By the time we all got back in the bus to drive back home, everyone knew each other and had made new friends, no matter what year group they're from. Altogether, it was a beautiful day that will stay in each students' memories forever.

Written and photographed by Arina Nosova.



Year 10 Report

Year 10 Volleyball Championships

This Year 10 group have always been athletically talented and this term has proven no different, with our inaugural Championship being in the form of a Volleyball competition.

It is such a pleasure to see so many amazing players and spectators gathering in the gym to watch the games. Teams of mixed abilities and genders battled it out with some amazing upsets over the two days of competition.



We had a few nail biting one-point wins throughout the tournament. An honourable mention to the runner ups Team Erica and Team Isabella. The Grand Final was played Wednesday of Week 9 at lunch between Team Seb and PekPek lovers with the Championship going to Team Seb. Well done to all participants.



Wellbeing Week

Every Wednesday of Term 3, Year 10 Forms have been practicing Wellbeing. This was all leading up to R U Okay? Day on Thursday 14 September. We have been working on our gratitude and mindfulness.

We encourage everyone, as we had done in Form during this term, to consider three things in life that we are grateful for and write them down on a piece of paper. It is also a good time to consider how we might take a break out of our busy schedules to be mindful. This can be done in many different ways. Some people find their flow in the obviously forms, such as meditation or breathing exercises. Sometimes we find it in less deliberate ways, such as through playing sport, reading a book or cooking. Whatever it is that makes you happy, take some time to make it happen. Happier families make happier communities.

Curriculum Corner

To conclude the Newsletter, let us take a dive into one of the more serious subjects offered at Churchlands. The Year 10 Special Effects students have really outdone themselves this term by turning Mr Cox into a toddler. I guess time travel is real after all.



The greenscreen in Media 1 has been fully booked in the last few weeks with Year 10s filming for their News Broadcast segments. This requires each member of the class to create a unique news segment using some form of special effects. They must then get into groups and cut their segments together with the help of an anchor man or woman, used to link the stories together. The assessments are due in week 9 and I can't wait to see the results. So far we have a film review gone wrong, hurricanes ripping apart Churchlands, snow storms in the main quad and many many explosions. It is almost as if students picked this subject expecting to learn how to add explosions to their films. Given the state of the greenscreen I think learning to iron may in fact produce the biggest academic advantage. So, until next time, we wish everyone all the best for Term 4.

Doug Cox
House Coordinator - Floreat



Year 11 Report

As we dive into the heart of Term 3, it's time to catch up on the latest happenings and important updates from the Year 11 cohort.

From working hard to complete their coursework in the lead up to their Semester 2 exams to planning for life beyond school, the Year 11s have been busy this term.

Navigating Stress Management and Exam Preparation

With Term 4 just around the corner, the exam season is getting closer too. To equip our students for success, an insightful presentation on stress management was organised and presented by our School Psychologist Amanda Morton.

Students were reminded that preparation is key and taking care of your mental well-being is just as important as studying hard. Keep those stress-busting strategies in your toolkit as we head into the final stretch.

Mastering Job Interview Skills with David Castelanelli

Renowned presenter David Castelanelli graced us with his expertise, delving into the art of acing job interviews. Learning how to make a lasting impression and convey your skills effectively is a crucial life skill.

Thanks to David's insightful session, the Year 11s are all better prepared to step confidently into the professional world when the time comes.

Mapping the Path Forward: From Careers Expo to Subject Selection

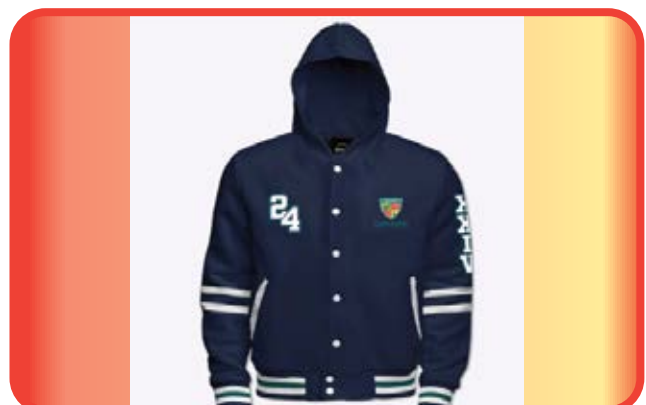
Navigating a path beyond school involves crucial steps, and the Year 11s have been taking them in strides. The recent Careers Expo offered a window into diverse career paths, aiding students to refine their aspirations.

