

**THE KILMORE
INTERNATIONAL
SCHOOL
YEARBOOK**

**20
21**



HONOUR ROLL

PRINCIPAL'S AWARD FOR GENERAL EXCELLENCE

1992	Supriya Yarlagadda
1993	Lucie Martin
1994	Justin Yu
1995	Kathryne Trewick
1996	Ryan Robbins
1997	Hsu Hui-Chin (Regine)
1998	Georgia Wittmer
1999	Michael Green
2000	Naomi Mitchell
2001	Li Hua (Lily)
2002	Andrea Gunawan
2003	Matthew Doyle
2004	Lu Jing (Rain)
2005	Luke Neill
2006	Pongpon Sanongkulvarakull (Ping)
2007	Kirsten Audemn
2008	Cai Yihan (Cecilia)
2009	Lee Myung Woo (Matthew)
2010	Joshua Monk
2011	Lee Yeonyu
2012	Hilary Murchison
2013	Sia Zhong Yao (Steven)
2014	Jessica Payne
2015	Angus Franks
2016	Lingzi (Lynn) Chen
2017	Jeremy Howard
2018	Jasmine Halford-Molinaro
2019	Shifei (Sophie) Lin
2020	Indika Egan
2021	Yiwen Even Zhang

SCHOOL CAPTAINS

1993	Lucie Martin
1994	Justin Yu
1995	Kathryne Trewick
1996	Not appointed
1997	Not appointed
1998	Imelda Khan
1999	Imelda Khan
2000	Susli Lie
2001	Reina Monica
2002	Maggie Gu
2003	Qu Dian (Jane)
2004	Chen Ting (Jacqueline)
2005	Luke Neill & Tsay Xiu Hui (Selena)
2006	Lachlan Richards & Hsu Yi Ting (Stella)
2007	James Sheeran & Li Ruizhu (Candise)
2008	Alexander Grimes & Hu Xinting (Candy)
2009	Lee Myung Woo (Matthew) & Erin Burge
2010	Thomas Sheeran & Jade Dutschke
2011	Wilson Chun Tsui & Lee Yeonju
2012	Hilary Murchison & Lim Way Yee (Cayne)
2013	Sia Zhong Yao (Steven) & Jessica Lamb
2014	Jessica Payne & Rory Sutherland
2015	Emily Kolacz, Ren Chang (Flora), Mao (Marian) Yukawa, Angus Franks, Rhythm Gupta & Aaron Lok
2016	Anisshka Perera & Ju Rong (Ryan) Tham
2017	Jeremy Howard & Marina Smith
2018	Phoebe Nadenbousch, Jacob Knight, Yong Ng & Jinjun Ruan
2019	Lachlan Heywood & Shufan (Sophia) Guo
2020	Stephanie Calderwood, Oscar Mikic, Gamin Nam & Yuchen (Yang) Yang

2021	Ann Maria Baiju, Lachlan Partridge, Tran Thao Hien (Daisy) Phan, Yiwen (Even) Zhang
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PRINCIPAL'S AWARD FOR ACADEMIC EXCELLENCE (DUX)

1992	Supriya Yarlagadda
1993	Lucie Martin
1994	Patrick Lin
1995	Thomas Neal & Rohan Murray
1996	En Te (John) Chen
1997	Hsu Hui-Chin (Regine)
1998	Zheng Zhang (Brian)
1999	Bo Chen (Madeline) & Jing Zhang (Joanana)
2000	Erina Lie & Susli Lie
2001	Li ZhaoXia (Anna) & Li XiaoQian (Leona)
2002	Zhang YuanChao (Lillian)
2003	Qu Dian (Jane)
2004	Chen Ting (Jacqueline)
2005	Wang Yuansha (Jasa)
2006	Ma Wan Li (Amanda)
2007	Ding Hong (Eric)
2008	Xin Juan (Sabrina)
2009	Liu Wenhua (Stephanie)
2010	Chen Lining (Elaine)
2011	Zhou Chengzhi (Tom)
2012	Jia Jin (Gary)
2013	Gu Xiang (Clare) & Yeo Xiao Woon (Melissa Amanda)
2014	Benjamin Eid
2015	Evita Widjaja
2016	Ju Rong (Ryan) Tham
2017	Alycia Meehan & Madeleine Lezon
2018	Jack Heanly
2019	Lachlan Heywood
2020	Gamin Nam
2021	Tran Thao Hien Daisy Phan

CAS SERVICE AWARD

2003	Qu Dian (Jane)
2004	Liu Chunxing (Sunny) & Surya Chandra
2005	Auerlia Perdanasari
2006	Dav Ahmad Ali
2007	Alice McBurney & Kate Robinson
2008	Matt Caruso
2009	Kate Bouris
2010	Suhashinii A/P Vijaya Kumar
2011	Michelle Clark
2012	Gu Xiang (Clare)
2013	Nathaniel Long
2014	Thanuphong Karnjanajiraroj & Jarinda Wilson
2015	Mao (Marian) Yukawa
2016	Olivia Jia Ning Lau
2017	Joseph Zielinski
2018	Jiaer Chen
2019	Nadya Widjaja
2021	Joshua Squire



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Volume 26

The Kilmore International School

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MESSAGE FROM THE PRINCIPAL



“Learn from yesterday, live for today, hope for tomorrow”

Recall, if you will, the conversations your family shared sitting around the dinner table in late January, telling each other how the coming year would unfold and the hopes and dreams each of you held. Such optimism was well placed, as our community had rallied through the pandemic threat of 2020 and was looking forward to brighter days. As we revelled in our first day of school for the year, welcoming our new students by clapping them into the school community, little did we expect that Melbourne and the Mitchell Shire would be drawn into lockdowns that would end ten months later, with Melbourne bestowed the dubious honour of being the most ‘lockdowned’ city in the world. While the Delta strain established itself in earnest across Melbourne, so did the wider community’s engagement with vaccination, leading to a relaxation of restrictions in mid-Term 4.

Having spent a significant proportion of the year engaged in remote learning, the quote attributed to Albert Einstein seemed to hold a special relevance, “Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.” For some, lessons from yesterday meant fighting the urge to turn off the camera when engaged in a Team or Zoom call. Last year had taught us that seeing our friends and colleagues, even virtually, was better than remaining isolated. Living for today was the impetus for remaining connected and sharing new experiences. Our “Well-being Wednesday” proved a great way to share our exploits in cooking, experimentation, arts and craft, and photography. Having hope for tomorrow saw many families take advantage of our onsite vaccinations and encouraging students to return to onsite classes at the earliest opportunity. Most importantly, and a true hallmark of our school, our students continued to question, challenge assumptions, and commit to their studies.

With the Australian border closed to international students, the number of boarders living onsite diminished, but not their close bond with one another. Due to the sequential demands of the Diploma course, our Years 11 and 12 boarders focussed on their studies, enjoying the camaraderie of a tight-knit community and attentive teachers. Regrettably, nothing was surer than when Mrs Morgan organised an outing for the boarders that the region went into snap lockdown, much to everyone’s frustration. For our domestic students, the seemingly random nature of the lockdowns meant ferrying textbooks, art works, laptops, and workbooks between school and home, with staff volunteering to deliver resources to home, where necessary.

Once again, our Year 12 cohort made the best of the pandemic restrictions, just as they had done in Year 11. My sincere thanks and admiration go to our School Captains: Ann Baiju, Lachlan Partridge, Daisy Phan, and Even Zhang. They had the unenviable task of ‘remote leadership’, but tempered with great enthusiasm and a natural ability to engage with their audience. I look forward with delight to the impact they and their fellow graduates will make on society, both here and around the world.

The Chair of the Board of Directors, Mr Rod Dally, has been a great support throughout the year, as have our Deputy Principals, Ms Megan Laing and Ms Leanne Little, in their first year at The Kilmore International School. As the academic year rapidly draws to a close, I am thankful for the generosity, resilience, and fortitude of our school staff who have kept the needs of our students at the forefront of their thinking throughout a highly dynamic year. Our ‘hope for tomorrow’ is that the coming year affords greater opportunities for our community to come together in person.

Dr Peter Cooper
Principal



MESSAGE FROM THE CHAIRMAN

First and foremost, I must acknowledge the resilience our School community has demonstrated throughout another year in a global pandemic context.

Thank you to our staff who have worked tirelessly to ensure our students continued to grow in their learning.

Our students are to be commended for their diligence in attending their virtual classrooms and for working hard to achieve their academic goals. In particular, our Year 12 class who have been compelled to undertake the IB Diploma over the past two years predominately online. I wish the Class of 2021 every success!

Our boarding cohort really have 'lived' at school over the past two years. I am certain this readership shares my admiration for these students who have endured a deeper isolation than those of us who call Australia home. These students were not alone though, our boarding staff took wonderful care of their charges during very challenging circumstances, and for this I extend to them my gratitude.

This year our Principal, Peter Cooper, completed his doctoral studies with the University of Melbourne, and is now a Doctor of Education. We are fortunate to be afforded Dr Cooper's educational leadership.

The Kilmore International School will continue to align itself as an International Baccalaureate World School, offering a world class education to domestic and international students. The Board welcomes the continued growth of our School and we are proud to support each student's pursuit of academic excellence.

Hopefully, a 'normal' school year lies ahead in 2022, and we are able to gather as a community and get to know one another other.

Best wishes.

Rod Dally
Chairman of the Board
The Kilmore International School



MESSAGE FROM THE SCHOOL CAPTAINS



2021 has been an incomplete yet memorable year for all of us. The pandemic has brought various unforeseen difficulties and as School Captains, it has been our honour to work together to overcome those problems and organise events that enrich the student experience as much as possible.

Despite the pandemic, our School managed to uphold our tradition of celebrating our multiculturalism of our school through International day. The event was an opportunity to honour the variety of cultures present in our school and it's safe to say that it was a cheerful and memorable experience. This year we incorporated a unique activity, the Jerusalem dance where teachers and students of all ages came together to celebrate our cultural diversity. Through this, we were given the opportunity to display our colours and our inclusive environment. This day helped us to be in touch with our own roots while learning of other cultures as well, a day that we will forever remember and appreciate.

Participating in the ANZAC day choir has reminded us to respect Australian culture, and more importantly, to remember the revolutionary martyrs who fought for our country. We are extremely proud to say that this is a worthwhile contribution to the local community rather than a simple exhibition of our school.

Later on, due to COVID restrictions, this year's Talent Show has been small but effective in providing an opportunity for our students to express themselves in many ways. Whether it was through dancing, singing or acting, the talents of students at our School were not only recognised but showcased as a part of our student body's skill set. One's prospects are not solely dependent on their academic skills and the talent show was a perfect opportunity to exhibit that.

Another activity that our leadership team prepared a lot for was the much-anticipated 'The Biggest Morning Tea'. Unfortunately, the lockdowns prevented it from happening and we had to eventually accept that some changes can render our plans unviable. To compensate, we donated gifts to Kilmore Hospital staff to thank them for their effort during this pandemic and it was pleasing to see how enthusiastically our students contributed. It was a great way to show our respect and appreciation to these frontline health workers, who dedicated their time to ensure that Kilmore stayed safe.

In addition, we represented our year level and debated on their behalf on the Year 12 uniform code and the usage of IB centre common area. It was an unforgettable experience that taught us to consider many different perspectives and negotiate effectively. We managed to come to a decision which everyone agreed to. This taught us the importance of balancing the interest of those involved ensuring that everyone's opinions were accounted for. Despite certain differences, we managed to build a strong relationship between Year 11s and 12s and work with our teachers, keeping the best interest of the school in mind.

This difficult time has left us with a few missed opportunities but also many great memories between teachers and students. As School Captains, we are grateful to have the chance to work with staff and fellow leaders, and we view this unfortunate situation as something unique and meaningful in our leadership journey. Thank you to all teachers and students for the support and we hope the coming year will be even more remarkable and successful.

School Captains: Tran Thao Hien Phan, Yiwen Zhang, Lachlan Partridge and Ann Maria Baiju.

ALUMNI

ISABELLA SIMONELLI

Class of 2018

Hi y'all,

I was a TKIS student that graduated in 2018, and since then have just returned from the USA to visit my family and friends during this pandemic!

Since my schooling years here, I have moved to the United States as I received an athletic scholarship from the University of the Southern Mississippi, as well as pursuing my academic success studying Kinesiology with Exercise Science. Currently living the dream, being a student-athlete in college, competing as a thrower both indoor and outdoor seasons, training nearly everyday, and, of course, keeping my grades the top of the class.

One thing from TKIS that has helped me massively during this journey was the leadership and time management skills I gained, allowing me to keep a balanced healthy life whilst completing the IB system. I would love to say a massive thank you to all the teachers and staff that helped me complete the eight years at good old TKIS, and greatly influenced the person I am now. I know I was well and truly set up for success in my schooling years!

Isabella Simonelli



CLASS OF 2021





COMMUNITY RELATIONS

In my role as Head of Community Relations, it has given me great joy to see the progress of our unique School.

In this volume of our Yearbook and Arts Magazine, you will read stories of student resilience, agile delivery of the curriculum, view some astonishing work samples and learn more about innovations in the digital technologies space.

In my role I am privileged to support the School in its development of relationships within both our School and wider community, find innovative ways to streamline and deliver effective communications, strategize marketing campaigns that convey the warmth and heart of our School and maintain a flourishing enrolment environment, despite limitations imposed by the pandemic.

I am proud to have improved the visibility of our School for current and potential families, as well as in our wider community. We have showcased a glimpse of our School's heartbeat and what make it so special to our families. It is with great anticipation that we will explore these foundations further and with greater depth, weaving our story through our ongoing communications and events as we move into 2022 and beyond.

As I reflect on the year that has been, in the midst of the lockdown cycles, it is worth making note of our new Craigieburn bus route, introduced at the commencement of 2021. Already, we are close to capacity and will soon seek family input in a review of our School bus service as a whole, in readiness for the year ahead.

We gave our all to ensure that new and current students alike felt welcomed to their School on the first day of Term 1. I was immensely proud of the students clapping-in and celebrating their new classmates as they arrived for a COVID-safe assembly. To witness the welcome and ease in which our students settled into the academic year made it clear that despite the inability to conduct on-site School Tours for many during their enrolment process, there was a great deal of comfort and trust in us. For that, I thank you.

Whilst our International Day was not able to run 'as usual' in a traditional Open Day format, the circumstances gave us an incredible opportunity to try alternative ways to deliver a fun filled day of celebration and connection with our School community. Input received from students prior to, during and after the event made it all worthwhile. What a fabulous day!

We have also witnessed the evolution of a formidable administration team, building our customer service capabilities and responsiveness to the needs of our community. In a complex mix of internal and external stakeholders; your children, our teachers, kitchen, maintenance and boarding staff, as well as service providers and more, the demands of 'the engine room' can be an intricate balance. We are moving rapidly to support the changing needs of the School and will continue to strive and build even greater capacity.

They say a picture tells a thousand words. On the pages that follow, I hope I am able to convey a sense of commUNITY, School pride and gratitude. I hope these images generate a sense of pride in our progress and all that we have achieved together.

Kristy Macdonald
Head of Community Relations

















SCHOOL OPERATIONS & CAS

SCHOOL OPERATIONS REPORT

This year has been another tough year for everyone across the world because of the pandemic. Despite such difficult situations, School Operations has been a coordinated effort with the assistance the new Deputy Principals, Ms Laing and Ms Little.

I would like to congratulate all staff for another successful International Day as we adjust to the School's changing circumstances. The day was full of fun for our School community.

Likewise, positive changes have been made to the tutorial programme to fit the evolving needs of the School. These changes improved standards of learning and promoting the values of the school.

2021 CAS REPORT

We had an awesome experience with inspiration and hope, even though there have been many restrictions this year. The CAS programme (Creativity, Activity & Service) is designed to provide for the personal development of our students. The programme has helped students to demonstrate empathy toward others, assisted them to develop an awareness of other cultures and allowed them to pursue individual interests as a counterbalance to the academic demands of everyday school life. In addition, the students have had some fun and made some valuable friends throughout the CAS programme.

Some significant successes of the CAS programme this year were online CAS experiences such as online debating, photography and cooking. It demonstrated that we can interact with each other through non-face-to-face means and build independence. Students have been encouraged to determine the direction of their experience and to be involved in planning and decision making.

