



**PRAHRAN
HIGH
SCHOOL**

2020
**THE PHS
NEWS #9**

END OF TERM

1. THE HOUSE COMPETITION 2020
2. LEARNING@HOME 2.0 HIGHLIGHTS
3. KEY DATES

**CREATIVITY | CURIOSITY | CHALLENGE | CHARACTER
MAKE AN IMPACT**

THE PHS NEWS

Language is powerful. Every word we say carries meaning and has the power to impact positively, or otherwise. At school I talk often about the importance of language to the positive culture of learning that we're nurturing at Prahran High School. What we say matters.

Language is culture. The positive way we frame situations and context, the words we use to clarify our goals, the questions we ask to show that we care for each other and the story we tell about the adventure of building Prahran High School. It's all important and it all helps to build the positive narrative of achievement that has truly played out over the past term of Learning@Home 2.0.

We should be mindful too that words lose meaning if they're over-used, used for the wrong reason or used unwisely. How often do we read the 'news' in the paper or on social media and just shake our heads? It seems to happen more and more. Language is ever-evolving which is one of the many reasons why I find words so fascinating. Shakespeare teaches us new words and, so do our students. Both are important. Language also plays a significant role in how we make sense of the world around us, the times we're in.

As we put together this PHS News, I'm reflecting on the language that our kids (and us) have been hearing so much of lately, in the news and the world around us. It's been a tough year. Much of that has not been positive, nuanced or balanced – in the press, on social media, on the TV news. It's yet another reason why school life is so important for our young people and why it matters so much that our work together is positive, enjoyable, honest and focused on achievement.

I'm aware that sometimes I write a lot! (here...) I also know that it's a part of who I am as a Principal and a person – it's one of the ways I aim to help shape the story of our school, for our kids, and to reinforce the words that matter most to us. Creativity, curiosity, challenge, character – making an impact!

Today, as you read this final edition of The PHS News for Term 3, I hope you notice the language that students and staff have used in their contributions. I notice a language of learning, of positive relationships and of achievement. I also get a clear sense of students who truly want to do well, who are managing the challenge of the times as well as any group of Year 7 and 8 students in the world could.

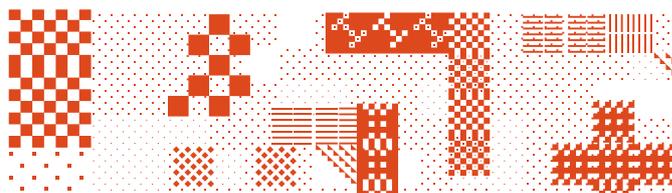
What our students and staff have achieved together throughout the past term is extraordinary. I am so proud of our students and of all they've accomplished throughout this crazy, mixed-up year. As much as we miss them every day, we also know that we'll be back together on site one day soon. And with the learning that has happened, even while we've been at home, anything is possible when we finally return!

At Prahran High School, we have a positive Learning@Home story of achievement and engagement to tell, for most of our kids. For some, this time has been much harder, and I promise, we're still with you. Today, as we approach the last week of Term 3, we share some of the words and pictures which show what we have been learning this past term.

Happy reading.



Nathan Chisholm
Foundation Principal





HOUSE COMPETITION 2020

ENTRIES

1. Influential Australians

2. Our Values

3. Antarctic Explorers

4. Prahran Local History (tbc)

5. Diverse Athletes

This year we offered our students the chance to develop concepts for the development of possible Houses for our school. We are building a future-focused school and we are not going to *just do* everything that has gone before in schools for generations. As a community we do see value in the cultural, competitive and identity power of a meaningful House structure, grounded in traditions, re-imagined for a bright future.

As we progress into 2021 and beyond, we see opportunities for all sorts of opportunities - sports, debating, drama performances and Mentor Group competitions.

Importantly, we also see the development of a House structure as having possible impact on further student engagement and wellbeing structures for our school, as well as providing enhanced leadership opportunities for our students.