Building on this, they selected their subjects for Year 12. Students are reminded to plan for the future, and remember that every choice you make contributes to their map of success.

Designing Leavers Jackets - Leaving a Stylish Mark

The Year 11s have made all the important decisions; created a design, voted on a winner, and tried on samples for size. Now, we're in the process of ironing out the ordering details, which will be communicated to you in due course.

Stay tuned for the forthcoming information on how to place your orders for the 2024 Leavers Jackets. A huge thank you to Mr Roger Harris and the Leavers Jacket Committee for their work in this area.



Year 11 Report

Mark Your Calendars: Dinner Dance in Term 4

The Year 11s have an important date marked in their calendar for Term 4. On Thursday, 16 November, the spotlight will be on the much-anticipated Dinner Dance. We've secured the Perth Convention and Exhibition Centre as the venue – an evening of elegance and fun awaits! Don't miss your chance to join in on the festivities.

Ticket sales went live in Week 9, and you've got until Friday, 20 October, to secure your spot. After that, the sales close, so make sure you keep an eye out for announcements and secure your spot.



Cheers and Applause at the Athletics Carnival

A roaring round of applause for all the enthusiastic Year 11s who made the recent Athletics Carnival a huge success! Your dedication and sportsmanship were truly inspiring. The spirit of healthy competition was alive and well as you raced, jumped, and threw your way through the day. Kudos to everyone who participated and made the event memorable!

As we progress through the school year, it's important that we reflect on the experiences we have added to our journey. Stay committed and make the most of every opportunity.

Kym Lucchesi
House Coordinator - Brighton



Charlie Kemp, Roxy Brown, Amelie Butler, Trinity Boulton, Breanna Taylor, Cate Bellamy, Ella Juracich



Joel Parker



Champion Boy: Jacob Lourens, Runner up: Aden McDonald, 2nd Runner up: Joel Parker



Champion Girl: Charlie Kemp, Runner up: Colette Eason, 2nd Runner up: Ella Juracich



Year 12 Report

The Year 12 cohort are nearing the home stretch with Churchlands Semester 2 exams at the end of last term and the final WACE exams nearing closer every day. Term 3 was a term of furious activity packed with lots of assessments, too many for some, and activities.

2023 Van Daddy Cup

The Van Daddy Cup is a highlight series of games for many of us. Year 12 students competed against the Phys Ed staff in this traditional competition in various sports such as volleyball, ultimate frisbee, dodgeball, netball, touch rugby and football. Students had wins in Dodgeball and Footy with staff once again claiming overall victory. A notable mention is the Year 12 crowds who came to support this competition - without them the competition wouldn't have been as great as it was.



Year 12 Report

Year 12 Period 5 Program

As part of the Year 12 Wednesday Period 5 program students were able to meet with volunteers from Red Frogs, an organisation that aims to safeguard this generation of young people by focusing their dialogue on the upcoming leavers period activities.

They had very worthwhile points to share with students about the importance of having a plan and making the smart decisions for yourself, and students who joined in with the discussion were lucky enough to get some red frogs too.



Year 12 Music

Year 12 Music students had been busy last term with concerts, practise, and recitals. As a celebration of their efforts, the musos performed to an audience comprised of family and friends. This was a fabulous night as they were able to perform in front of an audience and their fellow peers who in fact hadn't heard each other solo since their Concert Practice days and to their parents who have endured listening to them practise on a daily basis, to show them it wasn't all for nothing.

Golden Pipette Challenge

As part of the school's Science Week activities, Mr Smithies and Mr Poland held the annual 'Golden Pipette Challenge', where students tested their knowledge by completing a chemical titration, competing against each other to get the most accurate results (otherwise known as, 'as close to Mr Smithies as possible').

The event is held during one Wednesday Period 5 program date and was a lot of fun for the groups involved serving as a good reminder of how far students have come with their chemistry abilities. The extra time allocated resulted in ten groups producing results in the "Zone of Excellence" and ultimately, Jenice Lim and Claire De Leo (picture 1 and 2) came away victorious winning the one and only Golden Pipette.

After exams and work placements the Year 12s have their Dinner Dance at Beaumonde On The Point on Thursday 19 October at 6:30pm. Please make payment for this event via QKR as soon as possible.

