



PRAHRAN
HIGH
SCHOOL

CREATIVITY . CURIOSITY . CHALLENGE . CHARACTER
MAKE AN IMPACT

2021 THE PHS NEWS #6

CONTINUING OUR LEARNING ADVENTURE

 Anonymous 26d

I am grateful for...

I'm grateful for my mom who has been with me step by step this whole lockdown. She was there when I was feeling down and when I needed someone to talk to. She never makes me feel alone and also is able to put a smile on my face everyday. My mom is so special and I'm so grateful and thankful to have her in my life when I needed someone most!



To live in Australia.



 Anonymous 26d

Our teachers



 Anonymous 27d

Ms McEwen



 Anonymous 27d

I am grateful to THE QUEENIES

(you know who you are) thanks for always being there for me even when I'm really annoying or really annoyed. You're the best. people. ever.

Gratef



 Anon

I am g able to bike ric



 Anon

I am g

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My fami
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1. PRINCIPAL'S MESSAGE
2. TAKE THE STAGE
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**PRAHRAN
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Principal's Message

Principal's Writing Competition

I am delighted to announce the winners of the 2021 Principal's Writing Competition. Writing is such an important skill for students to develop. Almost everything we do and learn at school and in the workplace requires the ability to write well. In addition, there is just so much joy to be gained by writing for pleasure, even more so when many of our young people have more independent time than usual at the moment.

Poems, songs, articles, letters, blogs, news stories, sports journalism, scripts, speeches... It's all writing, it all matters and it's all important.

I warmly congratulate the following students for their outstanding entries in the Competition this year. The judging panel, comprised of Ms Turnbull, Ms McEwen and myself once again had the wonderfully difficult task of deciding who our winners would be for 2021.

After reading the various pieces and conferring, we decided this year to award the first, second and third most compelling pieces, along with a Special Achievement award. We have also acknowledged another group of students who were so close to the prizes and who absolutely deserve our acknowledgement, encouragement and celebration too.

Each of these bright, articulate and creative young people wrote entries of rare quality. The prompt this year was Tomorrow and as we judged the prizes, the panel reflected on the many different, often intriguing interpretations of this prompt. From literal to figurative, from the very personal to the fantastical, the brilliant, vivid imaginations of our young writers and thinkers shone brightly.

Congratulations to the following prize winners

1st Prize:	Poppy Holden
2nd Prize:	Mima Stoyanova
Equal 3rd Prize:	Trinity Johnstone
Equal 3rd Prize:	Henry King
Special Achievement Award:	Dylan Manasseh

Congratulations also to the following students who have been acknowledged for the quality of their writing this year with Encouragement Awards.

**Ruby Neilson - Eva Lacey - Alaska Lebedev - Thais Murray
Lily Simpson - Dimitri Tzimas - Dylan Burrows - Lola Pelletier**

It was such a pleasure reading the writing of our amazing young writers and a tough job choosing the winners.

Congratulations to our prize winners and to all students who entered the 2021 Principal's Writing Competition.



As we finish this most challenging of terms, my sincere thanks to the whole PHS community for holding it together, for continuing to find the positives in a difficult situation and for the kindness that our students, staff and families continue to show one another.

We all know how hard this is and has been. We all worry about the amount of time our kids have been asked to complete their schooling from home. We are all impacted in different ways. And, we should also take comfort in the knowledge that we are resilient, we will never give up and we are building an excellent school, full of life, colour and opportunity.

As we mark the end of Term 3, with this latest edition of The PHS News, please take some time to enjoy these highlights of all that's great about life at PHS.

**Nathan Chisholm
Foundation Principal**

Take the Stage

During remote learning for Take the Stage, students have been watching the Australian play "Away" by Michael Gow, presented by the Malthouse Theatre. Students have been developing their skills in deconstructing the actor – what choices do actors make to communicate meaning to an audience?

How do they apply and manipulate their acting skills to communicate relationships, characteristics, personality traits and objectives? There have been some exemplary descriptions and analysis written by our students and I'm delighted to share these with you.

Andrew Byrne - **Head of Performing Arts**



I think Coral's objective was to act far away, and like she didn't hear her husband at first and she acts like she is thinking in the distance, but she put on a fake smile to say that she had gotten over her grief and didn't want to give in to it, like if everyone thought that she was happy then maybe it would make her think that she was. Then when she finds out when her husband also misses her son then she acts like she just entered the atmosphere and started to listen to what her husband had to say. When she delivers the words 'let's get away', she delivers them in a happyish and hopeful tone but with a hint of sadness then she starts try to hold her tears, but she acts like she can barely. She continued to act upset but now more like in the moment instead of keeping her head in the clouds.