We took five entries to the voting and we shared the opportunity to vote with all students, staff and family members. The five entries were as follows:

1. Influential Australians (Ilona 8D)
2. Furthering our values (Liem 7B)
3. Antarctic Explorers (Eve 7E)
4. Prahran local history (Lucie 7D)
5. Diverse global athletes (Xavier 7E, Will 7A, Isaac 7A, Jayden 7E, Angus 7E, Hugo 7A)

We had a fantastic response from people who took the time to read the entries and then cast a vote. The results are in and I'm excited to announce that the voting decisively ranked the House development concept, designed by Ilona in 8D as the overwhelming favourite.

Congratulations, Ilona.

Your entry is closely connected to our school, our values and our community (locally and nationally). And yes, these four people have most definitely Made an Impact!

The next step in the process will be to choose colours for the four Houses. We will run another short vote for the students to share their colour ideas when we return in Term 4.

The winning entry is attached here to remind you of the winning content. We can't wait to reach out to Magda Szubanski and Patrick McGorry to ask if they would be happy to have Houses at Prahran High School named in their honour. That will be the next step and we'll then take the final House concept, with the support of these fine Melburnians to School Council later in the year.

Mabo | Mirka | Magda | McGorry

'Make an Impact'

PHS - HOUSE DEVELOPMENT COMPETITION 2020

Group names:

Ilona 8D

House theme and description of relevance and significance:

Influential Australians, people including indigenous and first generation Australians, who represent diverse parts of our history and modern community. The colours I have selected are very plain and simple, making it easy and accessible to students who may not have access to more intricate colours/designs. Each house represents a different PHS value, and they all begin with "M" as they all Made an Impact.

House Name 1:

Mabo (Challenge)

Colour or Pattern?

Red

Why is this important to honour?

Eddie Mabo is an extraordinary First Nation's person who fought with incredible determination to obtain justice for Indigenous Australians and recognition of the traditional land rights of his family and people.

House Name 2:

Mirka (Creativity)

Colour or Pattern?

Yellow

Why is this important to honour?

Mirka Mora was a French-born Australian visual artist and cultural figure who contributed significantly to the development of contemporary art in Australia. She has changed the ways of Australian art forever. Her media included drawing, painting, sculpture and mosaic.

House Name 3:

Magda (Character)

Colour or Pattern?

Green

Why is this important to honour?

Magda Szubanski is an Australian television and film actress, comedian and writer. Her career started as a writer and performer of sketch comedy and has since progressed to production of TV, film acting, and musical theatre. The Kath and Kim star has played a huge role in the LGBT Yes Vote campaign, helping to pass the vote and changing history.

House Name 4:

McGorry (Curiosity)

Colour or Pattern?

Blue

Why is this important to honour?

Patrick McGorry A is an Irish-born Australian psychiatrist best known for his development of the early intervention services for emerging mental disorders in young people. His work has played a critical role in the development of safe, effective treatments for innovative research into the needs of young people with emerging mental disorders.

OPTION ONE

PRAHRAN
HIGH
SCHOOL
MAKE AN IMPACT



SHARING SOME LEARNING@HOME 2.0 HIGHLIGHTS CELEBRATING OUR ACHIEVEMENTS

ART, DESIGN & INNOVATION

This term in ADI we have been learning about the design elements and using them in observational drawing. We have been drawing fruit using all different techniques. Then the drawings will go onto packaging that we will have to design for our assessment.

My favourite part so far is getting to learn how to use Adobe Illustrator and Photoshop since I've never tried it before. I also liked doing the observational drawing and getting to draw a lemon in different perspectives it was really interesting.