I appreciate our School community who have worked together in this difficult time. Thanks for your support and effort with CAS. I wish this year's graduates all the best luck in the future. I hope the experience of the CAS programme will be useful and valuable to you in the wild world. Best wishes completing the requirements next year for Year 11 students.

Daniel Koo
Head of School Operations





STUDENT VOICE

I think CAS was overall a great experience, although not being able to do a lot of activities due to lockdown, it was great to learn more about myself and my colleagues.

Navtej Luthra

Participating in CAS activities was such an important part of my character development over the past two years. The experiences with friends and the lessons learnt throughout are things I will treasure for a very long time. My advice to younger students is that you shouldn't be afraid to try new things, especially in Year 11 before the pressure of Year 12 kicks in.

Josh Squire

The CAS experience is one of the best experiences in the IB diploma as it allows for the development and improvement of many life skills. My advice for the new Yr 11 students is that CAS requires commitment, time will be a challenge so it is important to manage your time wisely so that you don't fall behind.

Fayelim Wintour

The CAS program allowed me to both build relationships with others and learn more about myself, while developing new skills and having fun along the way.

Taryn Furletti

Overall CAS provided me with a life changing and truly educational experience, something that I will treasure forever. It allowed me to step out of my comfort zone and talk to new people, experience new things, get a handle on time management, a skill that will undoubtedly aid me in years to come.

Anureetkaur Sidhu

CAS is what you do beyond academics, but most importantly, it's what YOU make of it.

Vidit Goyal

CAS for me is a preparation for society. I got to meet new people, gather new experiences and discover new abilities of myself. Many moments of CAS will be kept in my memories forever!

Yiwen (Even) Zhang

CAS allows me to come out of my comfort zone and try new experiences I have never done before. I enjoyed doing CAS and will remember the unique experiences.

Lyrothna Nou

Through CAS experiences, I have had the chance to work with many people on meaningful and fascinating projects that not only propelled my personal development but also greatly benefited the wider community. This part of the IB Diploma can be challenging at times but it is definitely a very enjoyable and worthwhile process!

TranThaoHien (Daisy) Phan

My entire CAS journey was fun, exciting and eye opening. I made great memories with friends, and am grateful for the opportunities I had.

Anissa Driver

My favorite memories from the CAS program will forever be having the support of my friends around me. Every experience we did, we all did together. Even when I am old, I will always remember having these experiences fondly smile.

Zeynep Teker

The CAS experiences I have gone through have made me build confidence when performing tasks.

William Dong

For the last two years of CAS, I have achieved a lot of goals to myself. CAS is my valuable experience for my life.

Do Thanh Dat (Dave) Nguyen

CAS was all about engaging with my peers and the wider community to achieve something great together. There is a sense of pride in knowing that your actions could help people around the world.

Lachlan Partridge

STAFF MEMBERS

SENIOR LEADERSHIP TEAM

COOPER Peter BEd, MEd, DEd Melb, GradCertCathSt ACU, CertVAWT, FACE, FACEL
Principal

LAING Megan BSc, MEdL, MTESOL, *Deputy Principal/Head of Senior School, Chemistry*

LITTLE Leanne BSc, MEL *Deputy Principal/Head of Middle School, Science*

PRESTON Luke BSc (Social Science), CPA, ACMA
Business Manager

MACDONALD Kristy MCEnt, ADipBusLegPrac
Head of Community Relations

LING Jennifer BAppSc, GDipEd
Head of Digital Learning

KOO Sang Hyo BA, DipTESOL, MEd *Head of School Operations, Korean, CAS Coordinator*

MORGAN Gayle *Boarding Manager*

BOWCOTT Rachael FdA, Dip Retail Management *PA Principal / Office Manager*

ACADEMIC STAFF

ALLEN Lynda BA, DipEd
Subject Coordinator Visual Art

BAKER Thomas BAppSci
Science, Maths

BUCKLER Grant BEd
Head of Learning Enhancement

BURNS Karen BEc, DipEd
Mathematics

CALVERT Samantha BEd,
German Studies

CAMUA-UYEHARA Airom BMus, MTeach *Primary*

CARLTON Beverley BEd, *English, ESL*

CHEEMA Sonia BSc, PhD
Biology, Mathematics, Science (Semester 1)

CHRISTIE Lynne BSc (Hons), DipEd *Science/Chemistry*

DAI Zecheng BMus, GDipEd
Chinese

DANIELLS Julie BEd
Head of Year 5 & 6

DAO Khanh Van BEd, MBA, PhD
Vietnamese

DISKIN-HOLDAWAY Neil BComm, MTeach *Business Management, Humanities, TOK*

DOCHERTY James BAppSci
Sports Coordinator

EDMONDS Jim BEc, BA, DipEd
Head of Learning - Individuals & Societies

FINNIN Rachael BEd, *Primary*

GARNER Georgina BAppSci
Primary, Science

GOWER Angela BA, GCertEd
Head of Learning - Language A, Debating Coordinator

HONG Pauline MMus St, GDipEd, BMus, LMusA *Music*

KAHLON Bhupinder BA, DipEd, MA *Hindi*

KAHLON Baldev BSc, MPhil, DipEd, MSc *Science, Physics*

KAUR Ranjit BA(Ed)(Hons), MEd, PhD *English, Indonesian*

KEANE Verena BEd, MEd, BS,
DGIS Digital Learning

KERR Tom BSc, DipEd, BCom
Mathematics

KIRWAN Philippa BA, GDip
Counselling, GDipEd. MEd English

KRILIS Deanna BA, DipEd
IBDP Coordinator, TOK

Le LIEVRE Claire BEd *Head of Year 7, PE & Health*

LIN Haojian BSc, MCompSc,
DipEd Chinese

LINEAGE Rupert BSc, GDipEd
Mathematics

LONGUET Erin BA, DipEd, MTESOL *Head of Year 8, English, ESL, Humanities*

McNAMARA Sandi DipEd, GDipEd *Head of Year 3 & 4*

MOULDER Cheryl BSc, DipEd
Head of Learning - Science, Chemistry

MUMBERSON Robyn BA, DipEd
English, Humanities

NORFOLK Paige BS, MTeach
Primary

OSBORNE Peter BBus, GDipEd, MSocSc *Head of Year 11, Business Management, Commerce*

PHAROAH Andrew BSc(Hons), DipEd *Head of Year 12, Chemistry, Science*

POLIDANO Christopher BEd
Primary

RUTTER Judith BSc(Hons), DipEd, PhD *Acting Head of Teaching & Learning, Biology, Science, TOK*

SANTAROSSA Megan BEd
History, Geograpghy, Humanities

SCHEMBRI Daniel BEd *Head of Year 9, Biology, Science*

STRINGER Catherine BMusPerf, GDipEd *Head of Learning - Arts, Head of Department - Music*

SZCZUR Paul BCivilEng(Hons), DipEd *Head of Learning - Mathematics, Mathematics, Physics*

TAMURA Shingo BEng, GDipEd, MBA *Head of Language B, Japanese*

TANKO Goma BSc(Hons), GCertEd, MSc, MPhil, PhD
Mathematics, Timetabler and Data Manager

TREANOR Joanne BA, DipEd, CertIVLit *Head of Year 10, Geography, Humanities*

TRIPP Pamela BA, DipEd,
GDipTESL *English*

WALLACE Stephen BA,
ADipAppSc,
GDipAppFilmTelevision,
GDipEd *Visual Art, Drama*

WINARDI Vincentius BEd,
GCertLOTE *Indonesian*

WITTMER David BHSci, DipEd
Head of Department PE & Health

WRIGHT Ross BAppSci(Hons),
DipEd *Physics, Science*

XU Xiaorong BA, MTesol,
MTeach *Chinese, TOK*

ZHANG Jie (Jessie) BA, MA
MTeach *Chinese*

LANGUAGE TUTORS

CROMIE Kwannate BEd, BCom.
Arts, Med Thai

MUSIC TUTORS

BRINCAT Nathan

KOUTLIS Daniela

MILLS Corey

RISCHITELLI Victor MMus,
AMusA

ROBB Mathew

STALS Skaidra

WELLBEING

BARRY Natalie BN, BMid
Health Centre Nurse

HINRICHSEN Joanne BN,
DipNursing *Health Centre Nurse*

MCKAY Bradley DipCouns
Student Counsellor

ADMINISTRATION

DEVESON Carolyn *Accounts
Receivable (Term 1)*

DUNLOP Benjamin BBus, CPA,
Master of Business
(Sports Management)
School Accountant

GARDINER Carinna
Administrator (Semester 1)

GERARD Jacinta *Accounts
Payable (Semester 1)*

KEENAN Tania *Accounts
Payable/Receivable & Bus
Coordinator (Terms 2-4)*

MADDEN Taryn BBus
(Marketing) *PA Deputy Principal
& Head of Community Relations*

MCCORMICK Elizabeth
BA (Hons), GCertCareer
Counselling, CertIV Training &
Assessment Careers Counsellor

MEAD Michelle Cert III BusAdm
Risk & Compliance Officer

NGUYEN Dannee *International
Student Liaison*

OWAIS Syed *IT Services Help
Desk*

REID Tahnee *Administrator and
Reception Student Services*

SCHNEIDER Annemarie *Library
Administration*

SEMMENS Elizabeth *Library
Administration*

WOOD Jodie Cert III Laboratory
Skills Laboratory Assistant

BOARDING

BECKETT Alan

DE FOREST-HOWARD Neil

HELLINGMAN Sharon

HENRY Kerran

LINGHAM Wendy

LISTER Donna

MORGAN Jared

NELSON Janelle

OGDEN-MCDONALD Deardriea

OJCZYK Karol

RYAN Margaret

RYAN-HELLINGMAN Jayde

SMITH Deborah

STEWART Amanda

TREANOR Janice

CATERING

BORG Josephine

COLEIRO Margarita

DUNFORD Samantha *DipNurse*

DUNFORD Suzanne *Kitchen
Manager*

LI Lian *Chef*

MONTGOMERY Raquel

VOOGT Julieta

YOUNG Lorraine

GROUNDS & MAINTENANCE

ARCHER Anthony *Facilities
Manager*

FASOLI Francesco

OVANDO RIVERA Patricio

SENIOR LEADERSHIP TEAM



Row 2: Kristy Macdonald,
Sang Hyo Koo, Jennifer Ling,
Luke Preston, Gayle Morgan

Front Row: Leanne Little,
Peter Cooper (Principal),
Megan Laing

STAFF MEMBERS



WELLBEING LEADERSHIP TEAM



Row 2: Claire Le Lievre, Leanne Little, Andrew Pharoah, Bradley McKay, Danial Shembri, Megan Laing
Front Row: Deanna Krilis, Julie Daniells, Sandi McNamara, Joanne Treanor, Erin Longuet, Peter Osborne

ACADEMIC LEADERSHIP TEAM



Row 2: Leanne Little, Jim Edmonds, David Wittmer, Paul Szczur, Peter Cooper (Principal), Shingo Tamura
Front Row: Catherine Stringer, Deanne Krilis, Angela Gower, Jennifer Ling, Cheryl Moulder, Megan Laing

STUDENT LEADERS

SCHOOL CAPTAINS



Ann Maria Baiju
Year 12



Lachlan Partridge
Year 12



Tran Thao Hien
Phan Year 12



Yiwen Zhang
Year 12

YEAR LEVEL CAPTAINS



Grace Heywood
Year 11



Macklin Spicer
Year 11



Grace Aldridge
Year 10



Sanuda Diyagama
Year 10



Heeya Kaushik
Year 9



Mankiratjot Multani
Year 9



Parvathy Sreena
Rajesh Year 8



Benjamin Littooij
Year 8



Ekam Sidhu
Year 7



Arjun Ganessane
Year 7



Mary (Nishelle)
Godwin Year 6



Jakson Brincat
Year 6



Avneet Kaur
Year 5



Gursehajpreet
Singh Hansra
Year 5



Richa Ganessane
Year 4



Jaydev Rajeev
Year 4

PREFECTS



Charlie Attard
Year 12



Anissa Driver
Year 12



Taryn Furletti
Year 12



Anureet Kaur Sidhu
Year 12



Jaipreet Kaur
Year 12



Sara Knight
Year 12



Navtej Luthra
Year 12



Muskaan Makkar
Year 12



Scott McMaster
Year 12



Petra Merlo
Year 12



Hannah Moore
Year 12



James Nicol
Year 12



Jaimie Ryan
Year 12



Indirveer Singh
Year 12



Joshua Squire
Year 12



Zeynep Teker
Year 12



Faye Lim Wintour
Year 12



Yuk Ying (Joycelyn)
Zhang Year 12



Huisoo Kim
Year 12

BOARDING CAPTAINS



Phuong Minh
Nguyen Year 12



Serey Oddom
Chhoeun Year 12



Jonathan Whalley
Year 11

ABSENT:
Teng (Jessica) Ng

INTERNATIONAL CAPTAINS



BOARDING

What can I say, what a year! A year I am sure no one will forget.

Boarding has not closed since opening on 1st February 2020 with some of our students not being home since 2019. We have arranged lots of outings, most of which like all families have had to be cancelled. We did manage to go ten pin bowling on one of the holidays during a window of opportunity which we all thoroughly enjoyed. Whittlesea and Wallan markets were also explored.

We are finishing the year with 20 boarders who I am extremely proud of. Their resilience and the way they have handled themselves during this pandemic, is inspiring. I am sure they will all succeed in life, with resilience and an ability to handle anything thrown at them.

I also wish to commend our boarding staff who have all stepped up to the challenge. Staff have not taken any time off since February 2020, not taking time off since February 2020 working to look after and caring for our students tirelessly.

Students have played boardgames, numerous craft activities, knitted, cooked and sewn. They have made masks for anyone in need, bowl holders, and even a dress by one student! But most of all they have bonded, looked after one another and conducted themselves in a manner to be proud of.

Gayle Morgan
Head of Boarding



BOARDING 2021



INTERNATIONAL DAY CELEBRATIONS

The weather was perfect, the timing and variety of events and performances was great, food was spot on - all carried out within COVID guidelines and the ever present threat it could have been called off at any moment. What stood out, was the wonderful community feel.

Thank you to family members who attended, the students for their enthusiasm and efforts, and the teachers for their support and coordination on the day. What a fabulous way to celebrate International Day at The Kilmore International School.

From the impressive Chinese Lion and Panda leading the joyful costume parade, through to various cultural, artistic and sporting activities, a flash-mob dance, Wild Action show, and afternoon incursions - the day was full of smiles, laughter and celebration.

Words cannot capture the essence of the day. We hope these images remind us of the heart of our wonderful School.



INTERNATIONAL DAY - CAMBODIA KIDS FOUNDATION



A wonderful day is the result of opportunities for fun, learning and laughter, but a truly meaningful experience is one that is also an opportunity to give to worthy causes. Our School partnership with the Cambodian Kids Foundation and Sew Good is a treasured relationship that began in 2011 with the first of six 'Mission: Cambodia' trips to Soksan village in the province of Kampong Thom. Our students are familiar with the stories told by 'Mishcamers' and they wear the friendship bracelets; International Day was a timely opportunity to remember the people of this developing nation by seeing their photographed faces and donating their time and money to the empowerment of their community.

I am once again moved by the love and generosity of staff, parents, and students on this annual event and will be very proud to hand over \$1000 to the organisation to be distributed to the various projects such as women's empowerment through employment, and education through the Soksan International School. Sincere thanks to you all

Deanna Krilis
IBDP Coordinator



ANZAC DAY 2021 SUNDAY 25TH APRIL

As I write this reflection, the sun slips below the horizon, and I pause to remember.

Last year, Anzac Day was marked by Australians standing in their driveways and lighting a candle as marches were cancelled amid a pandemic.

This year we were able to come together, in person, and in spirit, at the Kilmore Cenotaph to commemorate and remember the Anzac's.

ANZAC, an acronym for the Australian and New Zealand Army Corps, has entered our vernacular to encompass the spirit of the troops; that is, the qualities of endurance, courage, ingenuity, good humour, and mateship portrayed by historian Charles Bean in his war correspondence *The Anzac Book*.

Entries in the *Oxford Companion to Australian Military History* on Anzac Day convey the importance of Anzac Day and of the Anzac legend: "What these men did nothing can alter now... the greatness of their story will stand. It rises, as it will always rise, above the mists of ages, a monument to great-hearted men; and for their nation, a possession for ever."