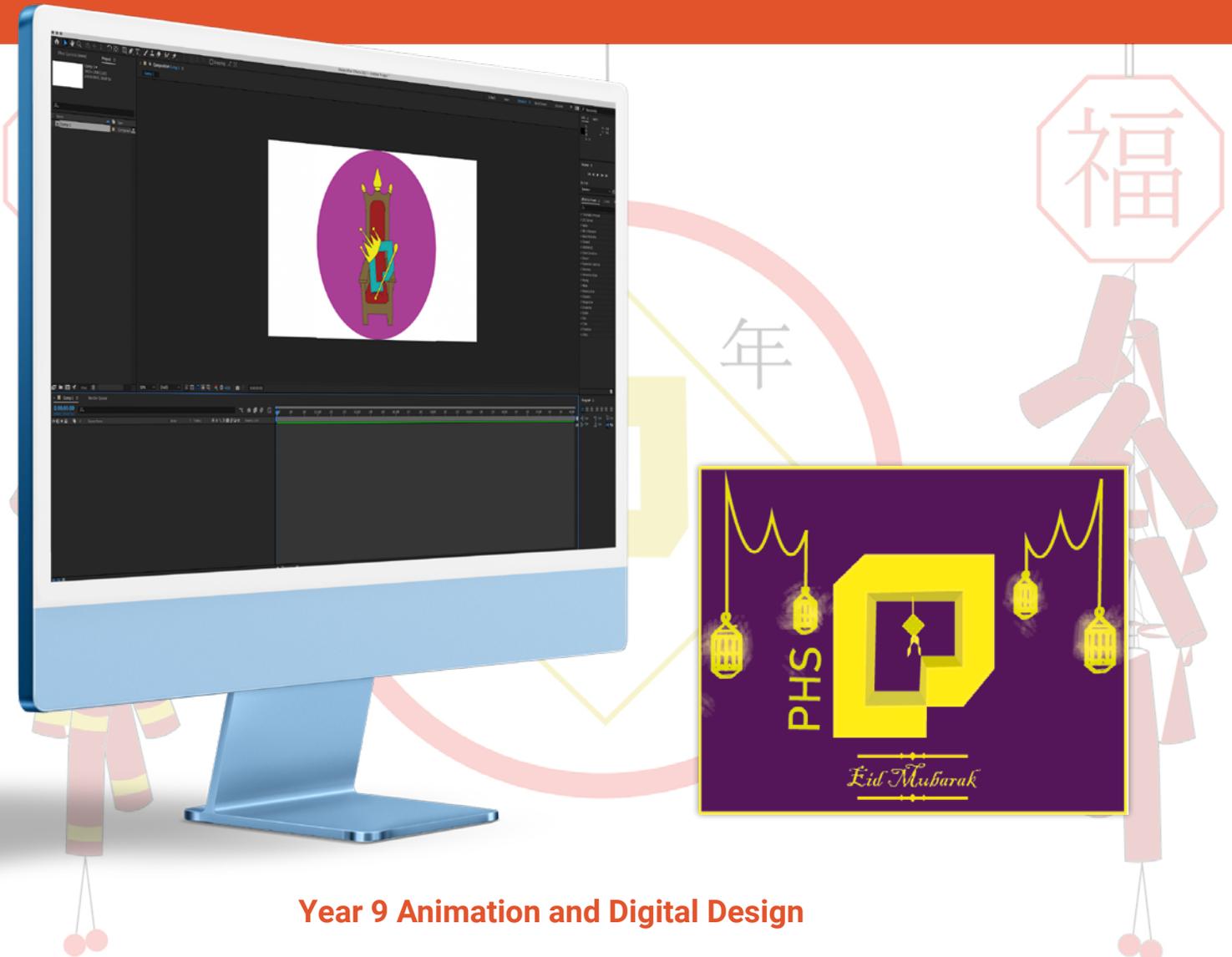
Celina 7C

Gwen is very outspoken and she says whatever she is thinking. She always likes to have her opinions heard, and it seems like she is always going on about things she doesn't like. When she was getting annoyed at Jim for mistaking where the keys were, she was using a very irritated voice and she sounded like she was sort of clenching her teeth to show the audience that she was very annoyed. She is also using angry movements to portray her emotions, by dumping her handbag contents on the floor forcefully. On the line where Gwen says "Some people might be happy living like pigs but I am not" she is showing how she likes to live very perfectly and she wants to be seen as a very proper sensible lady. It also further shows how she always voices her opinions, even though they can be rude. The line conveys that she thinks she is better than other people, because she is richer and she thinks that she is a better well mannered citizen compared to other people.