John Poland
House Coordinator - Floreat



Family and Community Engagement

Formative Assessment

Assessment: Summative vs Formative

As parents, you play a pivotal role in your child's educational journey, supporting them as they strive for knowledge and growth. To fully grasp their progress, it's important to understand the difference between summative and formative assessment and their distinctive roles in shaping your child's learning experiences.

Summative Assessments: The Culmination of Effort

Imagine summative assessments as the final scene of a play, where everything comes together for a grand performance. These assessments take place at the end of a designated learning period and offer an overall evaluation of your child's understanding and mastery of the material covered. Think of them as tests, exams or projects that gauge how well your child has understood the concepts taught over a specific timeframe.

Key features of summative assessments include:

1. Impact - Summative assessments are used in determining grades on the student reports.
2. Concise Feedback - Feedback for summative assessments tends to focus on the result, offering a more generalised view of performance.
3. Encouraging Preparedness and Reflection - Preparing for summative assessments nurtures study habits, time management skills, and a sense of accountability. Post-assessment reflection allows students to identify strengths and areas for further development.

Formative Assessments: Nurturing Continuous Growth

In contrast, formative assessments act as signposts along the learning journey, guiding students towards mastery. If the final scene of the play is the summative assessment, the formative component of this task would be the hours of rehearsals where the actors receive feedback from the director and each other. Formative assessment is ongoing and occurs throughout the learning process, allowing educators to closely monitor progress and adjust teaching strategies accordingly.

Key features of formative assessments include:

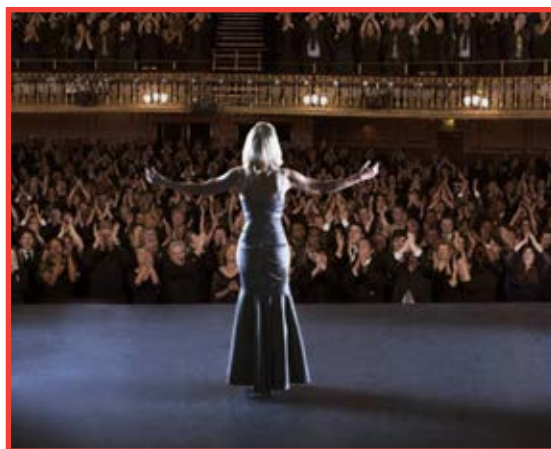
1. Timely Feedback - Formative assessments offer prompt, specific feedback to both students and educators, aiding in identifying areas that require more attention.
2. Fostering Improvement - The primary objective of formative assessments is to enhance learning. By detecting gaps in understanding early on, teachers can intervene and provide additional support.
3. Diverse Approaches - Formative assessments manifest in various forms such as quizzes, questioning, group discussions, peer evaluations, and self-assessments. This variety encourages active participation and self-reflection.

Formative



Rehearsing for a concert or play

Summative



Performing to an audience

Family and Community Engagement

Formative Assessment

Formative vs Summative Assessment

	Formative	Summative
Key Differences	<ul style="list-style-type: none"> Occurs throughout the learning Identify gaps and improve learning Feedback is the central function Guides current planning and instruction Focusses on the process Not used in grading 	<ul style="list-style-type: none"> Occurs after the learning Collects evidence of student knowledge Limited feedback Guides future planning and instruction Focusses on the outcome Used in grading
What it can look like	<ul style="list-style-type: none"> Short quizzes: online, written or verbal Feedback from a sports coach or music teacher on how to improve your technique Learning journals Self and peer feedback activities Homework activities 	<ul style="list-style-type: none"> End of topic test Exam A senior recital A final project In class essay A completed painting OLNA and NAPLAN

Why both are important

Formative assessment serves as a crucial linchpin in enhancing summative assessment outcomes by fostering a continuous feedback loop that supports student learning and growth. By engaging students throughout the learning process, formative assessments provide timely insights into their comprehension, strengths, and areas needing improvement. This real-time feedback empowers educators to tailor their instructional strategies, address individual learning needs, and make necessary adjustments in content delivery.