My peers, Olivia, Chloe, and Dayna joined me to represent our School as flag bearers in this year's march. Each of us carried a staff flying the flags of the Royal Australian Navy, Royal Australian Air Force, Returned and Services League (RSL), and Australia, respectively.



The RSL Commemorations Officer explained the flag protocols to respect as bearers:

- The Australian flag should fly on the left of a person facing the flag.
- A flag and staff should never touch the ground.
- We must march keeping all flags raised to the same height.

Needless to say, we felt a sense of pride as we 'stepped off' to lead the march in honour of The Fallen.

Students from across the cohorts marched behind local veterans, and service men and women, to the Cenotaph where our School choir lead the singing of hymns and national anthems in the commemorative service.

During the service, the President of the RSL recited the World War I poem *Why Do We Wear A Sprig of Rosemary?* The poem shares the tale of a mother, who has lost her son, explaining to a young boy the emblem of remembrance: "The rosemary is a symbol for the gallant men who died in war, and because they did...we at home in peace might live...that's why we wear a sprig of rosemary, you see."

Finally, after *The Ode* was read, the flags raised, and as the bugle call of *The Last Post* sounded, we remembered: the duty of the dead is over, and they can rest in peace.

Lest we forget.

Stella Bowcott, Year 9



PRESTIGIOUS AWARD FOR MR ARCHER



The Country Fire Authority (CFA) Outstanding Service medal recognises prolonged services distinguished by exceptional performance. It is CFA's most prestigious internal award to volunteers and staff. Dawn Hartog, Board Member of the CFA attended the Kilmore Brigade recently to present our very own Anthony Acher, School Facilities Manager the Outstanding Service Medal.

The criteria for this award:

- Outstanding or meritorious service, outstanding achievement, and outstanding contribution in the attainment of the objective of CFA
- For a high level of committed service involving a broad range of activities for a significant period of time
- For outstanding leadership in the encouragement and development of others within CFA and for fostering and furthering the aims of the CFA to the long-term benefit of the fire service and the community

Anthony has been with the Kilmore Fire Brigade since the 25 February 1985. Since joining the brigade, Anthony has always shown a high level of commit to the brigade.

Since joining the brigade, Anthony has undertaken many roles. He first became an officer in 1991. He was Captain from 2003 to 2007. After finishing as Captain, Anthony continued to assist in leadership roles as 1st Lt. A roll he still holds today.

- 4th Lt
- 2nd Lt
- 1 Lt- Still holds this position
- Captain
- Comms Officer
- VFBV Delegate
- Group Delegate- Still holds this position
- Trainer for NER LD Team- Currently focussing on the GFF program

Anthony has been on many deployments (too many to mention), both interstate and internationally. His leadership skills and expertise allowed him to be selected for deployment to the USA as part of a multi-agency contingent in 2008.



Anthony has a higher than average turnout record. Responding to more than 70% of calls totalling to more than 1500 turnouts in the last 10 years. Anthony performs many activities including station maintenance, fundraising, fire prevention, and community education training. Anthony also spends a lot of time helping to develop emerging leaders in the brigade by passing on skills and building confidence from his knowledge and expertise gained over the years.

He is the recipient of many awards. Both CFA and Brigade.

- Kilmore Brigade Life Member
- 35 Year CFA Life Member
- National Medal 2nd Clasp
- National Emergency Medal 2009 Fires
- Australian Fire Service Medal

Anthony epitomises what it means to be a CFA volunteer. He lives by and consistently demonstrates the CFA values. In his 35+ years as a Kilmore Fire Brigade member he has demonstrated an outstanding level of commitment to the brigade, Mitchell Shire Group, District 12 Hume Region and the broader CFA.

Congratulations, Anthony!



NOBEL PEACE PRICE RECIPIENT

On Thursday 29th April, we had the great honour and privilege of having a Nobel Prize winner speak to our students. Tim Wright founded the group ICAN (International Campaign to Abolish Nuclear Weapons) in Melbourne in 2005. In 2017, ICAN was awarded the Nobel Peace Prize for the work it had done around the world in getting many countries to pledge to ban nuclear weapons.

Tim spoke to the Years 10, 11 and 12 students in the first session, then to the Years 7, 8 and 9 students later on. He talked about the use of nuclear weapons in Hiroshima and Nagasaki and the devastation they had caused at the time and in the years and decades following. He discussed the need for all countries of the world to ban these weapons in the same way that landmines and cluster bombs are banned. He then talked about the excitement of being awarded the Nobel Prize and the presentation ceremony in Norway. The money coming with the award and the hugely increased public profile has helped ICAN to further their goals.

The students were fully involved in what Tim had to say along with the interesting photographs he showed. Many of the students already had an excellent knowledge of nuclear energy and nuclear weapons and this was evident in the probing and inciteful questions they asked.

Tim is still a young man at 35 and has achieved a lot more in his 35 years than most people will achieve in their lifetimes. We hope that seeing what one person and one organisation is able to achieve through perseverance and a commitment to their goals will be inspirational to our students.

We thank Tim very much for taking this time out of his very busy schedule to come to our School and inspire our students.

Ross Wright (almost Nobel Laureate)
Teacher

Phoebe Nadenbousch (Class of 2018)

Phoebe Nadenbousch was School Co-Captain and was delighted to receive an IB score of 40. She received a few offers and decided to accept Arts at The University of Melbourne, then later transferred to ANU. Her TKIS highlight was her selection to attend the IB Student World Conference 'Well-being in a healthy world: personal responsibility and global health', in London in August 2017. The speakers and workshops to develop understanding of this huge global challenge, have inspired Phoebe to focus on developing countries as her career goal. As a school leader she worked hard to encourage others to participate in sport, United Nations events, Duke of Edinburgh and community service. And in her spare time she competed at state level in water polo.

Some of you will remember Phoebe Nadenbousch, our school captain from a couple of years ago and the last in a long line of Nadenbousches at The Kilmore International School.

Phoebe was invited to attend the School (along with her fellow school captain Jacob Knight) when Tim Wright came to speak about Nobel Prize winning ICAN earlier in the year.

I really wanted Phoebe to meet Tim as I think they have very similar outlooks and objectives.

Phoebe followed up with Tim and has managed to obtain an internship with ICAN for next year.

I'm sure she will be great!



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM CO-ORDINATOR



An IB reflection...

2021 has posed its challenges and stretched both the imagination and the tenacity of each individual at our School. In the words of one inspirational figure:

"I can be changed by what happens to me. But I refuse to be reduced by it."

– Maya Angelou

We have indeed found ourselves changed by events beyond our control or choosing but...

What do we want to remember about our IBDP candidates in 2021?



They are humble and selfless, passionately charitable, courageous, service oriented and joyful.

(Alexandra, Josh and Macklin giving their time to the Cambodian Kids Foundation charity stall at the 2021 TKIS International Day. These students attended the last Mission: Cambodia trip in January 2020)



That they possess an exceptional character going out into the world. They are internationally minded, either in their origins, in their experiences or in their approach to life. Sometimes, in all three...

(The IB Learner Profile, translated into the traditional languages of TKIS, on display in the IB Centre)



They are creative and confident to share their gifts with those around them to bring joy and peace to others.

(Lucas Edmonds in the IB Centre, enjoying the beautiful and cherished piano which was lovingly and generously donated by Ms Elizabeth McCormick in 2021)



They are intelligent and committed to working in collaboration with their teachers, whether in their first language...

(Ms Angela Gower, Head of Learning - Language A)



Or their second...

(Ms Pamela Tripp, Senior English B teacher)



They work with integrity and respect for academic excellence, thriving when challenged and tested

(IBDP candidates in the May 2021 Examination Session)

We wish all our incredibly resilient and exemplary candidates all the best in their final examinations and their award of IB diploma as they embark on the next adventure of their life. We are proud to know you, honoured to send you into the world and to watch you take charge of your lives.

Deanna Krilis
IBDP Coordinator

TEACHING & LEARNING



When we look back at the year of 2021, we recognise the great moments of strength and resilience shown by our students, their families and teachers. During a time when learning through a global pandemic can be a challenge, our community has kept striving and continued to kick goals. Well done to you all!

We are extremely grateful to everyone for their efforts in so many areas; it is impossible to put into words! So just simply: thank you.

As a teaching and learning leader, I have seen the challenges for teachers who have had to repeatedly change teaching modes – face to face, remote, or both at the same time! We are lucky to have such an experienced staff, who are able to repackage their extensive knowledge of their subjects to suit the situation, at a moment's notice. The whole teaching team is committed to continue offering a rich and challenging curriculum so that students have the opportunity to progress and thrive. We are adding new activities to develop many modes of learning, which helps with engagement and progress. Our students are always our priority.

Across the year levels, students have been active learners at home and in classrooms. They should all be very proud of what they have achieved.

Reliance on technology has accelerated our digital learning plans, which include a digital delivery system to meet the learning needs of our students and our teachers' ability to communicate content and advice effectively. Ms Jen Ling, as our inaugural Head of Digital Learning, will be leading this section of the curriculum, including introducing Digital Technologies for Years 3 to 10 and continuing our successful involvement with RMIT Computers in Schools programme.



Away from screens and classrooms, our students have continued to engage in extra-curricular activities that showcase their skills. For example, our debating teams at various year levels have won competitions against large schools at both face-to-face and online events. They have been skilfully mentored by Angela Gower, Head of Language A, as she has given her time to help them develop their skills.

Our IB students have also carried on with their CAS programmes: finding creative, activity and service projects to fulfil this vital part of the Diploma qualification. Although it has taken some re-thinking, the digital platforms available have helped them keep involved with this side of learning to be a rounded person. For example, activity and service have been combined by using the Litterati app – you take a walk and collect litter as you go, logging this online so data is collected for planning purposes and tracking where waste is going. Other students have delivered goods to those in need while others are involved in building and installing nesting boxes for local animals.

Completing the IB programme has been an extraordinary challenge this year, but with the expert guidance of Deanna Krilis, the IBDP Coordinator and all the IB teachers, our students are looking to their futures beyond school with purpose and excitement.

So another exciting and fulfilling year at the school and we look forward to the new experiences of 2022.

Dr Judy Rutter

Acting Head of Teaching & Learning



LEARNING ENHANCEMENT



THE DEVELOPMENT OF SKILLS FOR THE 21ST CENTURY

If the last two years have taught us anything, it is to prepare for the unknown; our expectations for the future can change dramatically from the predictable to times of uncertainty, even restraint. The first decade of this century had theorists forecasting that the average number of jobs that a student leaving school would have in their lifetime would range from fifteen to twenty, with the recommended skillset encompassing flexibility, problem solving, open-mindedness, risk-taking, caring, curiosity and reflectiveness. These values certainly parallel the International Baccalaureate shared values and are, more than ever, relevant for the young adult entering our latest version of the 21st Century world.

Arthur Costa, Professor Emeritus at the California State University, Sacramento, writes that by definition, “a problem is any stimulus, question, task, phenomenon or discrepancy, the explanation for which is not immediately known.” Student’s actions in meeting and resolving challenging and complex problems require resilience, perseverance, creativity and what Arthur Costa calls, craftsmanship. As educators at The Kilmore International School encourage the development of our students’ skills, to resolve the challenging problems that may be bestowed upon them, we are interested in how they manage and perform when they are unsure of how to proceed or are unclear of the pathway forward. Surely the latter of these is entirely relevant for today.

The world of remote learning has highlighted the need for students to develop persistence, independence and flexible thinking, self-determination and, for some, the ability to manage impulsivity. Our students, no matter what level, have been asked to think creatively, innovatively and to embrace their imagination. Our educators have similarly needed to showcase these skills and values, and engage and encourage reflective behaviours that would have been more easily displayed and executed in the classroom.

Our futurists were correct in needing the values outlined above. In predicting our future in the early part of the century, little did they know that the roles of parent, teacher, allied educator would be so closely aligned and reliant upon each other as a whole community of learners. We congratulate our students, on the way that they have handled the changing learning environment and are encouraged by their responsive strength of values that are displayed in such an authentic manner, each and every day.

Grant Buckler

Head of Learning Enhancement



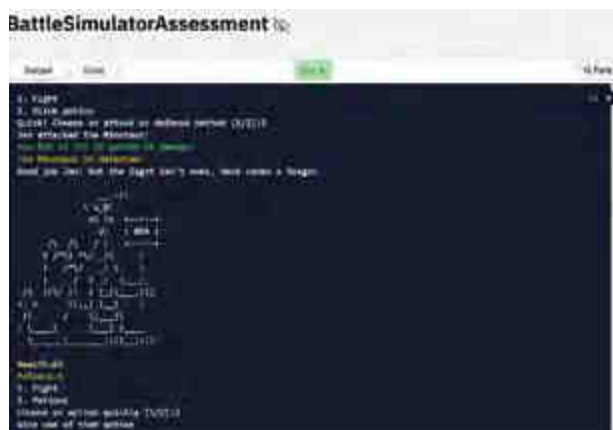


DIGITAL LEARNING

The introduction of Digital Technologies (Digi Tech) as a stand-alone subject this year has given me the opportunity to explore the power of our technology to be a positive force for change in our environment. We see this within our society each and every day, however, never more so than during the last two years!

With the introduction of 1:1 laptop devices in Years 5, 7 & 9 in 2022, our students will have greater access to the amazing and exciting world of technology. One of the most important aspects to teach students is how to manage this technology safely. We cannot prevent children from taking risks and exploring their environment, digital or physical, however, we can prepare them to recognise risks as they arise, to reflect upon those risks, be responsive to them and resilient in their management of them. We are dedicated to exploring what technology has to offer our School and our students in a safe and responsive way which is why we are incorporating the eSmart Digital Safety Program in our school (in association with the Alannah and Madeleine Foundation). By educating our students in the digital environment and providing them with the tools to manage risk and seek help, we are preparing them, not only for the world they engage in now, but also a future world we cannot, as yet, predict.

eSports is one component of the new technological age that we, as adults, are still catching up with. This industry is on a huge growth trajectory, with \$641 million US Dollars being created in market revenue and advertising worldwide in 2021. It is this growth that is enticing our young people toward eSports as an occupation, however, as a School community we understand the need for balance in all things and it is this balance we developed in our students as we embarked on our first year of eSports with The FUSE Cup. It was great fun to see students engaging across the year levels, from Year 10 to Year 5. Mario Kart was the game of choice and it was the highlight of my weeks to see not only the players competing with grace and respect, but also to experience the support and camaraderie demonstrated by all spectators.



It would be easy to assume that playing a computer game doesn't require much skill or emotional resilience of the competitors, however, for students to play against others in a full room of spectators is a huge mental challenge! The resilience and strength shown by all of the students when taking such a public risk is a testament to the supportive, caring community at our school and I offer each of our competitors my personal congratulations!

Our interschool competitors have been chosen, however, at the writing of this article COVID is again disrupting education so my fingers are crossed that they will soon have the opportunity to compete against other Schools across the Aisa Pacific region.

It has been such an exciting year, and I thank every one of our students for marking each day a joy to be in the classroom. I am privileged to have been present in guiding our students down their Digi Tech journey and I'm excited everything that 2022 will bring our way!



INDIVIDUALS & SOCIETIES

In these pages we celebrate the wonderful educational achievements of the students and rightfully so. In many countries, however, the biggest achievement is simply getting an education. Education exposes you to some incredibly amazing young people who have the ability to have a profound and lasting impact on you. In the case of our School, this extends to the far flung corners of the globe. I want to share with you the words of one incredibly courageous overseas student that I teach. This student faces an extraordinary daily challenge in an attempt to gain an education amidst tremendous ongoing political and social uncertainty, never knowing from one day to the next whether it would be possible to join classmates online.

"I just read news that the military has rewritten the cyber laws. Some of them are 'Any behaviour related to telecommunication and usage of internet service, be it posting on social media, zoom meeting, or even texting, downloading and installing etc are all deemed illegal and thus can be arrested. Any application, service or even the internet as a whole can be shut off without questioning, legislation and justification.' The news just came out a few minutes ago so I am still not sure if this will be applied strictly. Right now, the internet is still working fine and maybe it will still be for a few more days or maybe some good changes will happen. If I go missing again, it's probably the internet being shut down"

So as I sit here in lock down reflecting on the past year within the faculty, I have only admiration for the resilience, perseverance and courage of all students as they have pivoted from face-to-face to online learning. For those students studying abroad and for whom online learning is a constant, I simply cannot imagine how you continue to maintain motivation day in day out. For even though our day starts at 8.30 am it may well be a 5.45am start elsewhere in the world.