Miliana 7D

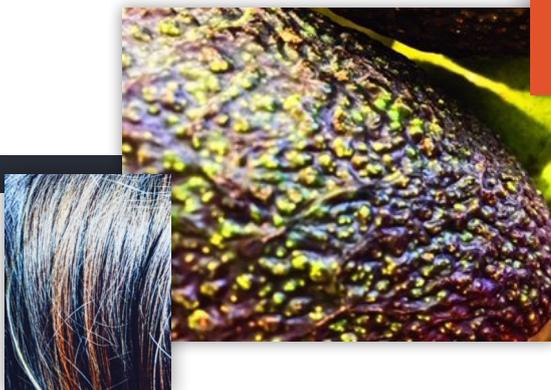
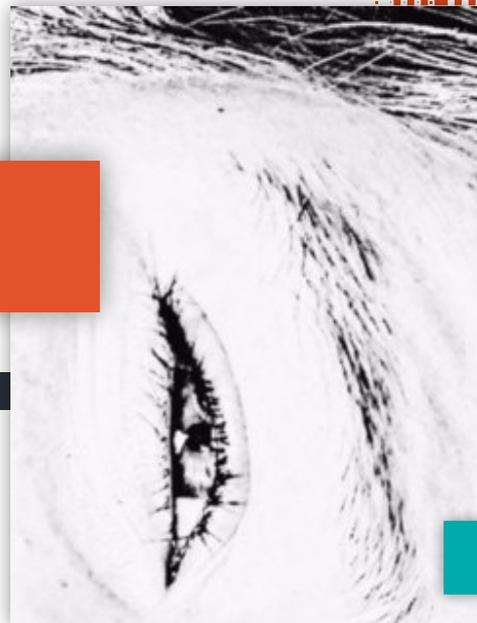
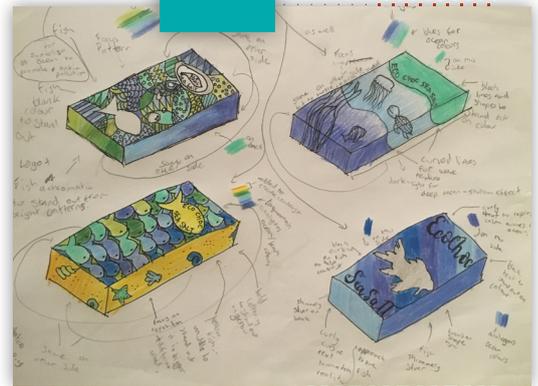
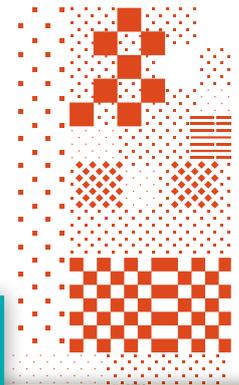
In Art, Design, and Innovation, we have been learning about using different colour schemes in packaging and appealing to different audiences. The highlight for me has been drawing my ideas and being free to create what I want.

Ruby 7C

This term in Art, Design and Innovation we have been learning different approaches to photography, from product to portraiture and abstraction. The aim of the unit was to look at our familiar four walls through a new lens, discovering the people and spaces within them that we might otherwise not notice.

Our students have created digital portfolios of their work using Microsoft Sway. The work in the folios has been incredible.

Helena and Sophia 8B



YEAR 8 HUMANITIES HIGHLIGHTS

In the first couple of weeks we studied geographical landforms, and the different conditions that may influence the landscape and values. Next, we had to understand the ethics and importance of maintaining the natural environment, and leaving as little a carbon footprint as possible, and the effects it can have on the landscape.

To demonstrate this we completed a resort task in which we were the owners of a resort, that were trying to maximise profit, whilst having minimal impact on the environment. There was a list of options, based around what we wanted to do with the environment around our resort. Examples of these questions are as follows: would we spend \$500 on a renovation, whilst risking damage to the landscape, or planting 50 trees, at the risk of losing space to create accommodation?

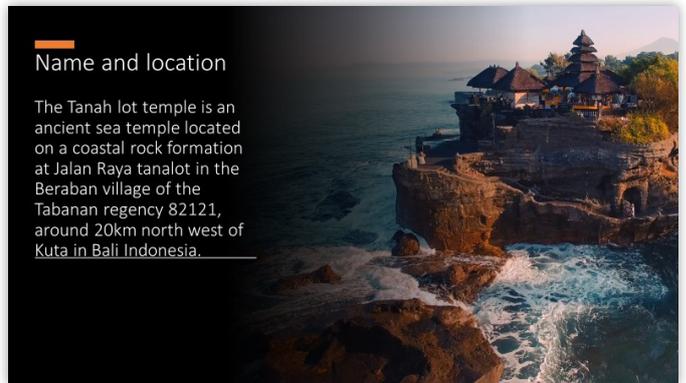
The next big task we had was the assessment task, in which we had to choose a landscape, and identify the values allocated to the area, and how they overlapped/conflicted with other values. We had to then identify an issue amongst the landscape and propose an idea of how to solve this problem, whilst maintaining the value which we thought most important.