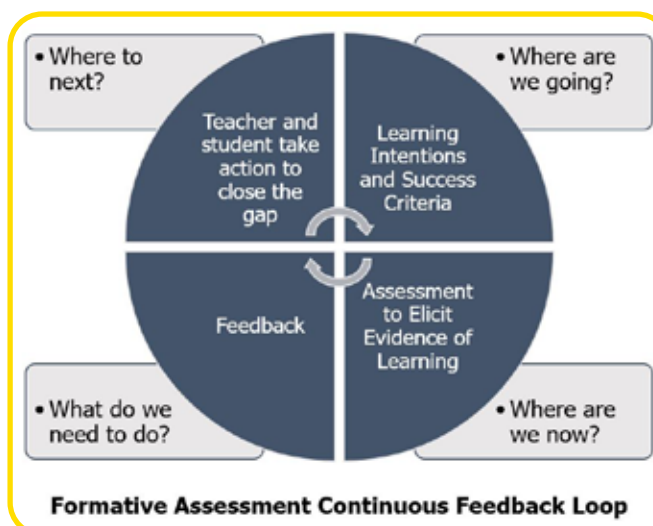
As students receive ongoing guidance and opportunities to rectify misconceptions, solidify understanding, and refine their skills, they are better prepared for the final summative assessment. The ongoing cyclic nature of formative assessment cultivates a deeper understanding of subject matter, bolsters confidence and motivation, and encourages metacognitive development – all of which contribute to improved performance in summative assessments. Ultimately, this synergy between formative and summative assessments creates an environment where students are active participants in their learning journey, driving continuous improvement and fostering a deeper, more enduring understanding of the material.

Parents play an integral role in supporting their child's education. Establishing open lines of communication with educators and actively discussing your child's progress can be highly beneficial. A greater understanding of the important role of each of assessment type can foster the collaboration between parents, students and teachers helping to create an environment that cultivates, learning and success.

Each type of assessment serves as a building block on the path to knowledge and achievement. By understanding and appreciating both summative and formative assessments, parents contribute to the creation of a strong educational foundation that will serve their child throughout their lifelong learning journey.

The fortnightly Churchlands Bytes and Opportunities newsletters will continue to provide information to help enhance your understanding of the role of formative assessment and the important role it plays at Churchlands.

If you have any questions or would like more information on this initiative, please contact Kym Lucchesi klucchesi@churchlands.wa.edu.au



Humanities and Social Sciences

ATAR Law Courts Excursion - Year 11

Year 11 ATAR Politics and Law students have conducted their own preferential voting classroom elections as part of their learning about the electoral systems used in Federal elections.

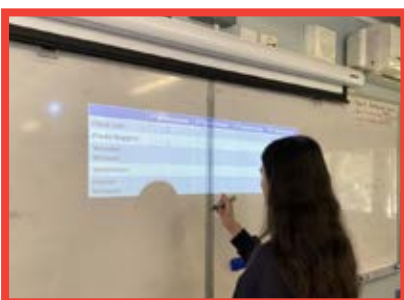
Year 11: A Day Court

Our Year 11 ATAR Politics and Law students recently had the opportunity to visit the Western Australian Courts as part of their study of how the adversarial legal system works in the state.

Students sat in on different live cases in the District and Magistrates Courts and were taken through one of the empty Supreme Court rooms where they found out more about each of the participant's roles there.

Students found the cases very interesting with one in particular being a criminal charge of 'inciting to overthrow the government' which came about during COVID-19 times, prompting much discussion afterward.

Students ended the excursion with an enjoyable picnic in the Supreme Court Gardens.



Mock Trials: A Great Success

The Churchlands SHS Mock Trial team progressed through to Round 5 in mock trials (quarter finals) however they were defeated by Rossmoyne SHS in a civil matter concerning a breach of contract. Our team finished in the top 8 of over 100 school teams across the Perth area.

Adele Cornelius
Teacher - ATAR Politics & Law



Humanities and Social Sciences

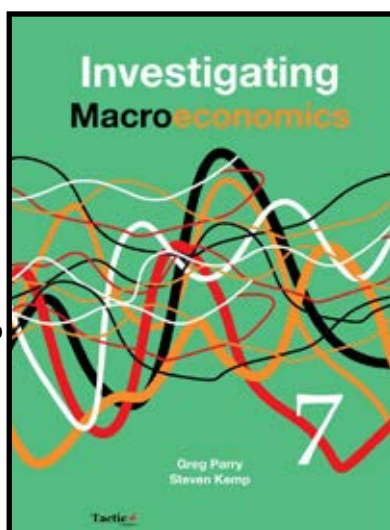
ATAR Economics - Year 12

Mr Steven Kemp, author of the renowned textbook *Investigating Macroeconomics* (Year 12) and *Discovering Economics* (Year 11), past examiner and lecturer from Curtin University delivered an inspiring presentation on Unit 3 & 4 of the Year 12 Economics ATAR course.