On behalf of the Individual and Societies faculty, I wish to commend all students once again for their tremendous efforts, as well as thanking all parents for your understanding and support in a year of learning equally as challenging as the last. To the Year 12 students of 2021, on behalf of their

IB teachers I wish you all the very best of success, in what has been a challenging two years in which to complete your IB studies. May your future shine bright.

Finally, I wish to thank all member of this faculty, for your unwavering commitment to providing the best educational experience possible, within the constraints of 2021. For despite all that has taken place, the adaptability, creativity, resilience and potential of our students has ultimately shone through as evidenced in these pages, due in no small part to your efforts.

AUSTRALIAN GEOGRAPHY COMPETITION RESULTS

There were some fantastic achievements in the 2021 Australian Geography Competition.

Special mention must be made of Dominique Littooij in Year 8 and Ryan Haque in Year 10 who both placed in the Top 1% of all students in their respective sections of the Competition.

Year 7

Top 1%

Dominique LITTOOIJ

High Distinction

Gus BONWICK
Lisa GALLAGHER
Darcy HILL
Ekam SIDHU
Harjas SINGH
Mia WALTERS

Distinction

Keerit KAUR
Shrey CHHABRA
Pranav LAMBA
Jivit SIVAKUMAR

Year 8

High Distinction

Lucy BEATON
Tom GREENWOOD
Benjamin MORGAN
James SULLIVAN

Distinction

Catherine BARKER
Kaushik KATHIK
Bavneet KAUR
Benjamin LITTOOIJ
Zeik MITCHELL
Ahmed RAZA

Year 9

High Distinction

Lucy BEATON
Anandajeeth SANAL

Distinction

Chelsea LI
Ayush MANDHAN
Uday SANDHU
Sasha WHITE

YEAR 10

Top 1%

Ryan HAQUE

High Distinction

Sebastian COSTA
Harrison HILL

Distinction

Grace ALDRIDGE
Ella CLARK
Maddison LING
Anna MAZUR
Finlay WALKER
Xingkun WANG

YEAR 11

High Distinction

Ethan CANNING

Distinction

Hannah CALDERWOOD

YEAR 12

Distinction

Sara KNIGHT

**AUSTRALIAN HISTORY
COMPETITION
RESULTS**

Students once again performed admirably in the 2021 Australian History Competition.

Year 7

High Distinction

Gus BONWICK
Darcy HILL
Jivit SIVAKUMAR

Distinction

Keerit KAUR
Dominique LITTOOIJ
Sushant PURI
Pranav SUDHEESH
Mia WALTERS

Year 8

High Distinction

Benjamin LITTOOIJ
Anabel PEREPPADAN
James SULLIVAN

Distinction

Archer BOVA
Kaushik KARTHIK
Aidan LING
Adam MORELLI
Benjamin MORGAN
Arabelle POUCHER
Kris RATTANACHAN
Xavier SINKELER
Harbariq SINGH

Year 9

High Distinction

Claire GALLAGHER
Prabhnoor KAUR
Sanal ANADAJEETH

Distinction

Amber ABELA
Lucy BEATON
Dayna FORD
Chelsea LI
Ayush MANDHAN
Alexander MERLO

Year 10

High Distinction

Harrison HILL

Distinction

Sanuda DIYAGAMA
Mariam GALLOWAY
Ryan HAQUE
Finlay WALKER

The Year 8 students participated in a Medieval Incursion organised by Ms Robyn Mumberson as part of their Humanities studies of The Middle Ages. On the day the students participated in workshops focussing on education and games, tournament, crime and punishment and weapons and armour.

The Year 10 Humanities students researched and presented on International Day their findings regarding the life and times of a notable historical figure as part of their study of History.

Jim Edmonds

Head of Learning - Individual and Societies





LANGUAGE A

“Like the queen on a chessboard, the teacher with the most moves has the most options and the greatest degree of influence.” (Garmston and Wellman). With this in mind, our teachers are always interested in exploring new strategies to engage our learners. This year, the faculty has spent time reflecting on our classroom practice and taken the opportunity to attend professional development to extend our repertoire of teaching techniques.

VISIBLE THINKING

A course on Visible Thinking provided teachers with a host of practical ideas that provide students with opportunities to work collaboratively, express ideas creatively and develop their skills in communication and critical thinking. These stimulating routines, developed by Harvard’s Project Zero, have been designed to enhance thinking skills in the classroom while also promoting content learning. With regular use, Visible Thinking Routines provide a system through which students are able to make a habit of deeper, more meaningful thinking.

In a more traditional classroom the teacher will typically direct questions to the entire class or to an individual. With Visible Thinking, students have time to consider a question individually before sharing their thoughts with a partner and then with a larger group. This results in greater interaction between students which often generates new ideas and deeper understanding. When relieved of potentially giving a ‘wrong answer’, students are more likely to take risks when expressing ideas and opinions.

Another technique we are trialing involves students selecting a colour, an image and a symbol they connect with a text they have been studying. Students are able to think more deeply and independently about the text by justifying their choices. This creative approach fosters independent thinking and can be a welcome variant on the standard response to questions written by the teacher.

While these techniques have been developed for face to face teaching, it has been relatively easy to adapt them for online learning. The chat room function in Microsoft Teams has proved useful for group discussion and Padlet has enabled students to post their ideas in a shared space just as they would on the classroom noticeboard.

THE ART OF GIVING FEEDBACK

Providing effective feedback is key to student progress. As teachers we are all too familiar with students focussing on the grade rather than teacher comments. The online workshop on ‘The Art of Giving Feedback’ provided some great ideas for teachers to support the progress of their students. The presenter, an IB English teacher from St. Leonard’s in Melbourne, shared a number of helpful approaches that he has used successfully with his own classes. Students are assessed according to the ‘Student Thinking Continuum’ developed as part of Harvard’s Project Zero. Students are encouraged to focus on ‘reasoning with evidence’ and ‘capturing the heart’ of a text when writing their responses. While there is a place for ‘describing what is there’, a deeper understanding and appreciation of a text may be achieved by uncovering its central message. These principles are explicitly taught and reinforced from Year 7 and up so students understand that retelling the story is unlikely to score high marks. Students are invited to peer assess and to highlight their work to show where





they believe they have 'captured the heart' and where they have provided 'reasoning with evidence'. Having appraised their work, students enter into a discussion with their teacher and gain verbal feedback. By following this process, the dialogue between teacher and student can be a genuine exchange where the student takes an active part in receiving teacher feedback.

BOOK AUDIT

An audit of the texts we teach across the school is currently underway. Our school librarian Libbee Semmens has surveyed the students about the novels they have studied and is examining the range of authors and themes explore in class readers. This will give us a broader view of the reading material students experience as they progress through the school and to make adjustments to ensure students are exposed to a variety of voices and themes in their English classes.

Despite the challenges we have faced this year, the department has been committed to innovation. Naturally, with change must come reflection. Over the coming months we will be asking ourselves how well the new ideas have worked in practice and how we can better adapt them to the needs of our students.

Farewell Ms. Pamela Tripp

This year we bid farewell to the incomparable Ms. Tripp who is retiring after 28 years' of dedicated service. During that time, Ms. Tripp has guided countless local and international students to academic success in IB Literature and Language B. A much respected teacher, many of her former students, now busy with successful careers and family, have kept in touch and still recall fond memories of Ms. Tripp and the valuable lessons she taught. Although known for keeping students on task with her famous 'look', she is very much appreciated as an approachable mentor and listener. She will be missed very much by staff who have enjoyed her wit and appreciated her kind heartedness and collegiality.

Angela Gower

Head of Learning – Language A



Bend It Like Beckham Essay
 (Chloe's Top Grade Book - Year 11 & 12 English - www.englishonline.co.uk/teachers)

<p>Ms. Gower</p> <p>Culture Clash</p> <p>Ms. Gower Example Topic Sentence: The clash between Jess's Indian culture and her love of English football is illustrated through contrasting costumes and the motif of Jess 'bending' the ball. Evidence & Explanation 1: In the scene where Jess kicks a football around a line of watching boys with Raju's sister, the contrast between</p>	<p>Cathryn</p> <p>Theme of Racism in Bend It Like Beckham</p> <p>The film Bend It Like Beckham was released in 2002 and directed by Gurinder Chakha and Deepak Niyami. Bend It Like Beckham is a film about a Sikh girl who wants to follow her dreams and play soccer but her strict parents want other for as it goes against their cultural values. The film revisits how the Indian community in Britain as well</p>	<p>Nelly</p> <p>Paragraph #1</p> <p>When Jess's comes back from the bus station, she talks to an English friend's parent taking to her parents and Picky trying to fit in the kitchen, Picky's friend's parents are there because they assumed that Jess was playing an English way at the bus stop, and can not stand the thought of their son marrying into a family that comes of such stereotypes, but</p>	<p>Caitlyn</p> <p>Feedback</p> <p>You exceed the topic gender stereotyping in the way in this paragraph.</p> <p>You need to start with a stronger topic sentence. A topic sentence should not start by describing a scene. It should explain the point you are making. You could write something like "The attitude of the male spectators at the soccer match highlights their sexist stereotyping of the female players."</p> <p>It's great that you connect on the dialogue and body language.</p>	<p>Ananya</p> <p>Immigration Effects on the Second-Generation</p> <p>This is one of those perfect example movies where cultural expectations of first generation immigrants influence and even change the course of life of their second generations. This is shown at the very beginning of the film when the British head Manchester United was dependent upon the pivotal figure of David Beckham, meanwhile Jess, with an Indian background dreams of playing for</p>
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LANGUAGE B

The Language B teachers of Indonesian, Chinese, Hindi, English, and Japanese all seek to inspire our students to love language learning by engaging with students through a variety of text types, songs, films, food, and other activities. We spent a lot of time online this year as well due to the Covid-19 pandemic. Learning languages online is not easy for students. All of Language B teachers have put in extra effort by incorporating ICT skills for remote learning and created supportive environment in which students can explore their ideas, share their works, and develop their language skills.

It is my great honour to serve as the Head of Learning, Language B. I am very lucky to have been able to work with a group of dedicated and passionate teachers who can motivate and challenge students, and made language learning enjoyable experience. Students have gained a lot of confidence in language studies and achieved excellent results. I look forward to another wonderful year in 2022.

Shingo Tamura
Head of Learning – Language B

English B (Language B): Movie Review: Wonder

By Nguyen Phuong Minh (10B)

Based on R. J. Palacio's hugely popular, award-winning novel, the movie "Wonder", is an American family drama, directed by Stephen Chobsky. This movie is about the journey of ten-year old, Auggie Pullman and how he tries to fit in school and his community. This role is played by Jacob Tremblay. In this movie, Auggie is a boy who is born with the Treacher Collins disease - a genetic disorder that affects the cheek bones, jaw, chin and ears. In short, this disease makes him look different from other children his age. This movie is set in North River Heights, Manhattan, New York in 2012.

The movie starts with Auggie attending school because his mother no longer believes she can provide his education needs. She feels it is time for Auggie to come out of his shell. As the story develops and as expected, Auggie experiences many challenges in school. He is called names, ignored, mocked and forced to take lunch alone because of his facial disfigurement. In addition, there is a rumor that Auggie is infected with the "plague." Therefore, the kids at school are frightened to come in contact with him. In spite of this, Auggie rises above these difficult times and is able to make good friends. Soon, others begin to see him for who he truly is rather than his physical looks.

An interesting and heart-warming scene is when Auggie's parents and sister comfort Auggie. I can see the love and compassion in their eyes, and they make me feel like they are all one big, loving family. I am truly amazed at how well this movie is produced, as well as how the actors portray their respective characters. This makes the movie more realistic and help viewers understand what it is like to have a special child in the family. Furthermore, I appreciate the powerful message of family ties and communal support. In fact, "Wonder" stands out among today's many action, horror, and other movie genres. It is a subtle reminder to be kind to people and to reach out to them. "Wonder", owing to the absence of mind-blowing effects is still able to leave a lasting impression on any viewer! The movie itself is a great demonstration of the power of words and small gestures.

To be kind to others is a lesson I have learned from "Wonder". It reminds me that every small action has a direct influence on the lives of others. When others are in need, we never know how much we can do until we take the first step! I would give this movie four stars since it is such a moving and meaningful film. So, go and watch it with your family. I hope you enjoy it!

WRITTEN WORKS LANGUAGE A & B

BOOK REVIEW

Arabelle Poucher

The Starless Sea by Erin Morgenstern

The Starless Sea follows Zachary Ezra Rawlins, a college student who one day, while sifting through stacks of books in his school library finds something extraordinary: a book written well before his time, with pages containing his own story. Upon this discovery, Zachary finds himself on a journey like no other: a journey to find the harbour upon the Starless Sea. To find love along the way. To make friends he would never have expected. To encounter danger unknown to any man. To find the end of his story, and where it began.

Erin Morgenstern does an excellent job combining fantasy, romance, and unexpected twists throughout this amazing novel. There is one tale mentioned in the book that I immediately fell in love with. The story of how Fate fell in love with Time, however, they were ripped apart by the stars. The more important of the two was to stay, while Fate was replaced with Choice, and Choice will never fall in love with anyone for long. I found the writing style of this section poetic and fascinating and loved the way it is incorporated into the main plot.

This novel will appeal to readers who are willing to take side paths to journey onwards with the main plot. The Starless Sea is a captivating story, that will intrigue you with every turn of a page. This is a tale of tales, where Fate and Time await.



SONNET CREATIVE RESPONSE

Ella Clark, Year 10

In 16th century England sonnets were written to praise a woman's beauty, often in hopes of seeking her affection, begin a romantic relationship or to express feelings of heartbreak. Typical sonnets would contain common ideals of a lady's beauty by comparing her lips or cheeks to roses, her skin to the whiteness of snow and her eyes to brightness of the sun. These clichéd metaphors were false comparisons, which gave the woman no individuality. In my sonnet I critique Henry Constable's 'boring metaphors', and use humour to mock his clichéd style. In the 16th century men wrote sonnets to women, not the other way round. By writing the woman's reply to Constable's sonnet, I aim to explore the difference between society then and now. In Constable's time, these sonnets were regarded as romantic, now the act of pestering a woman who does not reciprocate feelings, can be seen as sexual harassment. So, some 450 years after Constable penned his sonnet, the lady finally has the right of reply.

Sonnet by Henry Constable (1562-1613)

My Lady's presence makes the roses red
Because to see her lips they blush for shame.
The lilies' leaves for envy pale became
And her white hands in them this envy bred.
The marigold abroad the leaves did spread
Because the sun's and her power is the same
The violet of purple colour came
Dyed with the blood she made my heart to shed.
In brief, all flowers from her their virtue take
From her sweet breath their sweet smells do proceed
The living heat which her eyebeams do make
Warmeth the ground and quickneth the seed.
The rain wherewith she watereth these flowers
Falls from mine eyes which she dissolves in showers.

Sonnet response to Henry Constable

If thy lady's presence turns roses red,
Then I am not the lady you search for.
White lilies are not envious but dead,
massacred by thy boring metaphor.
You say my eyes shoot blinding laser beams.
If that were true I'd direct them to you,
To hear the sweet sound of thy fearful screams,
Turning white tender flesh, to barbeque.
And then the violet purple colour came,
But not as a symbol of thy heart's wreck,
A symbol of violence and strife and pain,
As I ring my pale hands around thy neck.
From my eyes, tears leave, and trail to my frown,
Not for thy flowers, in hopes you shall drown.