Lucie 8E

Compared to Tom, Meg started with a negative feeling as she entered to the stage with her mum, Gwen. She was watching Gwen packing her bag angrily and complained to Meg that she could more instead of "leaving it to the last second." Meg rolled her eyes behind Gwen's back and her objective at the start of scene was to convince her mum go to bed as she said "I think you should go to bed." This shows that she was a 'good girl' at the start, she did not want Gwen to be tired at night and she wanted Gwen to have a rest (She also did not want Gwen to buzz in her ear like a fly), "But why not stop? Relaaaaaaax, we'll get there." The actor dragged the tone of the word 'relax' to show to the audience that Meg wanted Gwen to stay calm. Unfortunately, Gwen did not appreciate it, in fact she was angrier, the actor have shown by stomping between the cupboard and the suitcase, she was also shouting at meg with a high-pitch, grumpy sound.

Shiyuan 8E



Year 9 Animation and Digital Design

This term, students have further developed their skills in Adobe Illustrator and learnt how to use Adobe After Effects to create short animations. In this project they have adapted the PHS logo so that it can be used for special events. Keep your eye out on our social media pages for these animations as they pop up over the next year.

Year 9 Future Cities

Students have been developing architectural design skills using Adobe Illustrator to create floor plans for various design briefs.



Year 9 Wearable Art

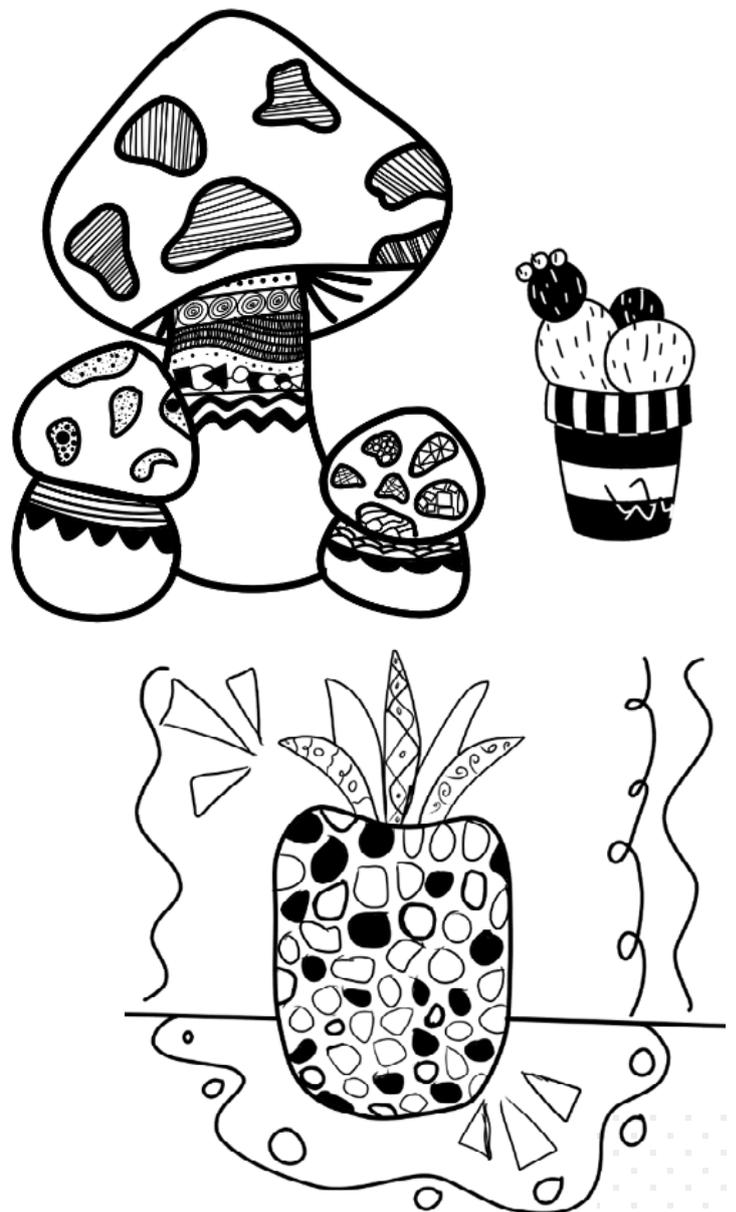
Students have been exploring how designers use the elements and principles to create fashion. They have begun using croquis to communicate their ideas and to learn the proportions of the body. We then began considering the ethics of the fashion industry and met with Cath Wills, creative director of Sans Beast, to hear how she has developed a brand in line with her values.