He covered a range of topics on economic policies, global trade plus Australian macroeconomic performance pre and post COVID.

Mr Kemp also shared invaluable tips on key topics to concentrate on for the upcoming ATAR exams.

Rebecca Killeen
Teacher - ATAR Economics



Humanities and Social Sciences

Year 11 Geography Excursion

Studying Geography has its benefits!

Just ask the students in Year 11 who spent a day exploring the Swan Valley, to enhance their understanding of their depth study unit on Tourism.

We started the day in Guildford, with a presentation from the Swan Valley Visitor Centre, followed by an exploration of the history of the area. Second stop was the fabulous Sandalford Winery, where students got to visit all the function rooms, hear about how they cater for music festivals and also make wine for the whole world to consume. A quick field sketch was undertaken whilst we enjoyed recess.



Back aboard our bus for stops 3 and 4, some called it the highlight – the Margaret River Chocolate Company and Yahava Coffee, where we got to sample their wares and hear about how they do business, and attract tourists from the state and internationally, capped off with lunch on the deck overlooking the valley.



Lastly, we called into Caversham Wildlife Park, where students surveyed visitors to help them understand the demographics of tourists, and get a cheeky picture or two with a wombat. A fabulous day was had by all, and students got to experience the best of learning in the field. Thanks to Mr Swalski for accompanying us on the day!



Larissa Kool
2IC - HASS
Senior Teacher - HASS

Humanities and Social Sciences

Year 12 Geography Excursion

Another day, another fieldtrip!

Year 12 ATAR Geography students enjoyed a beautiful spring day exploring Perth and surrounds as part of their fieldwork component for their depth study of Perth and its urban challenges.

A bus ride down the Kwinana Freeway to Cockburn Central during peak hour meant students could see the challenge of transport unfolding. Exploring the station precinct and new connecting hub of METRONET, students learned about how planners aim to improve housing options and reduce car dependency in the city.

Our tour continued on to Kings Park for a field sketch, recess and then it was back on the bus to investigate East Perth and the Inner Mixed Zone.

A walking transect was completed along Ord Street, before we made our way around to West Perth and Claisebrook Cove, investigating the redevelopment of what was an industrial zone into a bustling inner city suburb.

Students enjoyed lunch in the park, fuelling them up for two more stops, this time in the CBD and then onto Northbridge to look at land use and processes. Thanks go to Mrs Manifis-Gott for accompanying us on the day and sharing her expertise in the field.

Larissa Kool
2IC - HASS
Senior Teacher - HASS



Humanities and Social Sciences

Year 8 - Medieval England

Students in Year 8 HASS have been studying Medieval England as part of their history unit for Term 3.

They have recently enjoyed learning about the development of castles as a cultural achievement of the time-period. In Mr Sauer's class, students were given the task of creating their own castle in Week 7, trying to reflect as many features as possible into their design.

All students in the class were highly engaged in the activity trying to create the best castle in friendly competition among their peers.

Benjamin Sauer
Teacher - HASS



Year 10 Interdisciplinary Learning

Year 10 AEP students have been busy this term working on their Interdisciplinary Learning Project (IDL) "Change". This involved 10 hours of class time in addition to many extra-curricular hours.

An IDL aims to foster collaborative skills amongst students, whilst bringing together their learning from two or more of their subjects. A key aim of this project was to provide students with an opportunity to develop and apply critical thinking skills and demonstrate their creativity. These skills will be valuable to students as they move into higher education, and then the world of work.

Students chose a project topic to answer the question "How can we be agents of change?". They proposed a change they would like to see, and then researched historical change events to discover how agents of change have brought about desired outcomes. At the start of the project, students had the opportunity to hear guest speaker, and former student, Isabella Choate speak about their experience as an agent of change.

Students proposed a future change that they deemed necessary, then justified the need, and proposed strategies that would bring about that change. This involved conducting research, reaching out to others via email, arranging and attending meetings, carrying out surveys and cross-examining their own ideas.

The ideas for change were numerous and varied, including global sustainability issues, improving the public transport system in Australia and tackling social and community issues. One group suggested a change to the arrangements for exams in Year 10, and achieved success in the form of a school trial of their idea this year.

The project culminated in a bustling and energetic presentation event on Thursday 24 August, during which students presented their ideas to an authentic audience consisting of invited guests, parents and members of staff.

The AEP students are to be commended for their efforts and achievements during this project. Our thanks go out to staff members, parents and members of the community who contributed to the success of this project.