This term, we have also been working in groups a lot more often and collaborating with others. This is especially helpful in our latest assignment, which is a collaboration between Humanities and Science. Last week, we started researching a natural disaster, and researched how much it impacted the citizens, and in what ways. To do this we made an empathy chart, which made it easier to identify the significant damage and effect it could have on the everyday lives of the locals.

Cooper, Cruz and Spencer 8D

Name and location

The Tanah lot temple is an ancient sea temple located on a coastal rock formation at Jalan Raya tanalot in the Beraban village of the Tabanan regency 82121, around 20km north west of Kuta in Bali Indonesia.



WHAT ARE THE DIFFERENT VALUES OF ULURU?

- SPIRITUAL VALUE – SACRED SITE BECAUSE IT IS AN ABORIGINAL TRIBE THAT IS CALLED THE ANANGU PEOPLE.
- AESTHETIC VALUE – PEACE, BEAUTY AND UNIQUE BECAUSE OF THE VIEW AND THE APPEARANCE OF ULURU.
- ECONOMIC VALUE – MONEY THEY EARN, TOURISM AND MINING BECAUSE THEY GET MONEY BY PEOPLE TO VIEW IT.
- CULTURAL VALUE – CUSTOM TRADITIONS AND BELIEFS BECAUSE IT IS KNOWN AS BEING THE RESTING PLACE FOR THE PAST ANCIENT SPIRITS OF THE REGION.



ANGKOR WAT

JOSIE COLE



TAKE THE STAGE

In Take the Stage students have been working on developing their acting and directing skills through the development of a monologue performance. Students chose a monologue they were interested in and applied their use of voice, facial expression, gesture, and movement to create their character.

Using online technology, they filmed their performance, considering their use of space with their directorial vision. Students have the opportunity to use their creativity and imagination when playing their character. This task will set students up for their 'Life Monologue' Make an Impact task, where students will take a moment from their life and turn it into a monologue.

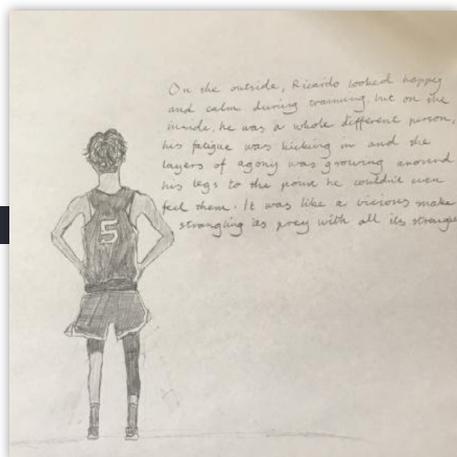
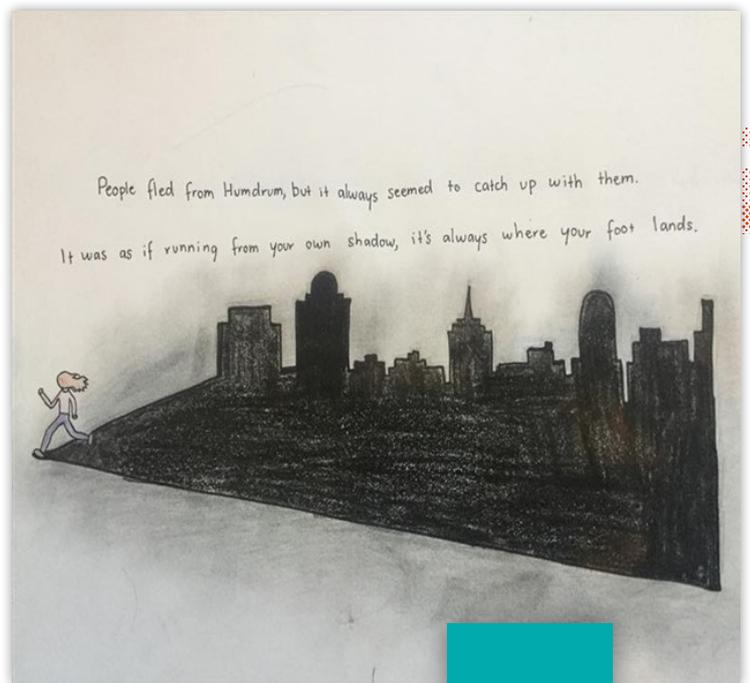
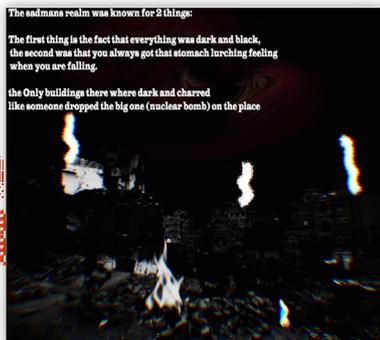
An amazing term of achievement in Take the Stage!