Year 7 Art Design and Innovation

These are 7D's sketches for their lino cut artworks that we would be finishing if we were at school. These ones were developed digitally after receiving feedback from their peers. They showcase the Art Elements that we have been learning about in Year 7 Art, Design and Innovation this term, including line, shape, and positive and negative space.

Lara Karasavvidis - AD&I Leader



Inter-school Debating

This year for the first time, Prahran High School has entered two teams in the Debating Association of Victoria's (DAV) Junior Secondary Debating Competition (JSP). The great strength of this competition is that students are first taught the skills of debating, and then go onto compete against other schools. Pleasingly this year the debates are all being held online so the program has continued unaffected by lockdowns.

Our first debate held on Monday 30 August was on the topic "That Auslan should be taught in all Australian Primary schools". Team A taking the affirmative case consisted of Giorga Sack, Shiyuan Zeng and Jayden Bowden competing against Sacred Heart Girls College, with Team B arguing the negative case represented by Harry Pollard, Mima Stoyanova and Ruby Gower competing against Mary McKillop CRC. After two close debates we were delighted that team A won the debate with Mima being named Best Speaker, while team B lost narrowly.

Next the teams are preparing for their second debates on Monday 13 September. The topic for these debates is "That we would prefer our children to play team rather than individual sports". The teams for these debates are Team A: Eva Lacey, Shiyuan and Mima, with Team B: Ruby, Noah McMahon and Yael Simons.

All JSP debates are held on Zoom, and we invite all parents, grandparents, friends of PHS and students to join us at our last debate, to be held on Monday 11th October, the topic will be: "That online games should require all players to be over 18 years of age". All Zoom links will be posted on Compass prior to the debate.

Huge thanks to all the parents and students who have supported the debaters this term. Finally, extra special thanks to the debaters who have devoted hours both at school and at home to learning the skills of debating and ensuring they are well-prepared for every debate. It has been a joy to spend time learning and exploring ideas with these committed and brilliant students.

Ms Crossley





Marie Curie

Marya Salomee Skłodowska

Marie Curie était chimiste et physicienne française et polonaise.



Marie Curie était chimiste et physicienne française et polonaise. Marya Salomee Skłodowska est née le 7 novembre, 1867 à Wladyslaw Skłodowski et Bronislawa Skłodowska à Varsovie, Pologne. Elle était la plus jeune de 5 enfants, elle avait trois sœurs et un frère. Marya a fini le lycée quand elle avait 15 ans, en 1883.



Marya a commencé l'université à la Sorbonne à l'âge de 24 ans et elle a changé son nom à Marie. Elle a rencontré son mari Pierre Curie à la Sorbonne en faisant projet de recherche en 1894, ils se sont mariés l'année d'après.

Leur premier enfant, Irène Joliot-Curie est né le 12 septembre 1897.

Marie et Pierre ont découvert le polonium, un élément chimique radioactif en 1898. Ils l'ont nommé d'après la Pologne.

Quelques mois après, ils ont découvert un deuxième élément chimique radioactif, le Radium. En Novembre 1903, Marie, Pierre et Henri Becquerel ont remporté le prix Nobel pour la physique pour la découverte de la radioactivité.



Ève Curie, la deuxième fille de Marie et Pierre, est née l'année d'après.

Soudainement, Pierre était tragiquement tué dans un accident de voiture le 19 avril, 1906.

Marie est devenue la première femme professeure à la Sorbonne.

Marie Curie a remporté son deuxième Prix Nobel pour l'isolement du radium pur en 1911.