Pashel Hollands
Instructional Intelligence Facilitator
Academic Extension Program Teaching and Learning Coordinator
Chair - Curriculum, Teaching and Learning Committee
Senior Teacher - Science Department



STEM

STEM @ Churchlands

STEM Expands as Students Thrive

Term 3 has brought about many new things for the STEM Program at Churchlands.

STEM Club continues to throw together some pretty amazing activities for students. We're right in the middle of our annual Churchlands STEM Challenge which brings together a series of STEM tasks from Cybersecurity and Maths to Science and Engineering. We've had record numbers of students participating this year – an excellent achievement for all involved.

Semester 1 of the STEM Specialist course wrapped up, with students finishing some amazing, unique projects. Our new students this term are coming up with another batch of their own ideas, some projects already nearing completion!

The big annual Pedal Prix race in Busselton went off a few weeks ago, with 20 students and four trikes thanks to a boost of federal funding. Students stayed overnight at Busselton SHS before heading out on the track with only the perfect amount of rain – enough to cause some light slides and the occasional trike rollover...

For more information about STEM @ Churchlands, visit <http://stem.puseyscience.com>

Dr Grant Pusey
STEM Coordinator



An interesting design for a drone!!



Combining 3D printing with laser cutting



STEM Club 1-hour designs for a phone holder



Custom designed and built motion sensor



STEM Club - Building wind turbines



Cooper showing off his wind tunnel built in the STEM Specialist course

STEM

Pedal Prix 2023 Wrap Up

The weekend of 19 and 20 August saw the final race of the Pedal Prix series so diligently raced by some of our finest STEM students.

Many of you may have noticed a new trike, dubbed "Carrots" in its glossy "Mandurah orange" finish. This new trike comes thanks to a Federal Science Engagement Grant awarded earlier this year, bringing the number of vehicles to four. This meant we managed to give members of the school community (parents & alumni) a ride this year, an added excitement to an already thrilling weekend.

I would like to pass on my sincere gratitude to teachers Jamal Latif, Liam Newton and Keegan H-Bell, for their support on the ground during the various races this year. Harleigh Uren and the D&T department for volunteering their time and equipment for the trikes in various capacities in the leadup to, and during the weekend. Churchlands Alumni Shaun Giacomel (Class of 2020) and Aayush Padhiar (Class of 2022), for their support in various capacities. And finally, thank you to all the Churchlands staff for your patience as our students carelessly darted around the school, nearly knocking out your legs in the process. Finding a location for practice laps has been difficult all year and we are always refining the route to minimise impact on staff and students.

If you see the following students around the school, please congratulate them on an exceptional series:

Yr8: Ari Vickery, Jacob Upton, Noah Horan, Jerry Tsao, Tristan Hodgkinson, Eleanor Orange, Ali Hazeldine, Max Hall

Yr9: Cooper Grek, Elias Aickin, Hayden Uren, Ewan Johnson, Beau Seabourne, Isabel Thistleton

Yr11: Seth Allan, Sienna Ando, Benjamin Moore, Owen Thistleton, Callum Stewart

Yr12: Jude Wright

Dr Grant Pusey
STEM Coordinator



The Pedal Prix team in Busselton



Head to head racing to the finish line



STEM Club getting around the team



Having a great time in the Pedal Prix pits



Everyone wants a turn in the new trike

Swim Program

Coral Bay Camp 2023



Our 51 swimmers took to the waters of the Ningaloo Reef for their annual Camp to Coral Bay. The excited swimmers tackled the experience with gusto. Swim training each day in the waters of Coral Bay, then snorkelling with turtles, sharks, dolphins, manta rays and even a whale!

Each student experienced something worth squealing about and told stories at the dinner table about the turtle who winked at them, the manta that barrel rolled just under their feet or the mumma humpback and its calf swimming under the boat.

In 2022, Coral Bay suffered a spawning event where the coral spawn became trapped in the bay due to weather conditions – it then died, settled on the bottom of the bay and rotted. Much of the coral close to shore was lost and is now slowly on the mend. Our students have effectively seen the “before photo” and future visits to Coral Bay will allow them to track the recovery themselves.

All attendees completed their Community Surf Rescue and CPR Requalification. This means they are qualified to rescue people struggling in the water and provide CPR if required. It's great to have another 51 of these people in our community!

A big thanks to the staff who came to help out and the parents who volunteered – you worked so hard, slept so little and helped so much.