Andrew Byrne

YEAR 7 ENGLISH

In Term 3 English, we have been focusing on how to describe characters, settings, and events, so that we can make a picture story book as our final assessment. This focus is important, as learning to describe people places and events will be very useful in future. I also find this topic fun, and I always enjoy learning how to do new things in English.

Liem 7B



YEAR 7 HUMANITIES

For the past few weeks, our learning sessions in Humanities have been awesome! Why? Because we got to create our own civilizations from scratch! We were put into a group of four and worked in a group call for some of our sessions.

Our task included creating laws, a system of government, a special language, currency, gods, festivals and so much more! We put this information into a PowerPoint and presented it to our class, our teachers created a points system where the class would vote on which civilization the students would like to live in, trade with and go to war with. But of course, we were individually graded by our teachers.

Learning in a creative way makes this subject so enjoyable to be a part of.

Eve 7E



MATHEMATICS MAGIC

This term we have been learning about statistics and probability as well as conversions. For example in Statistics and Probability, we have learnt about categorical data and numerical continuous/discrete data. For conversions, we have been learning how to convert decimals to fractions, decimals to percentages and so on. We also had our boss this term which we all prepared well for and gave it our best shot!

Harry S 8D

Math this term has been extremely unique but also quite enjoyable. While learning from home has disadvantages, it also has its advantages, with the ability to work with any student from any class as well as independently, providing a steady platform for effective learning. We have also had more efficient ways to learn with smaller groups being created within classes, recreating some of the contact with teachers that is lost in Learning at Home.

Overall, despite the current climate math has been fun and has had innovative new ways of working, whether it be independently or in a small group.

Harry H 8C



DESIGN LAB

In Design Lab, we have learned all about coding a Micro: bit with block code. We focused on a number of topics, including sensing temperature and light; using logic, chains, and repeats; and also, the LED's.

My Design Lab achievements would include finally figuring out how to effectively code using logic and maths, learning how to make loops and create a code that gets multiple Micro: bits communicating with one another using radio.

My highlight was combining several of these skills to make a nice morning wake up code. I highly enjoyed this Design Lab, and I look forward to much more of it.

Liem 7B

I have really enjoyed my time in Design lab this Year. So far, we have worked on 2 main topics, these being Coding and 3D design. In our first segment, we started learning block coding and different aspects of programming. We talked about things like functions and variables, then used these in a code environment called Makecode. This really gave us and insight into what coding is about and the endless possibilities behind it.

For our assessment, we had 2 choices, 1 of them being to make a functioning bike strap that indicated which way you were turning when you were riding, or alternatively as a more advanced assessment, you could create a basic game using block coding. This is what I chose to do, and I really enjoyed the challenge that it provided, then seeing the final product was great.

Over the last few weeks, we have shifted our focus on to 3D design, specifically using a form of CAD known as Tinkercad. This is a program that provides an insightful and fun introduction to the topic. While it is more a program for beginners, it contains many tools to create whatever comes to mind. Our teachers have been proactive in making sure there is always an opportunity to extend us if we are finding the activity not challenging enough. So far, we have learnt the basics of Tinkercad, and moved on to a few mini tasks such as using a tutorial to create some Minecraft party glasses, as well as learning how to create a superhero.