นวนิยายเรื่อง คำพิพากษา ผู้แต่ง ชาติ กอบจิตติ บทนี้บรรยายถึงความรักและความผูกพันของตัวละครเอกฟัก ผ่านการใช้กลวิธีการประพันธ์การบรรยายและบทสนทนานำเสนอความรัก ความคิดถึงของฟักที่มีถึงพ่อ ฝันถึงพ่อทุกคืน เป็นห่วงเป็นกังวลว่าวิญญาณของพ่อจะไม่ได้ไปสู่สุคติ ตัวอย่างจากในหนังสือ ผู้แต่งใช้กลวิธีการบรรยายถึงตัวละครเอก “เขาดังใจไว้ว่าภายในปีนี้จะต้องเผาศพพ่อให้ได้ตามประเพณีที่สืบทอดกันมา” หรือ “พ่อ...” ฟักเรียกเบาๆ เขารู้สึกกังวลใจพิกลเมื่อได้ใกล้ชิดกับพ่ออีกครั้งหนึ่ง” หรือ “แรงวังเวงในใจแปรเปลี่ยนเป็นความตื่นต้ออยู่ในอกคันท้นน้ำตาเอ่อท้นขึ้นมาที่เข่าตา” กลวิธีบทสนทนาของตัวละครเอกฟักและลุงไข่ “ไข่ พ่อเขาสบายแล้ว” ซึ่งทำให้ฉันรู้สึกสงสารและเห็นใจตัวละครเอก เพราะพ่อเปรียบเสมือนเป็นทุกอย่างของฟัก เมื่อฟักสูญเสียพ่อไปแล้วนั้น ชีวิตเสมือนไร้จุดหมาย โดยเฉพาะเมื่อผู้แต่งบรรยายถึงกิริยาอาการของฟักเมื่อจะต้องเผาศพของพ่อ สามารถแสดงได้ถึงความรักของฟักที่มีต่อพ่ออย่างมาก ทำให้ผู้อ่านสามารถเข้าถึงอารมณ์ความรู้สึกของตัวละครที่ผู้แต่งต้องการจะสื่อได้อย่างดี สะท้อนให้เห็นว่า ผู้แต่งนำเสนอความรักความผูกพันของตัวละครเอกฟักที่มีต่อพ่อ ผ่านกลวิธีการบรรยายและบทสนทนา ถึงความอาลัย คิดถึงของฟักที่มีต่อพ่อ ทำให้ผู้อ่านมีความรู้สึกสงสารเห็นอกเห็นใจ

Pitchayapa Chommontha

Year 11 B

Thai A Literature HL

MATHEMATICS

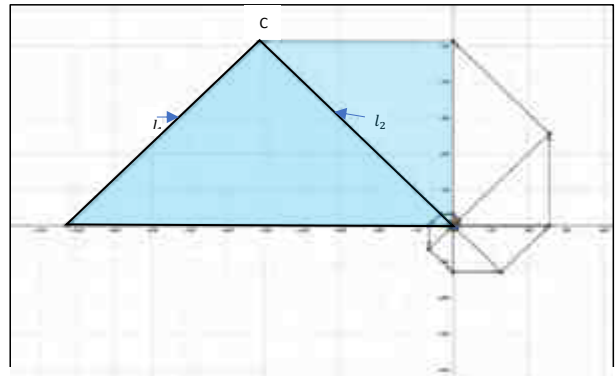


Without a doubt, one of the most exciting experiences teaching mathematics arises when students embark on project work. The learning that takes place when students venture into the unknown is supreme. However, this journey, a little like the Yellow Brick Road has its lions, tigers and bears. In undertaking an algebraic challenge there are many places where an expression, beautifully derived, becomes too difficult to solve, or there is simply no solution. In many ways, this common frustration of not being able to progress, is what gives mathematics its fear factor. Notwithstanding these possible encounters, students seek mathematical challenges via the Extended Essay or Internal Assessment routes and take risks in pursuit of the thrill of making a break-through. In the words of Mark Twain – “Do the thing you fear most, and the death of fear is certain”. I wish to highlight student work this year in which tasks once started have required immense resilience, innovation and dedication to manipulate and thus arrive at the desired result.



The first of these was **Ann Baiju's** Extended Essay that explored the mathematical properties that arise when a complex number $Z=a+bi$ is raised to the power of either increasing or decreasing values n . The points that are

obtained once plotted on the Argand Diagram form a spiral pattern as can be seen in the figure. Ann was successful in her attempt to find a general formula that finds the distance between successive points as well as the triangular area that successive points enclose with the origin. A small sample of her work in arriving at the expression for the distance is shown.



$$d = \sqrt{(a^2 + b^2)^n + (a^2 + b^2)^{n+1} - 2 \left((a^2 + b^2)^{\frac{n}{2}} (a^2 + b^2)^{\frac{n+1}{2}} \right) \left(\frac{1}{\sqrt{\left(\frac{b}{a}\right)^2 + 1}} \right)}$$

To simplify the fraction, I multiplied it by $\frac{a}{a}$

$$\frac{1}{\sqrt{\left(\frac{b}{a}\right)^2 + 1}} = \frac{1}{\sqrt{\left(\frac{b^2}{a^2}\right) + 1}}$$

$$\begin{aligned} & \frac{1}{\sqrt{\left(\frac{b^2}{a^2}\right) + 1}} \times \frac{a}{a} \\ &= \frac{a}{\sqrt{\left(\frac{b^2}{a^2}\right) + 1} \times a^2} \\ &= \frac{a}{\sqrt{b^2 + a^2}} \\ &= \frac{a}{(a^2 + b^2)^{\frac{1}{2}}} \end{aligned}$$

$$\begin{aligned} d &= \sqrt{(a^2 + b^2)^n + (a^2 + b^2)^{n+1} - 2 \left((a^2 + b^2)^{\frac{n}{2}} (a^2 + b^2)^{\frac{n+1}{2}} \right) \left(\frac{a}{(a^2 + b^2)^{\frac{1}{2}}} \right)} \\ &= \sqrt{(a^2 + b^2)^n + (a^2 + b^2)^{n+1} - 2(a^2 + b^2)^{\frac{n}{2}} (a^2 + b^2)^{\frac{1}{2}} \left(\frac{a}{(a^2 + b^2)^{\frac{1}{2}}} \right)} \end{aligned}$$

The $(a^2 + b^2)^{\frac{1}{2}}$ can be cancelled, and I was left with

$$\begin{aligned} &= \sqrt{(a^2 + b^2)^n + (a^2 + b^2)^{n+1} - 2a(a^2 + b^2)^n} \\ &= \sqrt{(a^2 + b^2)^{n+1} + (1 - 2a)(a^2 + b^2)^n} \end{aligned}$$

To get this in the form of the modulus multiplied by some factor I did some further expansion

$$\begin{aligned} &= \sqrt{(a^2 + b^2)^n (a^2 + b^2) + (1 - 2a)(a^2 + b^2)^n} \\ &= \sqrt{(a^2 + b^2)^n ((a^2 + b^2) + 1 - 2a)} \\ &= \sqrt{(a^2 + b^2)^n ((a - 1)^2 + b^2)} \end{aligned}$$

$$\therefore \text{distance between two adjacent points} = \sqrt{(a^2 + b^2)^n ((a - 1)^2 + b^2)}$$

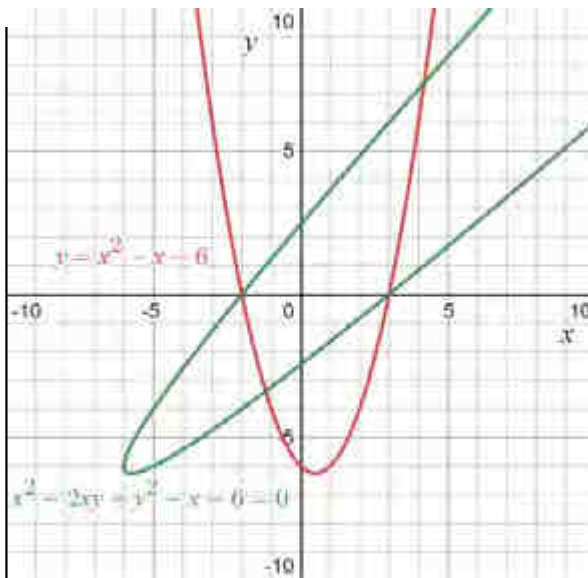


Yiwen (Even) Zhang's

Exploration is based on the rearrangement of the humble quadratic equation to create two new functions that when combined produce an oblique parabola. The

quadratic equation is shown together with the manipulated implicit expression, that produces in the oblique parabola.

Even's Exploration looks at what transformations are necessary to produce the oblique parabola from the original quadratic. Horizontal and vertical translations as well as dilations and rotations were required. A key feature of his investigation was to generally prove the position of the turning point (vertex) for any oblique parabola. I have provided a snippet of the working required. What you will notice on perusal is the resilience and accuracy required to ensure no errors are made in these long and elegant expressions.



$$\frac{(a+1)^3}{b^2}x^2 - \frac{2\sqrt{a}(a+1)^3}{ab^2}x\left(\sqrt{ax} - \frac{b^2}{2(a+1)}\right) + \frac{(a+1)^3}{ab^2}\left(\sqrt{ax} - \frac{b^2}{2(a+1)}\right)^2 + \left(\frac{(a+1)^2 - b\sqrt{a}(a+1)^2}{ab}\right)x + \left(\frac{b(a+1)^2 + \sqrt{a}(a+1)^2}{ab}\right)\left(\sqrt{ax} - \frac{b^2}{2(a+1)}\right) + c(a+1) = 0$$

$$\frac{(a+1)^3}{b^2}x^2 - \frac{2(a+1)^2}{b^2}x^2 + \frac{\sqrt{a}(a+1)^2}{a}x + \frac{(a+1)^3}{ab^2}\left(ax^2 + \frac{b^4}{4(a+1)^2} - \frac{b^2\sqrt{ax}}{(a+1)}\right) + \frac{(a+1)^2}{ab}x - \frac{\sqrt{a}(a+1)^2}{a}x + \frac{\sqrt{a}(a+1)^2}{a}x + \frac{(a+1)^2}{b}x - \frac{b^2(a+1)}{2a} - \frac{b\sqrt{a}(a+1)}{2a} + c(a+1) = 0$$

$$\frac{(a+1)^3}{b^2}x^2 - \frac{2(a+1)^2}{b^2}x^2 + \frac{\sqrt{a}(a+1)^2}{a}x + \frac{(a+1)^3}{b^2}x^2 + \frac{b^2(a+1)}{4a} - \frac{\sqrt{a}(a+1)^2}{a}x + \frac{(a+1)^2}{ab}x - \frac{\sqrt{a}(a+1)^2}{a}x + \frac{\sqrt{a}(a+1)^2}{a}x + \frac{(a+1)^2}{b}x - \frac{b^2(a+1) + b\sqrt{a}(a+1)}{2a} + c(a+1) = 0$$

$$\frac{b^2(a+1)}{4a} + \frac{(a+1)^2}{ab}x + \frac{(a+1)^2}{b}x - \frac{b^2(a+1) + b\sqrt{a}(a+1)}{2a} + c(a+1) = 0$$

$$\left(\frac{(a+1)^3}{ab}\right)x = \frac{2b^2(a+1) + 2b\sqrt{a}(a+1) - b^2(a+1) - c(a+1)}{4a}$$

$$\left(\frac{(a+1)^3}{ab}\right)x = \frac{b^2(a+1) + 2b\sqrt{a}(a+1) - 4ac(a+1)}{4a}$$

$$\left(\frac{(a+1)^3}{ab}\right)x = \frac{(b^2 + 2b\sqrt{a} - 4ac)(a+1)}{4a}$$

$$x = \frac{(b^2 + 2b\sqrt{a} - 4ac)(a+1)}{4a} \times \frac{ab}{(a+1)^3}$$

$$x = \frac{b^3 - 4abc + 2b^2\sqrt{a}}{4(a+1)^2}$$

Substitute x into $y = \sqrt{ax} - \frac{b^2}{2(a+1)}$.

$$y = \sqrt{a}\left(\frac{b^3 + 2b^2\sqrt{a} - 4abc}{4(a+1)^2}\right) - \frac{b^2}{2(a+1)}$$

$$y = \frac{\sqrt{a}(b^3 - 4abc) + 2ab^2 - 2b^2(a+1)}{4(a+1)^2}$$

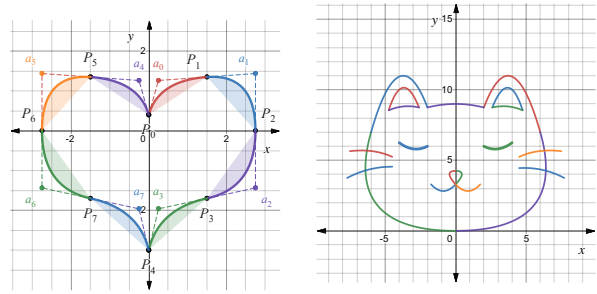
$$y = \frac{(b^3 - 4abc)\sqrt{a} - 2b^2}{4(a+1)^2}$$

Therefore, the vertex for the intermediate parabola is $\left(\frac{b^3 - 4abc + 2b^2\sqrt{a}}{4(a+1)^2}, \frac{(b^3 - 4abc)\sqrt{a} - 2b^2}{4(a+1)^2}\right)$

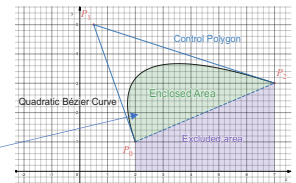


Ever wonder how computers can produce lovely smooth perfect looking curves. Well so did **Tran Thao Hien (Daisy) Phan** who investigated the properties of Bézier curves, namely their length and enclosed area.

Daisy was cleverly able to construct the two pictures shown using her knowledge of this mathematical technique. Bézier curves were widely publicized in the early 1060s by the French engineer Pierre Bézier, who used them to design automobile bodies at Renault. Today they are used in computer graphics, animation, modelling, CAD, and many other related fields. When individual curves constructed by three control points coincide, they need to match in gradient, curvature, and location, and this is done using a set of simultaneous equations. Daisy extended her understanding of these curves and developed an equation for the total length L and the area enclosed A (as shown in the diagram). The 3 points used to form the quadratic convex hull are (x_0, y_0) , (x_1, y_1) and (x_2, y_2) . These variable are seen displayed in both formulae.



$$L = \frac{2\sqrt{(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2} \left[\begin{aligned} &2[(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2)] \\ &+ 2[(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2] \\ &(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2 \\ &+ 2(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2) \\ &+ (x_1 - x_2)^2 + (y_1 - y_2)^2 \end{aligned} \right]}{2\sqrt{(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2)}} + \frac{2\sqrt{(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2} \left[\begin{aligned} &2[(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2)] \\ &+ 2[(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2] \\ &(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2 \\ &+ 2(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2) \\ &+ (x_1 - x_2)^2 + (y_1 - y_2)^2 \end{aligned} \right]}{2\sqrt{(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2)}} + 2 \frac{2\sqrt{(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2} \left[\begin{aligned} &2[(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2)] \\ &+ 2[(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2] \\ &(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2 \\ &+ 2(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2) \\ &+ (x_1 - x_2)^2 + (y_1 - y_2)^2 \end{aligned} \right]}{2\sqrt{(x_0 - 2x_1 + x_2)(x_1 - x_2) + 2(y_0 - 2y_1 + y_2)(y_1 - y_2)}} + 2\sqrt{[(x_0 - 2x_1 + x_2)^2 + (y_0 - 2y_1 + y_2)^2][(x_1 - x_2)^2 + (y_1 - y_2)^2]}$$



$$A = \int_0^1 ((1-t)^2 y_0 + 2t(1-t)y_1 + t^2 y_2) (2(t-1)x_0 - 2(2t-1)x_1 + 2tx_2) dt$$

$$A_{\text{enclosed}} = \left| \frac{1}{3} (x_0 y_2 - x_2 y_0 + x_1 y_0 - x_0 y_1 + x_2 y_1 - x_1 y_2) \right|$$



This year, for the first time, we had two Standard Level students (**Hannah Moore and Charlie Attard**) undertake an Extended Essay in Mathematics. This was a pleasing step and I hope it gives future students more confidence in tackling an EE, regardless of what level of mathematics that a student is studying. Across the page shows part of Hannah's well developed and presented Essay, in which she has derived an

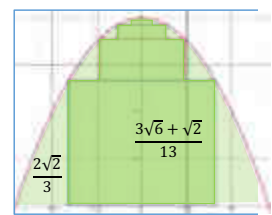


expression for the sum of an infinite number of maximum rectangles that can be stacked on top of each other, whilst being enclosed within an inverted parabola of varying dilations. S_{∞} refers to the sum of the infinite areas for a given dilation factor a , $S_{\infty} = 4/(\sqrt{a}(3\sqrt{3}-1))$. The table shows all the elemental steps that required consideration in moving towards developing her general expression.