Sam Marson, Andy Chapman, Mel Mettam, DI Wood, Jacqui O'Rourke, Cyrus Milne and Paul Elliott.

Chris Van Maanen
Head of Learning Area - Health & Physical Education

Swim Progam

Coral Bay Camp 2023



Community Service

What have we been doing?

“Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life.”

“Community Service Coordinator speaks about Intergenerational relationships at Rotary”.

Heather Leaney introduced Christina Kolodij, the Community Service Coordinator at Churchlands SHS and is believed to be the only one in our Government schools. Her previous background and education was as a social worker. Christina's job is to provide opportunities for Year 10, 11 and 12 students to develop the values, skills and understandings needed to contribute to civic wellbeing and personal self-worth. She delivered a most powerful presentation challenging Rotarians to be part of a cultural change.

Christina says that students, who become involved in community service, connect to their communities and develop an ethos of service that will nurture them to become active adults in their communities.

Volunteering changes student's lives. Rotarians by definition hold high ethical standards in all vocations and help build goodwill and peace in the world. How do our youth of today acquire the standards Rotarians have?

By spending time together and developing relationships with the students, Rotarians can pass on to them knowledge and insights acquired over time, just by being who they are. Students see the projects Rotarians are involved in and this has a huge impact upon them. Young people need to make meaningful connections to their community through community service. This is critical to community regeneration. Rotarians can help them do this.

One of the best things a person can learn in life is to always be honest and help whoever comes across one's path. This is the basis for an intergenerational relationship. Christina says there are several ways we can help young people:

- **Inspire them** - The best way to inspire young people is to be an example for them.
- **Encourage them** - We can make a positive change in a student's life. Just by getting to know them. Be a friend. Be vulnerable to them.
- **Pass down information** - teach valuable information and insight.



Over many years the older generation has acquired wisdom, which can be passed on. Meaningful, purposeful relationships between young and old result in a dual win. Young people develop their own sense of self-worth and meaning, while enriching the lives of older adults, who contribute to the well-being of upcoming generations.

Attitudes can change, minds can be opened, and a more welcoming and receptive collaboration can be launched through intergenerational relationships. Rotarians and all our older generations are called to be part of that. (Extract from the speech)

Outstanding Volunteer at the HBF Fun Run

A big congratulations to our outstanding student Layla R. She was recognised by the event organising team for her exceptional contributions during the HBF Run for a Reason on 21 May. Layla received a Brooks voucher worth \$250. We admire her passion for volunteering and commitment to making a difference.

Keep up the fantastic work Layla! And the other 45 of our wonderful CSHS students volunteered at this year's Fun Run, congratulations to all.



City to Surf

Some of the wonderful students who assisted the ACTIV foundations City to Surf event on Sunday 27 August from 7.15am to 1.00pm. Our main volunteering role this year was to distribute drinks and fruit to participants as they arrived at the finish line at City Beach from the various distance events. There were over 18,000 runners all needing a drink and fruit. Well done all 32 students who turned out to make this possible



Community Service Duke of Edinburgh

At the moment we have 94 students signed up at various stages of their Award, the six below have completed their Gold along with one more Gold recipient student this year, and three from last year who finished with this group.

Emma Brown – Cooper, Kayla Deysel, Sienna Pallavicini, Sophia Dark, Caitlyn Warry, Madelyn Rees. Six of the nine students who have completed their Gold Duke of Edinburgh this year will receive their awards at Government House in September.



A Students Adventurous journey summary on the Leeuwin

I cannot put it into words how grateful I am to have experienced sailing on the Leeuwin. It was one of the most insane experiences and I can't believe the friends I made and the fun I had!



This year so far 30 students have passed their Duke of Edinburgh. Achieving 68 WACE units between them.

14 Bronze
5 Silver
11 Gold

There are also many many more who will finish by the end of this year and move up to their next level.

WORLD CHALLENGE is back with 14 students signed up to go on the adventure of a lifetime. Many of the Duke of Edinburgh students will be doing their Gold Residential Project on this 2024 World Challenge trip.

Christina Kolodij
Community Service Coordinator



Library

WAYRBA 2023

“Western Australian Young Readers Book Award” has ended for 2023.

Thank you to all students who participated by reading and voting on books from the four lists. We record and tally all votes. Our top readers from each of the year groups (listed below) were invited to a celebratory morning tea in the library where they were presented with a certificate and book voucher in front of their friends and teachers from the library and English Learning Areas. They also enjoyed a delicious morning tea made by the Hospitality students at Churchlands.