En 1921, Marie a visité les Etats-Unis avec ses deux filles pour rencontrer Président Warren G. Harding. Après, Marie a voyagé dans de nombreux pays et enseigné des cours magistraux.

Marie Curie est morte le 4 juillet 1934 à cause d'une leucémie causée par grande exposition aux radiations.



Écrit par Lily Ypinazar

Year 9 French

This term in French we studied the past tense, and how we can use it when speaking about ourselves and others. For our Make an Impact task we created a biography on a famous French person.

We're delighted to share this fabulous example with you, en français.

Nathan Elliott - French Leader

Music In Lockdown

How do we learn music in lockdown? Although making music together is the best way to learn, being tucked away in our rooms at home, musical learning is still happening. Year 9 Remix has been composing online using a DAW (digital audio workstation) called Soundtrap. Throughout the term we've been looking at the form and structure of most Top 40 music to realise that what our parents say is true, it's all the same. As we've delved deeper, the inner workings of chords and melodies follow the same patterns and it's led us to investigate the inspiration for many songwriters.

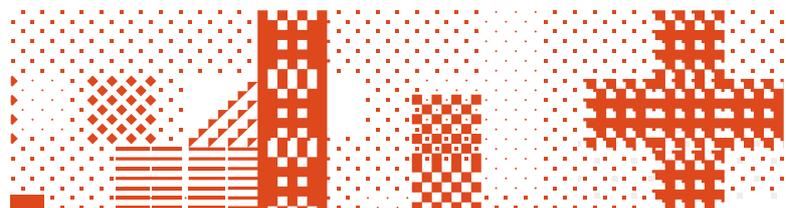
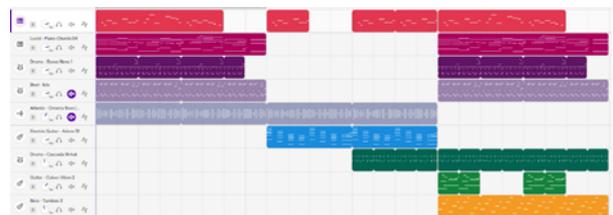
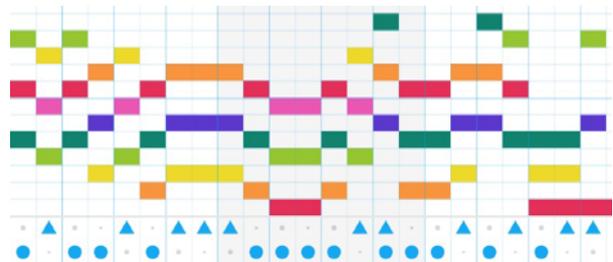
Using notable legal battles, we looked at the litigation of the Marvin Gaye estate over Pharrell Williams and Robin Thicke's apparent plagiarism of Gaye's 'Got to Give You Up' in the now infamous 'Blurred Lines'. We've also listened to hitmakers like Max Martin who has written most Top 40 music in the last 30 years and his style which has been the progenitor for many imitators.

Quotation or sampling has been a consistent element of the compositional toolbox, especially as a composer's knowing doff of the cap to their favourite composer or musical meme like the Dies Irae plainchant, an ancient melody associated with death and fate. You will hear it pop up in The Shining, The Lion King, Lord of the Rings and Star Wars. Year 8 has continued the legacy of the Dies Irae plainchant in their own composition, you can see Maggie Tynan's quotation of the Dies Irae in chrome music lab above.

Year 9 has been investigating classical music as a source of inspiration and how many artists have directly quoted or sampled it in their music (Rob Dougan's use of Elgar's Enigma Variations – used heavily in the film The Matrix). You can see Spencer Greenberg's remix of the same melody below and you can listen to the class remixes here.

We've also listened to artists who have used classical melodies as a jumping off point to develop their own repertoire like Bach's Bourrée inspiring Paul McCartney's Blackbird. Our assessment task for Term 3 is our own orchestral remix. We have been remixing and composing using three orchestral samples – Handel's Entrance of the Queen of Sheba, Mozart's Piano Sonata in C and Tchaikovsky's Swan Lake. The students' task is to use the melody as a central element in their own composition, using the melody and rhythmic loops and samples in Soundtrap to create their own work. What is central to these tasks is students being real musicians, engaging in thinking and working like an artist. Even Stravinsky was aware of the influence of folk music and other composers on his work, saying, "Good artists borrow, great artists steal."