	$y = 1 - 3x^2$	$y = 1 - \frac{1}{2}x^2$	$y = 1 - \frac{1}{3}x^2$
Rectangle 1 area	$A_1 = \frac{4}{9}$	$A_1 = \frac{4\sqrt{6}}{9}$	$A_1 = \frac{4}{3}$
Rectangle 2 area	$A_2 = \frac{4\sqrt{3}}{81}$	$A_2 = \frac{4\sqrt{2}}{27}$	$A_2 = \frac{4\sqrt{3}}{21}$
Rectangle 3 area	$A_3 = \frac{4}{243}$	$A_3 = \frac{4\sqrt{6}}{243}$	$A_3 = \frac{4}{81}$
Common ratio (r)	$r = \frac{\sqrt{3}}{9}$	$r = \frac{\sqrt{3}}{9}$	$r = \frac{\sqrt{3}}{9}$
Total rectangles area (S_{∞})	$S_{\infty} = \frac{18 + 2\sqrt{3}}{39}$	$S_{\infty} = \frac{6\sqrt{6} + 2\sqrt{2}}{13}$	$S_{\infty} = \frac{18 + 2\sqrt{3}}{13}$
Integrated area under curve (A_i)	$A_i = \frac{4\sqrt{3}}{9}$	$A_i = \frac{4\sqrt{2}}{3}$	$A_i = \frac{4\sqrt{3}}{3}$
Proportion of A_i in S_{∞} (p)	$p = \frac{9\sqrt{3} + 3}{26}$	$p = \frac{9\sqrt{3} + 3}{26}$	$p = \frac{9\sqrt{3} + 3}{26}$



[Fig 3.13 $y = -3x^2 + 1$ parabola]



[Fig. 3.12 Comparison of areas]



Project work is clearly a very important skill required by our IB students contributing 20% to the overall final IB score. As such the processing and presentation of mathematical information is a skill that is fundamental

and included at all year levels. A great example of this was the task carried out in the fun Year 3 Master Chef project. Students were required to choose a 3-course meal, work out quantities and complete a shopping list of costings. A compilation of the class work will be turned into a class recipe book. Some students took the project a step further and actually cooked the meal for the family. Photographs show Annabelle Ryan with her amazing thermomix milo mouse and Ethan Santarossa's egg and bacon burgers with costings.



Food	Price
4 x eggs	1.30
4 x rashers of bacon	10.00
4 x burger buns	5.00
Optional tomato sauce	1.00
Total	\$17.30



Congratulations to Mr Lineage on his appointment as IB Mathematics AA Examiner. Together with Dr. Tanko, who is an Examiner in Mathematics AI, the department

now has experienced teachers in both IB subjects. Examiners over the past few years have participated both in grading Internal Assessment and marking of examination papers. These important tasks have given the department a sound advantage when it comes to preparing students for the Exploration and for examinations. Vital feedback obtained during assessing is directly passed on to students, ensuring their responses are in line with IB expectations.



On Thursday 5th over 300 students throughout the school participated in the annual Australian Mathematics Competition. Last year the competition was partly suspended to due lockdown. However, this year a small

window of opportunity allowed us to complete the competition under normal test conditions. I wish to highlight George Smith's outstanding Prize award for scoring 28 correct answers out of 30. This places George within the top 1% of students competing within his year level across Australia.

I wish to highlight George Smith's outstanding Prize award for scoring 28 correct answers out of 30. This places George within the top 1% of students competing within his year level across Australia.

The competition which involves completing 30 questions that gradually increase in their level of difficulty is international recognized and we had many.

AUSTRALIAN MATHEMATICS COMPETITION AWARDEES

PRIZE



George Smith
Year 3



Yen-Chun
Chen Year 9

HIGH DISTINCTION

DISTINCTION



Vihaan Brijesh
Year 3



Rudransh Kohli
Year 3



Inayat Sandhu
Year 3



Richa Ganessane
Year 4



Jaydev Rajeev
Year 4



Ishana John
Year 5



Vyom Thakur
Year 6



Amber Sherwood
Year 6



Zachery
Stewart Year 6



Max Carter
Year 7



Rudransh Kohli
Year 7



Binuli Hemachandra
Year 7



Harry Mannath
Year 7



Sushant Puri
Year 7



Benyamin
Littooj Year 8



Bavneet Kaur
Year 8



Lucy Beaton
Year 9



Mankiratjot
Multani Year 9



Prabhnoor
Kaur Year 9



Ryan Haque
Year 10



Jasmeet Singhj
Year 10



Sebastian Costa
Year 10



Kishan Jashad
Year 10



Lucas Edmonds
Year 11



Yiwen (Even)
Zhang Year 12

NOT PICTURED:

Xuanxuan Yi
Year 6

Riley Egan
Year 8

The Mathletics platform has continued as our online learning preference for students within the Primary School. The engaging platform contains graduated learning exercises that students can individually work through at their own pace. Moreover, students can take the initiative and extend their understanding in a variety of concept areas if they feel inclined.

Midway during 2021 we had new teacher Thomas Baker join the department to fill in for Ms Burns (taking Long-Service-Leave). I would like to thank Thomas for his great work over the past few months. As a recent graduate, I have been very impressed with his professionalism and enthusiasm towards developing his teaching skills. A special thanks also to Mr Kerr who assisted greatly with Thomas' induction into the department. It's wonderful to welcome new teachers to the profession and a little sad to say goodbye to long time teacher Roscoe Wright.

I have known Roscoe for over twenty years and have always looked upon him as a leader, mentor, and close personal friend. He is a colleague and educator of the highest calibre. I was fortunate to teach alongside Ross on many occasions and enjoyed the comradery and competitiveness in striving to obtain the best outcomes for our students. Ross' style, simply put, is to know your stuff and work hard to provide students with heaps of assessment and feedback. As an IB Examiner he has been recognized as a senior contributor and is regularly apart of the team that sets marking schemes and checks when students enquire on final results. He is a raconteur, a comedian, a top sportsman and is indefatigable in his efforts to help anyone. All the best in retirement and thanks for the many years of service in helping young people endeavour to better themselves.



In concluding, it has been a great honour to act as Head of Learning-Mathematics in 2021. I look forward to 2022 with the aim of continually improving the effectiveness of our teaching strategies for both students and parents and ensuring that we continue to expand our capacity to enhance learning outcomes for all students. Finally, all members of the department would like to take this opportunity to wish all the best to the Year 12 students of 2021.



SCIENCE



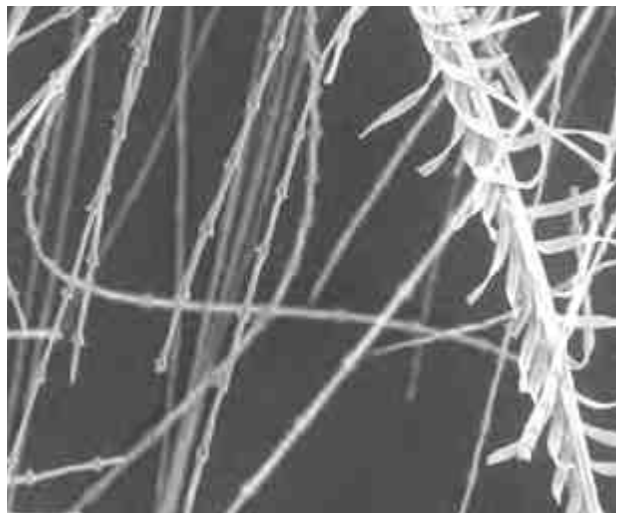
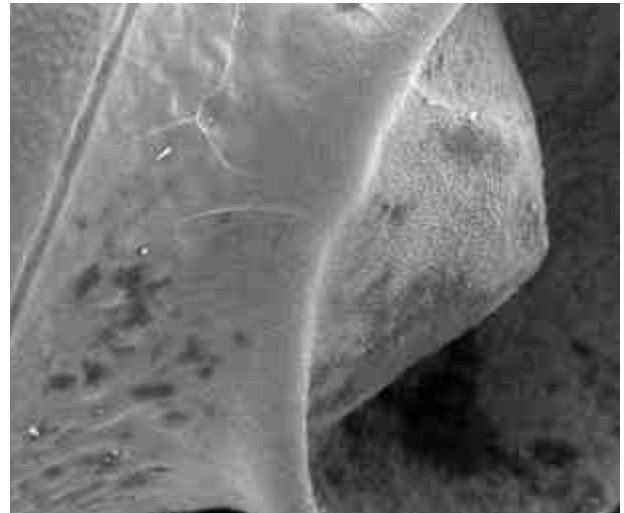
We have had another challenging year with intermittent periods of remote learning. Once again, our teachers have risen professionally to the challenge and continued to provide the best possible learning experiences for their classes. Students have adapted well to the requirements of remote learning and have made the most of opportunities when in the classroom to do experimental work.

We welcomed new staff members to the faculty: Megan Laing, Leanne Little and Chris Polidano joined us at the beginning of the year, and Thomas Baker joined us at the start of Semester 2. They joined the existing team of Lynne Christie, Georgie Garner, Baldev Kahlon, Cheryl Moulder, Andrew Pharoah, Judy Rutter, Dan Schembri, Paul Szczur, Jodie Wood and Ross Wright.

Some highlights of the year include the week the Scanning Electron Microscope came to school, the Big Science Competition, and the start of an extended project to establish nesting boxes in the local area.

SCANNING ELECTRON MICROSCOPE

Judy Rutter organised this event. Judy, Jodie, Dan and Jen trained in the use of the equipment, and students from Year 4 to Year 12 attended sessions to look at items magnified hundreds to thousands of times. There were lessons in measurement, scale, classification, software perspectives and imaging tricks. Students learnt that this microscope is not just for Science, but is useful in all situations that involve nano-scale: nanotechnology, industrial manufacturing, forensics, cosmetics, medicine and other fields of research. Huge thanks to Judy and her enthusiastic team, and to all the teachers who brought their classes along.





BIG SCIENCE COMPETITION

Dan Schembri organised this for fifty high-achieving Science students in Years 7-10, giving up his time to supervise the tests. We are very grateful.

Five students received a **High Distinction certificate**, representing the top 5% of participants. Congratulations to Emily Beaton, Darcy Hill, Rudransh Kohli (Year 7), Ella Miller (Year 8) and Xingkun Wang (Year 10).

Seventeen students received a **Distinction certificate**, representing 10-15% of the cohort. Congratulations to Lisa Gallagher, Sushant Puri, Mia Walters (Year 7), Aidan Ling, Benjamin Littooij, Zeik Mitchell, Benjamin Morgan, Anabel Pereppadan, Arabelle Poucher (Year 8), Lucy Beaton, Anandajeeth Sanal, Eaknoor Sidhu (Year 9), Grace Aldridge, Ella Clark, Sanuda Diyagama, Ryan Haque and Harrison Hill (Year 10).

Nineteen students received a **Credit certificate**, awarded to 25-30% of all entrants. Congratulations to Arjun Ganessane (Year 7), Caitlyn Brincat, Arushi Davar, Katie Jones, Brahmleen Kaur, Bryce Meuwissen, India Paleg, Gurnoor Sarao, Simrat Singh, Parvathy Sreena Rajesh, Jasraj Virdee (Year 8), Yen-Chun Chen, Hernoor Kaur, Yin Xi Li, Mankiratjot Multani (year 9), Rishabh Bhambi, Georgia Fletcher, Kishan Jashad, and Aarushi Sodhi (Year 10).

Well done to the remaining students who received **Participation certificates**: Amreen Grewal (Year 7), Eknour Singh Mavi, Xavier Sinkeler (Year 8), Claire Gallagher, Prabhnoor Kaur, Heeya Kaushik, Hana Khodabocus, Amber Meuwissen (Year 9) and Phuong Minh Nguyen (Year 10).



NESTING BOXES

This is another wonderful initiative that Judy Rutter has in the pipeline. Nesting boxes for possums, owls, rosellas, phascogales and other local wildlife have been obtained as flat-packs and will be constructed by students as part of the CAS program. The location and fixing of boxes to trees is quite a complicated process as the orientation and height, and inclusion in a wildlife corridor, must be taken into consideration. Jodie Wood has created QR codes for each box so that once they are in place, students in Years 3-12 and the wider community will be able to safely observe and learn about local wildlife.

Middle School students participated enthusiastically in a range of activities. Year 5 students walked around the grounds as environmental scientists in Term 1. They were studying Space and the Solar System when there was a super blood-red moon and total lunar eclipse, and shared their photos during the evening. Year 6 students observed a Rube Goldberg machine, tried to create their own and then made videos of their investigations. They also learnt about bees and their importance to ecosystems. In Term 3, Year 3-6 students took part in the 2021 Invention Convention that is normally held at Questacon in Canberra. Year 3&4 students designed a toy and Year 5&6 students created a prototype of an entirely new concept or a new design of something that has been previously invented. They then presented their ideas online to various staff. It was great to see the enthusiasm and creativity shown by the students.

Cheryl Moulder
Head of Learning-Science

PHYSICAL EDUCATION



It has been great for students to have more Physical Education and Sport this year after an interrupted 2020. Last year concluded with Mitchell House taking out the annual House Sports Carnival where students participated in Basketball, Netball, Hockey, Rounders and Soccer round robins.

The House Athletics Carnival was a great way to kick-off 2021. All students participated in track & field events, along with novelty events throughout the day. Congratulations to event winner Mitchell House and well done to captains Taryn Furletti and Scott McMaster for the organisation and encouragement of their team.

The past year has seen students participating in a wide variety of activities during their Physical Education classes. As well as standard sports, such as Volleyball, Cricket, Badminton, Australian Football etc. we have had some exciting specialised lessons. Students undertook Gymnastics lessons with instructors from Birralee Gymnastics and Self-Defence lessons with The Winged Dragon Martial Arts. Year 10 students have been participating in Ballroom Dancing lessons in preparation for the Year 10 Ball later in the year. This is always a special event and something to look forward too.

I would like to thank all staff, students and parents for their support with the PE programme. I hope the students have enjoyed the activities as much as I have.

David Wittmer

Head of Health & Physical Education





SPORTS COORDINATOR

YEAR 3 – 6

District Swimming Championships

Hamish Xing – 3rd for 50m Freestyle
Shaurya Jaswal – 2nd for 50m Backstroke
Akshara Bala – 4th for 50m Breaststroke
12/13 Boys 4 × 50m Relay – 3rd place

Division Swimming Championships

Shaurya Jaswal – 4th for 50m Backstroke

District Cross Country Carnival

Mackenzie Macdonald – 3rd Place
Shaurya Jaswal – 7th Place
Charlie McGregor – Top 20
Jackson Macdonald – Top 20

Division Cross Country Carnival

Mackenzie Macdonald – 6th
Shaurya Jaswal – Top 20

District Basketball Round Robin

Boys team: Dexter Mott, Zachery Stewart, Yuvaan Nagpal, Jett Rosenberg, Vyom Thakur, Ethan Finnin – Placed 3rd in the district round robin

Girls team: Molly Mitchell, Sarah Barker, Imogen White, Marlie Smith, Indyana Aleti, Zoe Pretorius, Amira Budathoki – Place 3rd in the district round robin



YEAR 7 – 12

Division Swimming Championships

Niamh Ireland – 200m Freestyle (1st), 100m Freestyle (1st), 50m Backstroke (1st) > Received Age Champion

Lucy Beaton – 100m Butterfly (1st), 50m Butterfly (1st), 100m Freestyle (1st), 50m Freestyle (1st) and 4 × 50m Freestyle Relay (1st) > Received Age Champion

Relay Team – Girls 15 years 4 × 50m Freestyle Relay (1st) – Heeya Kaushik, Amber Meuwissen, Renisa Paul and Lucy Beaton



Regional Swimming Championships

Niamh Ireland – 200m Freestyle (3rd), 100m Freestyle (6th), 50m Freestyle (6th), 50m Backstroke (6th)

Lucy Beaton – 100m Butterfly (4th), 50m Butterfly (6th), 100m Freestyle (6th), 50m Freestyle (6th)

Relay Team – Girls 15 years 4 × 50m Freestyle Relay (8th) – Heeya Kaushik, Amber Meuwissen, Renisa Paul and Lucy Beaton



Regional Girls Tennis Championships

11/12 Girls Team – Montana Daniells, Aliyah Laffan, Bridgette Davies, Grace Heywood (3rd)

9/10 Girls Team – Claire Gallagher, Anna Baiju, Ravneet Kaur, Sehaj Kaur (4th)



Regional Netball Championships

9/10 Boys Team – Ryan Knight, Uday Sandhu, Kirat Maltori, Hamish Pezzimenti (Absent: Oliver Robinson, Finlay Walker, Kishan Jashad) – (4th)

9/10 Girls Team – Chloe Mott, Anika Edmonds, Stella Bowcott, Georgia Caddies, Amelia Knight, Emily Gratten, Heeya Kaushik, Milla Webster, Victoria Sullivan, Oliva Excell (4th)





THE ARTS

There are several objectives behind Arts Education. We want to equip students with fluency in another language – Art is a form of communication. We want them to discover resilience and perseverance, which they achieve when they tackle something difficult and continue improving it until it's terrific. We want them to be bold enough to try the unfamiliar, and perhaps discover something that they didn't realise they were good at. And we want students to discover that they have ideas inside them that can become remarkable pieces of Art. This is perhaps the aspect I most love about teaching Music.