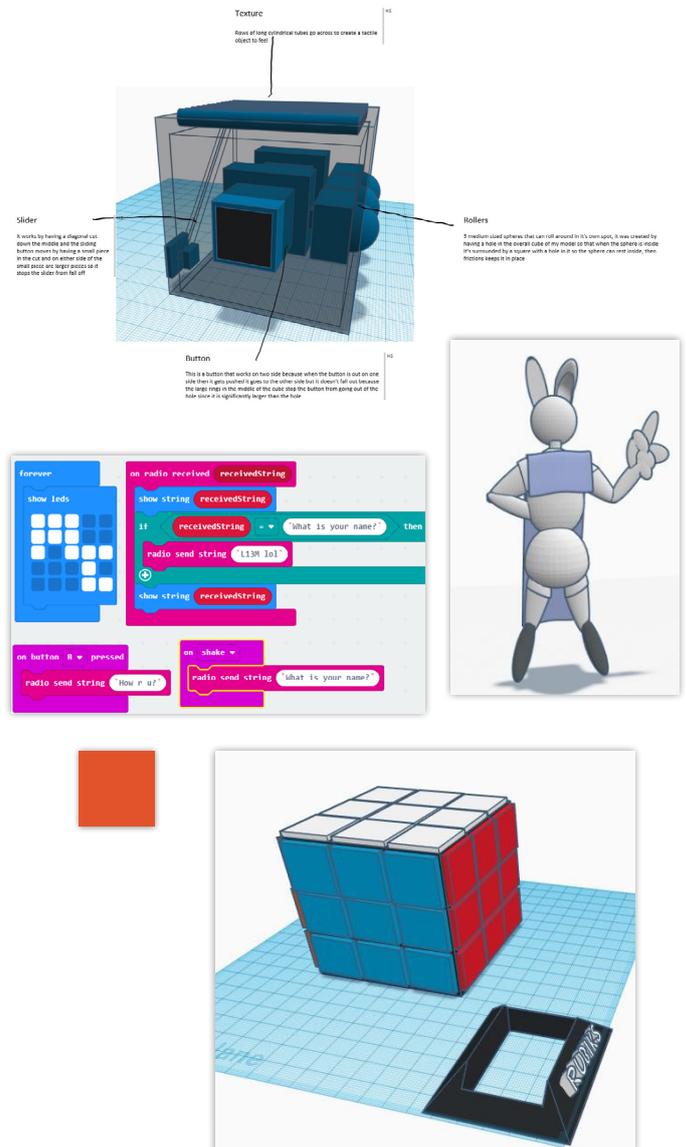
Altogether, Design Lab has been great so far and I look forward to continuing it into the future.

Luca 8A

In Design Lab this term we have learnt a variety of different skills in Design lab, those skills include block coding using logic, radio functions, LED's, chains, repeats, accelerometer and more. We recently started learning about Tinkercad which is a website where you create 3D designs with different shapes.

This term I applied these skills to create a bike strap and coded multiple Micro:bits to attach to the bike to act as an indicator. I have also used Tinkercad to create Minecraft party glasses and my very own superhero suit. I am very excited for what's to come in Design lab in the future.

Javan 8B



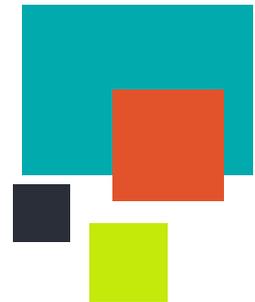
SCIENCE

Across Year 7 and 8 during Learning@Home 2.0, students have explored earth and space sciences. Our Year 7 classes investigated our place in space, finishing with an open-ended task on a Mission to Mars.

Year 8 students have looked at our earth's structure including tectonic plates and the role they play in land formations. We analysed minerals and fossils in relation to the earth's structure and linked this to the ethical considerations of mining. This has led to our project on Natural Disasters, investigating the impact they have on the environment and society and what can be done to mitigate the effects.

In week 5 we celebrated our second Science Week with the theme 'Deep Blue: innovations for the future of our oceans. We were thrilled with student participation across the week in our kahoot trivia, SCInema film festival screening, a NASA scientist Q&A, and of course our satellite building competition.

We would like to congratulate our top 3 satellite designers **Lucie (7D)**, **Donovan (8B)** and **Aiden (7B)**.



YOUR DATES FOR DIARY

Last Day of Term
Friday 18 September

First day of Term 4
Monday 5 October
Digital Atrium begins at 8:40

Grand Final Public Holiday
Friday 23 October