Our results are forwarded to the WAYRBA Committee and added to the votes from all participants throughout Western Australia. From the votes collected from schools throughout Western Australia, the winners from each category are announced. We will publish the winning books.

Thank you to all students who participated in WAYRBA 2023. Nominations for books to be included on the 2024 lists are still open. If you wish to nominate a book, please come in and speak to library staff.



Top Readers as at 28 August 2023

YEAR 7	
1.	Elena Pinilla Bravo
2.	Sydney Allan
3.	Adam Amran
	Dave Das
	Alice Corke

YEAR 8	
1.	Adlyne Sony
2.	Avlyne Sony
3.	Evie Giuffre

YEAR 10	
1.	Sophia Bell

YEAR 9	
1.	Matildah Hayden
2.	Tarak Meenakshi
3.	Dillon Ansell

YEAR 11/12	
1.	Abigail Porter
2.	Thushara Koneswaran

Technologies

Home Economics

A brand-new addition to Home Economics is our Herb and Edible flower garden located outside Food 1 and Food 2.

This area was made possible by the hard work of our Home Economics staff and assistants, school funding, and much appreciated help and discounts from our local Bunnings Innaloo Store.

It will provide a nice green area, as well as being a useful source of ingredients for our many cooking classes in multiple year groups.



Science

Biology Year 8: Flower Dissection

In Science, Year 8 students have been studying flower anatomy as part of their Biology unit.

The students used Dinolites to magnify the external structures of the flowers and then dissected them to examine the internal structures.

Thanks goes out to Ronald Hayward and Sharon at The Flower Market, at Herdsman Fresh, who generously donated the flower specimens and were super helpful.

Gena Stirbinskis
Teacher - Science



Alumni Upcoming Events

CHURCHLANDS SENIOR HIGH SCHOOL

GRADUATING CLASS OF 1993

CONGRATULATIONS YOU'RE ALL GROWN UP
30 YEAR REUNION

PLEASE JOIN US FOR DRINKS, NIBBLES AND
A GOOD OLD CATCH UP. PARTNERS
WELCOME

SAT OCTOBER 14TH **THE BEACH HOUSE**
FROM 6PM **LOUNGE BAR**
 HILLARIES BOAT HARBOUR

\$25 PER PERSON

Contact Ryan Jupp on 0417 980 822 or email ryan@juppsfloorcoverings.com.au

CHURCHLANDS
SENIOR HIGH SCHOOL
CLASS OF 1983

40
Year Reunion

**SATURDAY
NOVEMBER
25
2023**

**SAVE
THE
DATE**

Doubleview Bowling Club
6.30pm
Details to follow

Class of 2022

*Year 13
Sundowner*

FRIDAY 24 NOVEMBER 2023

WE WELCOME YOU BACK TO SCHOOL. COME JOIN US...
4.00 pm to 5.30 pm | Taryn Fiebig Concert Hall, 20 Lucca Street Churchlands
Smart Casual | Free nibbles and juices | Drinks on sale

Book online: trybooking.com/CIZYQ

**CHURCHLANDS
SENIOR HIGH SCHOOL** **Churchlands Senior High School
ALUMNI**

Welcome to the Gold Club
CHURCHLANDS SENIOR HIGH SCHOOL
CLASS OF 1973

50
YEAR REUNION

Wednesday 18 October 2023
10.00am gathering at Taryn Fiebig Concert Hall
1.00pm self funded lunch at 300 Acres Wembley Golf Club

RSVP <https://www.trybooking.com/CHBYB>

(Partners and students of the Class of '73 who left at 3rd and 4th year high are also welcome)
Enquiries: CSHS-ALUMNI@churchlands.wa.edu.au / 9441 0442

Churchlands SHS Class of 2013
TEN YEAR REUNION

Come along to celebrate the reunion of the Churchlands Senior High School Class of 2013. The event will be held at Northbridge Brewing Company from 5pm on November 25, 2023. Canapés will be provided, and a cash bar will be available. Partners are more than welcome to attend.

Date and time: Saturday 25 November 2023
Time: 5.00 pm to 7.30 pm AWST
Location: Northbridge Brewing Company
44 Lake Street Northbridge, WA 6003
Cost: \$35
Tickets: <https://www.eventbrite.com.au>
(search Churchlands SHS Class of 2013)