Artistic endeavour requires the artist to build upon their internal concept, then to connect their intention to the outcome. Students are asked to conceive an idea, then present it musically, visually, or dramatically. It is challenging to create an idea. There is no precedent, because the idea must be personal. Then, the student is asked to present a result for public viewing or assessment. Students only have the skills they have learned in which to convey their deeply felt idea. Every time they present art work the students becomes vulnerable, because they must display their idea using only what is in their own skills 'tool-box'. Arts students truly are 'risk-takers'.

We have seen the results of this approach in students' work in every area of the Arts.

Philippa Kirwan initiated a collaborative work between the Primary and lower Secondary levels, where the older students mentored the younger ones through Drama activities. This was very well received by both groups, particularly the Primary students who took to Drama with gusto.

Year 10 Drama students studied Improvisational Theatre and Theatre of Absurd in Semester 1. Their understanding of theatrical conventions and styles were on fine display in their end-of-semester Drama Showcase. The Year 10 Music students created and performed incidental Music for the performance, which intensified the strangeness of the on-stage action.

The annual Art Show was another triumph. Curated by Lynda Allen, this display included work from every year level. Sections of the exhibition was charmingly whimsical, some witty, some elegantly beautiful. The work of the IB students was sophisticated and highly skilful, ideal examples of the success that can appear when concept and realisation are perfectly blended. Much of the work from the exhibition can be seen in the Art Magazine.

Details about the Music Faculty, performances and events can be found in the Music Contribution.

Catherine Stringer
Head of The Arts







CAREERS

During COVID-19 the Careers program adopted a hybrid approach to continue the focus on regular individual student consultations, but has also been supported by online institutional meetings, virtual Open Days and degree specific information sessions. From Pre-IB Year 10 the aim is to support students as they explore their academic interests and personal skills on the pathway towards their future career. The Careers Counsellor consults the IB Coordinator, Heads of Year, counselling and teaching staff to ensure that a holistic approach is taken, enabling the overall university course outcome for the student to be realistic and relevant to their goals.

The amazing Class of 2020 achieved results that lead to the usual 90% of our graduates receiving offers from The Group of Eight. We are a partner International school with The University of Melbourne (MSPI) and this close relationship is reflected in the 30% of graduates who are offered places at UOM. However Monash continues to be the destination of choice with nearly 50% of the Class of 2020 receiving an offer reflecting the broad range of single and double degree options over their four campuses.

During early 2021 eight offers for overseas degrees were received covering universities in Singapore (NUS), Hong Kong (UHK), Germany and Sophia in Japan. Students with UK places decided to accept their G8 offers instead. There were

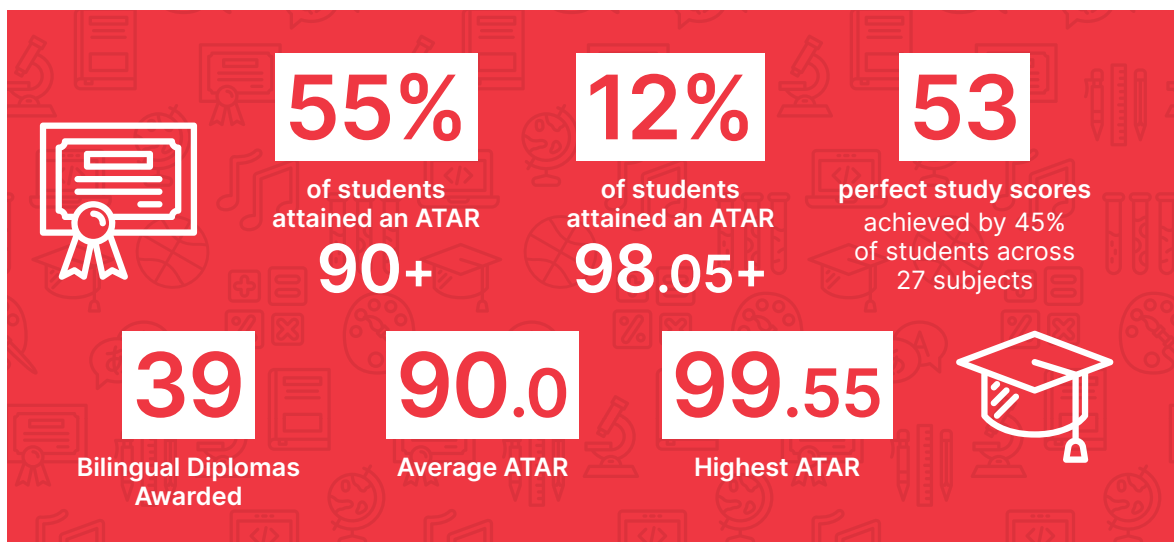
no USA applications due to the uncertainties for international education there.

Extended Homeroom (Years 10 – 12) and Camps provide the opportunity for general information sessions e.g. VTAC procedures and the weekly Careers tutorial on Mondays enables students to prepare for more specific requirements e.g. medical schools, international university applications, in particular for SAT tests for the US and for personal statements, admission tests and interviews required by the UK and various overseas universities.

The IB subject selection process starts with the Morrisby test and a detailed follow-up interview with the Careers Counsellor. A subject expo is held and Year 10 students ask more detailed questions about potential subject choices. Open Day excursions to The University of Melbourne and Monash University couldn't occur but the virtual sessions actually provide a longer window for the Year 10s to evaluate their IB subject choices in light of their proposed career plans.

Our Careers program is centred on individual consultation, attention to detail and aims to provide every opportunity for our students to use their IB Diploma Programme results and talents to achieve their career goals!

Elizabeth McCormick
Careers



DEBATING AND PUBLIC SPEAKING



Despite Covid restrictions, we have had a very successful year in debating and public speaking as students have been able to participate in a whole range of competitions and events online. No fewer than 56 students from Years 7 to 12 have participated in some form of public speaking this year. It has been wonderful to see our students' enthusiasm for researching, formulating ideas and voicing their opinions on a whole range of topics. This year's activities have included:

- The Debating Association of Victoria (DAV) Schools' Debating Competition.
- The DAV Public Speaking Competition
- The DAV Junior Programme
- United Nations Youth State Conference
- UN Youth Evatt Model United Nations Competition
- UN Youth 'Voice' Competition

SPECIAL MENTION

A special mention must go to India Paleg, Arushi Devar, Parvathy Rajesh and Brahmleen Kaur. These four Year 8 students reached the quarter finals of the Debating Association's Schools' Competition. Although the competition is strictly for Year 9 and up, the girls were keen to participate. Little did we expect at the outset that they would go on to beat teams of older students from some of the most respected schools in Melbourne! Throughout the competition, the girls demonstrated great maturity, tenacity and a willingness to hone their skills. Teams competing next year will need to watch out as the girls intend to pursue their passion for debating!

STUDENT REFLECTIONS

"This year I joined the UN Youth state conference with a few of my peers. It took place over the weekend at Camp Manyung in Mount Eliza. I was the delegate for the Syrian Arab Republic and this year's conference theme was global health, in connection with the recent COVID-19 pandemic. We all participated in approximately 6 workshops each discussing different areas of health such as mental health, physical health, indigenous health and government policies on mental health. These workshops were challenging to begin with, because I was split from my friends and had to be brave in front of 8 new people. But I slowly warmed up and was able to actively contribute to the discussions and activities in the workshops. These health workshops were one of the most rewarding parts of state conference because I not only learnt about health, but I also learnt about the range of opinions people have and how to respect their beliefs. These workshops meant a lot to me as I was able to develop personal skills and make over 20 new friends from diverse backgrounds."

Jane Tooke, Year 11

"Debating has given me the chance to develop not only my public speaking and debating skills, but has provided me with a new social network through interactions with students from other schools." **Maddison Ling, Year 10**

"I especially enjoy the role of third speaker because it gives me the freedom to develop detailed responses to the opposing teams' arguments"

Kim Wang, Year 10

"My favourite debate this year was 'Animal testing should be banned' as it really hit close to some of my personal values and opinions. Debating has become something that I look forward to and am excited about. Even if we lose I still enjoy the experience."

Amber Meuwissen, Year 9

STUDENT REFLECTIONS

"I've been involved in debating since Year 7 because I love speaking to an audience and thinking critically about opinions instead of wildly rejecting or accepting them. I have been able to improve my ability to express ideas within a specific time frame. Debating has helped me develop my capability to function effectively in a group situation, and was overall, an incredibly fun experience! In short, I love debating for its values and the skills that it teaches, and is something I will definitely continue to do in the future!

Anandajeeth Sanal Year 9

"I originally joined debating to get better at speaking, but now that I've been doing it for a while I realise that it is so much more than just the debating itself. It's having fun with your friends after school, it is preparing for your debates and brainstorming arguments together and it is anxiously sitting together waiting for the winner to be announced. I didn't expect how social debating would be and it has helped me not only get better at speaking but it formed some friendships I didn't expect to make.

India Paleg, Year 8

2021 DEBATING AND PUBLIC SPEAKING PARTICIPANTS

Year 12: Petra Merlo, Jaimie Ryan, Daisy Phan, Charlie Attard, Navtej Luthra, Zeynep Teker and Sam Walker.

Year 11: Grace Heywood, Montana Daniells, Aliyah Laffan, Lucas Edmonds, Mansimer Kaur, Jane Tooke, Bridgette Davies, Leo Halford-Molinaro.

Year 10: Melek Alinc, Sebastian Costa, Georgia Fletcher, Mariam Galloway, Harrison Hill, Jasmeet Singh, Ryan Haque, Maddison Ling, Aarushi Sohdi, Rishi Bhambi, Aditya Vohra, Sanuda Diygama, Finlay Walker.

Year 9: Prabhnoor Kaur, Hernoor Kaur, Amber Meuwissen, Anandajeeth Sanal, Dayna Ford, Kaushik Karthik.

Year 8: Benyamin Littoij, Nikita Kerekes, Oneli Bogoda, Ahmed Raza, Bryce Meuwissen, India Paleg, Arushi Devar, Parvathy Rajesh, Brahmleen Kaur, Mikayla Wagner.

Year 7: Arjun Ganessane, Rudransh Kohl, Dominique Littoij, Darcy Hill, Sushant Puri, Pranav Sudheesh, Keerit Kaur, Jivit Sivakumar, Cassie Ling, Rosamund Murphy, Hla Abdelghany, Amreen Grewal, Adele Eid, Ekam Sidhu, Emily Beaton.

Anglea Gower

Debating & Public Speaking Coordinator



MIDDLE SCHOOL DEPUTY PRINCIPAL



Looking back over my first year at The Kilmore International School the rewards of starting at a new school has been greater than the challenges. Forging new connections across the Middle School with parents, students and staff has revealed a strong sense of a supporting a diverse culture and community for our families.

Education is at a time of immense and unexpected change. The move to remote learning during the 2020 COVID-19 pandemic has seen the biggest radical shift in education delivery since formal education began. Throughout lockdown 2021, I have had the privilege of working with a strong Leadership team and dedicated staff, who have navigated through the roller coaster of each week and each day to provide strong learning experiences for our students. These educators pivoted seamlessly into a situation that often required swift action under immense pressure and provided a safe and functioning supportive environment for the young people in our care. Our teaching staff spent many hours dedicated to designing authentic sessions and encouraging our students to look at COVID challenges through a positive lens.

A Kilmore International School education is essentially about learning and growing. Academic and social-emotional growth is built over time and through building blocks of learning experiences. For this reason, the school has segmented its structure into a Middle School and Senior School. Each school tailors the right supportive environment and curriculum to foster student belonging with like-minded individuals at different stages of a child's development. Both sections of the School are strongly focused on creating respectful and safe learning communities for our students and staff. Amidst times of immense change, the Kilmore International School strives to maintain its current positive learning culture in the classroom. The elevated level of respect our students have for their learning and that of each other's in the classroom has been referred to as the 'hidden gem' of the school by many parents who choose a Kilmore International School education.

If we have learnt one thing as educators and parents throughout the COVID-19 pandemic,

schools are more than just places where academic content is delivered. Schools are places where people make connections with others. Those connections are paramount to our children's wellbeing and paramount to supporting the academic program of our children. The days out of the classroom enjoying sport, music, social gatherings, and even a competitive game of lunchtime soccer or down ball, have been aspects of school that have been sadly missed by our children while learning from home. To develop extraordinary students and citizens of the future, we aim to nurture their academic aspirations while supporting a culture of wellbeing. Our children need to be educated on how to support their own mental health and wellbeing and to be flexible towards change. Having the courage to self-confidently explore opportunities in what may often be an uncertain future, is now considered a contributing factor towards future success.

The heartbeat of every school should be its students and the level of engagement of the young people I have worked with each day has been inspiring and enlightening. Their eagerness to explore topics and level of endless curiosity is quite a unique part of this school and I have thoroughly enjoyed my time in the classroom interacting with happy children. This is reflective of the dedication and support provided by our parents and guardians who have worked alongside teachers to provide the very best opportunities for our children. I would like to send out a heartfelt thank you to all our families who have balanced demanding times at home while supporting the education of our students over the course of 2021.

As we enter 2022, we encourage our School community not to lament or dwell on the perceived learning loss experienced by our children during the pandemic. In a year of rolling emotions, we need to restore hope and optimism for the future. Many of our children have developed higher levels of empathy and gratitude for the things in life they once took for granted.

As we move on, there is no reason to look back in despair when we have so much in the future to look forward to.

Leanne Little

Deputy Principal/Head of Middle School



HEAD OF YEARS 3 & 4

This year the Year 3/4 Team has demonstrated their ability to adapt to change with resilience and sheer determination. A year full of ups and downs and the necessity to reinvent the way we learn and stay connected. The students have clearly faced many challenges but done so with tenacity and an absolute positive attitude. We have had many exciting and important activities cancelled, like Book Fair and camp but the students still arrived each day to online class meetings with an excitement and enthusiasm that kept their teachers responsive to their optimistic attitude. Moving very rapidly from face to face learning and then in and out of remote learning has been unsettling but the students have revealed their ability to be self-directed and positively motivated.

In a time, full of disruption and uncertainty we can only marvel at the youngest members of the School community and feel absolute pride in all of their achievements.

Sandi McNamara
Head of Years 3 and 4



HEAD OF YEARS 5 & 6



Who would have guessed that 2021 would throw us so many curve balls? From lockdowns (what are we up to now, 7.3.2?!), a one in a hundred-year storm, to the arrival of aliens (the Primary School teachers had planned the most amazing Big Write activity where aliens actually landed at the School. Unfortunately, due to another lockdown, our activity was put on hold and as I sit here writing this article, I don't know if this event will even take place!).

Another year full of so many moments...

We began with the introduction of two new staff to our Year 5 & 6 Team. Mrs Airom Uyehara (6B) and Mr Christopher Polidano (5B). What a year to experience their first year of teaching! But teach they did, and what an amazing job they have done. A huge shout out to Ms Georgina Garner (6A) for sharing with gusto her experience and supporting and mentoring our new staff.

This year, more than ever, highlighted the need to be there for and support each other. Never was this more evident than watching our staff, students and their families support Mrs Uyehara during her treatment. To see everyone rally together was just awe-inspiring. From tie-dye tracksuit Fridays, to meal deliveries, to Crazy Hair/Wig Day. We demonstrated what community is all about, why connection is so important and how to stand up and be there for others. What a formidable team we are! And if ever there was good news, it was hearing Mrs Uyehara is now officially in remission.