Alex St Vincent Welch - **Head of Music**



IMPACT9

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IMPACT9 News

Despite the challenges of learning at home, our IMPACT9 students dived into their study on sustainability. The driving question: How can we as individuals track and reduce our environmental footprint and help to create a more sustainable way of living?

Students explored this question through three streams: food, fuel and fashion.

In the Food Stream, students learnt about seasonal produce, carbon miles, sustainable agriculture, bee-friendly gardening and meal planning. Students redesigned our PHS rooftop garden to be an urban garden which adheres to principles which they had been learning about. They'll have the chance to plant the garden in Term 4. We look forward to showing it to you soon. The project culminated in students designing a Sustainable Recipe Book to allow all members of the school community to eat in a more sustainable way. We're going to be sharing this with the PHS community soon, so keep an eye on your inbox!

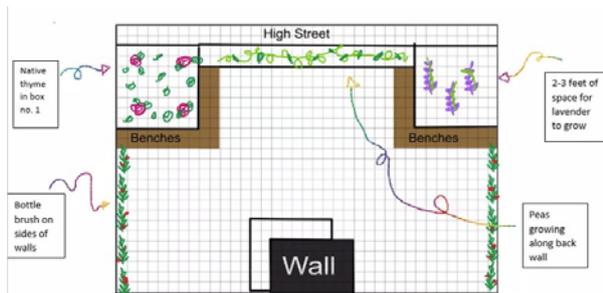


Recipe : Dana

In the Fashion Stream, students explored the dark side of Fast Fashion. Students learnt about the ecological effects that global fashion brands such as Boohoo, PrettyLittleThing and Zara have on their world. Students explored the questionable ethics and work practices of global textile manufacturers. In response to their learning, students used the design process to upcycle a garment. Their aim was to promote upcycling as a fun and simple way of being more sustainable, and reducing our ecological footprint. In Term 4, we hope to put our garments on display, but for now, here is a sneak peak!



Jeans into a top by Viola



PHS Rooftop redesign: Lily S



Overalls into a bag by Lily Y

IMPACT9

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Fika Nugraha

In the Fuel Stream, students learnt about how electricity is generated from sustainable energy sources such as solar, wind and hydro power. By popular demand, students completed a deep dive into nuclear power to understand the history and science behind nuclear energy. Students also investigated the design of renewable power systems and learnt about energy reuse and sharing. Students then built and tested their own models of hydroelectric turbines to help them understand how they work.

Chris Bush - **IMPACT 9 Leader**



Ethan Yanner

1ST SEP - 31ST OCT



**BUY EARLY
AND SAVE!***



SALE

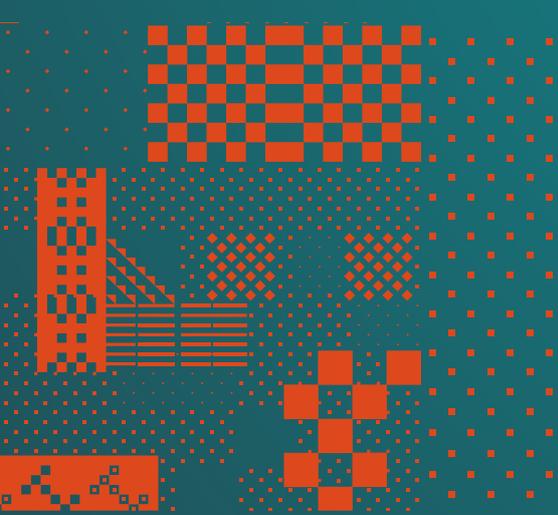


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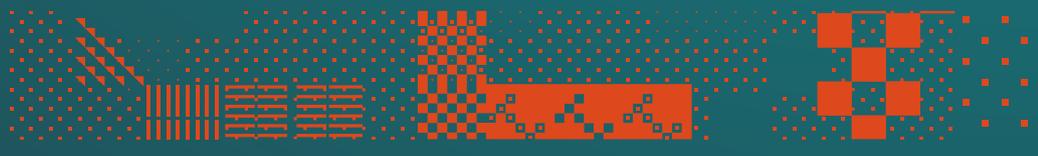


YOUR DATES FOR DIARY

Friday 17 September

End Term 3

Students dismissed at 2:30pm



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Please take time to remind yourself of the school's collection statement, found on our [website](#).