We were so lucky that our Year 5 & 6 team were able to make it to camp this year, especially as it was to one of our favourite venues, Phillip Island Adventure Resort. I am sure this experience is one our students (and staff!) will remember for many years to come. A time where the only thing on the agenda was fun, fun and more fun. And there was ample of it! From trips to the penguins, to flying high on the Giant Swing, the smiles said it all. Winner for best activity would have to go to...SURFING! Scared and very nervous students became confident and worry free as they laughed, frolicked and splashed the afternoon away.

Our Play Is The Way programme has never been more needed than it was this year. Although the game sessions are used to develop life skills, we also used them this year to connect and re-connect during the ins and outs of lockdowns and remote learning. The students not only looked forward to these sessions, they were desperate for them. This highlighted one of the most important things of this programme. Kindness. To take the time to reach out, to connect, to support and help each other, to be understanding and kind. Gee, no wonder the philosophy of Play Is The Way is based around 'Life Rafts' – the skills they foster really do help you make your way through life – especially in our world today!

I would like to take this opportunity to thank our Year 5 & 6 captains: Avneet Kaur (5A), Gursehajpreet Singh Hansra (5B), Nishelle Godwin (6A) and Jakson Brincat (6B). Thank you for supporting your fellow students and teachers and showing great perseverance and leadership in such difficult times.

To the students in Year 5 & 6, none says it more eloquently than Dr Seuss:

"I floated twelve days without toothpaste or soap.

I practically, almost, had given up hope

When someone up high shouted, "Here! Catch the rope!"

Then I knew that my troubles had come to an end

And I climbed the rope, calling, "Thank you, my friend!"

Be kind to one another, and never be afraid to ask for some help!

Julie Daniells

Head of Years 5 and 6



YEARS 5 & 6 CAMP



YEAR 3



Sandi McNamara



A'Zaira Taneja



Aadhi Naveen



Annabelle Ryan



Ari Bonwick



Ethan Santarossa



Fateh Singh Roshia



George Smith



Inayat Sandhu



Jackson Macdonald



Lilliana Whitley



Lucas Brand



Mahrukh Malik



Mikhael George
Jacob



Ness Nagpal



Sukoon Dhillon



Victor Ponomarev



Vihaan Brijesh

YEAR 4



Paige Norfolk



Rachael Finnin



Abigail Sheather



Amir Budathoki



Aryaman Singla



Charlene Lau



Chloe Smith



Ethan Sharma



Gurbaaz Singh



Hamish Xing



Harshitha Karthik



Imogen Canning



Jasmine Sherwood



Jaydev Rajeev



Kade Faralla



Keisha Mittal



Kush Kavan Singh



Lily-Maria Stewart



Mary Shendouda



Maximilian Mayer



Richa Ganessane



Shi-Hsuan Tai



Sophie Sikora



Thasini Hemachandra



Thomas Ngo



Viraat Sidhu

YEAR 5



Christopher Polidano



Julie Daniells



Alira King



Arav Samadhia



Ashwath Sai Senthil Kumar



Avneet Kaur



Charlie Petschel



Dexter Mott



Gabrielle Cousins-Davis



Gursehajpreet Singh Hansra



Gursimar Singh



Harjap Bhasin



Ishana John



Ivy Ponomarev



Jada Skillen



Jai Aleti



Jessica Gallagher



Johnathan Saravanan



Lucy Allan



Madeleine Ryan



Madeleine Whittle



Meeraya Bakshi



Reet Kaur Gujral



Regina Jwee Khee Koh



Rideewitage Perera



Saibhang Singh



Sebastien Stavrou



Seerit Sandhu



Senul Senevirathna



Shaurya Jaswal



Udayveer Singh Rai



Zixuan Fan

YEAR 6



Aiom Camua



Georgina Garner



Akshara Bala
Subramaniam



Amber Sherwood



Amira Budathoki



Benjamin Neilson



Bismaad Sidhu



Chaniru Fernando



Charles McGregor



Chloe Lau



Christian Payne



Cody Faralla



Ethan Finnin



Gurchet Singh



Harjap Hans



Imogen White



Indyana Aleti



Jakson Brincat



Jessica Dahiya



Jett Rosenberg



Lachlan Bentley



Mackenzie
MacDonald



Marlie Smith



Mary Godwin



Molly Mitchell



Noah Hollywood



Prabhnoor Kaur



Rannajay Singh
Chaudhary



Sahejpreet Singh



Samarjot Singh
Dhami



Sarah Barker



Savneet Singh



Sienna Jimenez Hill



Vihaan Udayakumar



Vyom Thakur



Yuchen Chong



Yuvaan Nagpal



Zachery Stewart



Zoe Pretorius



Zoya Sheikh

HEAD OF YEAR 7



Despite this years' Year 7's not experiencing the usual transition process into secondary school (due to COVID 19 restrictions in 2020), it certainly didn't take long for students to settle into life at The Kilmore International School.

On the first day there was excitement, nerves, anticipation, and enthusiasm as the students learned about each other, their timetables and their subjects. They were finding their way around the school grounds, meeting their teachers, and using lockers for the first time. As the term progressed, daily routines were formed and students became accustomed to their new surroundings and our school expectations. It was pleasing to see so many students start to become involved in the varied opportunities on offer at TKIS such as the interschool swimming and sports days, house music competitions, and dressing up and contributing to the themed rooms for International Day.

Our school camp to Waratah Bay, gave the students an opportunity outside the classroom to learn new skills in activities such as the giant swing, surfing lessons, beach games, rock pooling, hiking in Wilsons Promontory National Park, aeroball, and cooking marshmallows around the camp fire. All these activities helped students to develop stronger connections with their peers and teachers and gain a deeper understanding and respect for others. It also served to increase their resilience, self esteem, confidence, and ability to work in groups.

Throughout the year, there has been much unpredictability. Students experienced several returns to remote learning and an extreme weather event as heavy storms buffeted Kilmore and surrounds. Consequently, there were many postponements and cancellations to events. This was disappointing as students were looking forward to them. This uncertainty has kept us all on our toes and required everyone to be flexible, agile and resilient. Our Year 7 students have displayed these very qualities in 2021!

Our Year 7 pastoral teaching team has worked hard to address students' needs throughout the year. The team continued to build on the "Play Is The Way" values (including courage, participation, empathy and effort) that were introduced and emphasized by the primary team in 2020. The team encouraged and supported students with their organisation and time management throughout the year and presented lessons on 'Preparing for Exams' and 'e-safety'. These sessions were reiterated with incursions from Elevate Education and ProjectToolkit (Digital Ambassadors) respectively. Thank you to Ms Christie and Mrs Mumberson, who are our homeroom teachers, for their hard work and dedication to develop student wellbeing in our students. It has been very much appreciated by myself and the students.

I would like to commend and congratulate our year level captains, Ekam Sidhu and Arjun Ganesanne. They have both represented Year 7 and the School in a wonderful manner, displaying leadership, thoughtfulness, care and confidence.

To the Year 7 cohort I'd like to directly say congratulations on your first year of secondary school. It was certainly unpredictable; however, you supported each other and handled it with composure, maturity, understanding and resilience. Well done, you have made a super start and it has been a pleasure to work with you.

All the best in Year 8.

Claire LeLeivre
Head of Year 7





YEAR 7



Lynne Christie



Robyn Mumberson



Adele Eid



Aidan Santarossa



Amishi Gupta



Amreen Grewal



Andrew Mcswain



Ansh Kochar



Arjun Ganessane



Augustus Jain



Binuli Hemachandra



Caiden Xing



Cassandra Ling



Daksh Verma



Darcy Hill



Darcy White



Dominique Littooij



Ekam Sidhu



Emily Beaton



Guransh Brar



Gus Bonwick



Harjas Singh



Harnoor Kaur Malhi



Harry Mannath



Haze Mitchell



Hermohi Sidhu



Hla Abdelghany



Hudayfa Ahmed



Jadon Pretorius



Jasjot Singh
Dhalwal



Jivit Sivakumar



Joshua Baiju



Karan Bhambi



Keerit Kaur



Lisa Gallagher



Matias Edmonds



Max Carter



Mia Walters



Namrata Joshi



Nimrat Kaur Rahal



Paramveer
Singh-Chatha



Pranav Lamba



Pranav Sudheesh



Reetpal Kaur



Rudransh Kohli



Samraat Dhillon



Shrey Chhabra



Siddhant Paul



Sonali Budhiraja



Sushant Puri

ONLINE LEARNING:
Zixi Wang

HEAD OF YEAR 8



Reflection on year 2021 reveals the many challenges faced by students at The Kilmore International School. Repeated lockdowns meant extended time in remote learning resulting in our Year 8 students missing the stability of attending school and mixing with their friends and peers. Although this was a difficult time for many members of the school community, students demonstrated resilience when they were confronted with these challenges and I often witnessed a sense of empathy being demonstrated, not only by our cohort, but by the school in general.

Although this year has had some disruptions, the Year 8's had the opportunity to experience a four day camp to Waratah Bay in the South Gippsland region of Victoria. This camp encouraged the Year 8's to step out of their comfort zone and embrace new challenges. During the camp, students engaged in a variety of activities including initiative games promoting problem solving skills and teamwork and learning how to surf with qualified instructors. A highlight of the camp was the hike around Wilsons Promontory National Park where students experienced the beautiful scenery and enjoyed playing beach cricket.

During our pastoral sessions in Term 3, students explored and discussed the importance of using social media as a responsible and respectful user. The activities included the analysis of real life comments that had been posted on social media accounts and the benefits of positive communication as opposed to negative and hurtful remarks. As our young people grow up in a world of social media, it is critical that they learn the impact that words posted on faceless social media accounts can have upon the recipients. Students were given strategies to protect themselves and their friends from the negative impacts of the social media apps now available.

I would like to thank the Year 8 students for a wonderful year. I have enjoyed my time with you all and I wish you all the best for the future. Thank you Ms. Pauline Hong and Dr. Ranjit Kaur for your support as homeroom teachers during 2021. I have asked the Year 8 Level Captains to write a reflection on their experiences of 2021.

Parvathy Sreena Rajesh

2021 feels somewhat wilder compared to the outrageous year of 2020, students and staff displayed resilience throughout this whole year, as we were thrown with lockdowns continuously. Many of us students have learnt how to use different applications to create unique presentations, some of which were quite challenging, however, we also felt a real sense of achievement.

Benyamin Littooj

During the pandemic and its associated lockdowns, we as Year 8 had a year full of risk taking and challenges whilst building resilience. The frequent switch between face to face and online learning asked for a high grade of flexibility and put everyone's mental health to the test, as our minds were always trying to adapt to new situations. We are all risk-takers in Year 8, trying to extend ourselves in every possible way and we have never been stronger in our minds

Erin Longuet
Head of Year 8



YEAR 8





Erin Longuet



Ranjit Kaur



Aayan Naseer



Adam Morelli



Ahmed Raza



Aidan Ling



Anabel Pereppadan



Ananya Gouripeddi



Arabelle Poucher



Archer Bova



Arushi Davar



Bavneet Kaur



Benjamin Morgan



Benyamin Littooij



Brahmleen Kaur



Bryce Meuwissen



Caitlyn Brincat



Cathryn Barker



Channleen Kaur



Eknor Ratoul



Eknor Singh Mavi



Ella Miller



Gurnoor Sarao



Harbariq Singh



India Paleg



James Sullivan



Katie Jones



Kaushik Karthik



Kris Rattanachan



Mikayla Wagner



Nelly
Blanchot-Maxwell



Nikita Kerekes



Oneli Bogoda



Parvathy Sreena
Rajesh



Simrat Singh



Tom Greenwood



Xavier Sinkeler



Zeik Mitchell

ABSENT:
Jasraj Virdee
Riley Egan

ONLINE LEARNING:
Hayeong Klim
Hayun Kim
Yewon Kim

YEAR 7 & 8 CAMP

'The best part about camp was the surfing and the pancake throwing. Wilsons Promontory and dolphin dodge were fun and exciting.'

Matias Edmonds

'The camp we had at Waratah Bay was really good and we all made lots of friends. There was a lot of activities that the staff had organized and also a special thank you to all the teachers that organized such a wonderful experience.'

Jasjot Singh

'I enjoyed the giant swing as it helped us breakdown our fear whilst enjoying a fun activity.'

Lisa Gallagher

I liked the giant swing, surfing, dolphin dodge and my day at Wilsons Promontory. My favourite was the giant swing because I went all the way to the top. I also liked Wilsons Promontory because we went to Squeaky Beach, hiked to Norman Bay and were able to play in the shallow water. I also like the lasagne that we had for dinner.'

Namrata Joshi

'I loved trying new things.'

Jivit Sivakumar

I really enjoyed that we always had something fun to do, especially the dolphin dodge. I also loved that we got free time to socialize with my friends.'

Cassie Ling

My favourite activity was the surfing. I did way better than I expected and liked that the beach was quiet, it helped me focus on my surfing.'

Samraat Dhillon

'Things I liked about camp was the surfing and the walks along the beach.'

Hudayfa Ahmed

Gus Bonwick

Claire Le Lievre

Head of Year 7





SENIOR SCHOOL DEPUTY PRINCIPAL

For most of us 2020 felt like a year that no other could follow – suffice is to say that 2021 has been much the same except for our added frustration, increased anxiety about the future, added financial burdens and the bleak realization that what once worked to flatten the curve no longer exists. As we feel our way around to find ways of dealing with new challenges we hope that those we work with and for, are doing the same.

For students across the globe the experience has in no way been the same, Schools with money have experienced increased learning potential utilizing innovation and have grown in their capacity to deliver in this way, students and families who don't have multiple devices and unlimited Wi Fi have in many ways been cut off from these learning experiences and in many cases all learning has ceased. The disparity created from this will see students from the same country miles apart in skill attainment and future bench marking will show this trend amongst schools. Lower socio-economic schools already faced lower levels of numeracy and literacy and this gap may well and truly widen. Students themselves even if offered the online learning option will have either thrived or faltered along this path too, with many finding the learning far more difficult and in some cases students have completely switched off. Students are facing increased mental health issues and an already overrun system is further compounded with a surge in numbers presenting for assistance.

Reflection of the above might make for some daunting thought, but seeking challenge in adversity remains the only way forward for all educators. Many students will have lost opportunity to grow not only in education but in other aspects of School life. Social growth being one of the most important, and while the youth of today spend many hours online communicating, navigating the real world of friendships and community sport will inevitably see many fall behind in these areas. Our challenge is to innovate in all areas of education, social, emotional and educationally. Seeking to uncover lost opportunity and replacing rites of passage with other events that stimulate the growth of all aspects of the students we teach. What once was tradition might need to be updated, enhanced and changed to capture a new audience. We need to engage students into leading not only their learning but also the own growth in many other areas.

I would like to commend the staff of the Senior School who have worked tirelessly this year to instill real value and rigor on what remains a challenging curriculum to secure a pathway into completing the IBDP, not only for Year 12 students but for all students across the School. As a team, we have at times pushed the cart uphill, worked harder to complete what in other years has been seamless and helped each other secure the desired outcomes needed.

As this year closes and we look forward to 2022, a new IT program and a rollout of new and innovative programs to all year levels, I look forward to seeing what we can achieve together and reflecting upon this at the same time next year.

Megan Laing
Deputy Principal/Head of Senior School

HEAD OF YEAR 9



Congratulations to all students in Year 9 for a successful 2021. This year on the back of last year was again interrupted due to lockdowns throughout the year. Regardless of that fact students have kept moving forward with what was needed and showed great maturity in remaining in control of their learning. In my first year as the Head of Year 9 I have had the pleasure of meeting awesome students and have enjoyed working with them to achieve their academic and pastoral goals. During this time, we welcomed the arrival of some new students at the start of the year and it was amazing to see how quickly they settled into school life and how welcoming and accepting the current students were with the leadership of the Year 9 leaders –Mankiratjot Multani and Heeya Kaushik. It has made my job a lot easier and I thank them all for this.

At the end of Term 1 we had a joint Year 9 and 10 Camp at Camp Toolangi in the Yarra Ranges. The camp was designed to give students an opportunity to try new things and to possibly push themselves to achieve new feats that they once thought were impossible. The weather was a little up and down, however to the student's credit they did not once complain and charged on. The teachers on camp were fantastic and they made sure that the students were encouraged and most importantly made sure that they had fun.

Students have been involved in many curricula and extra curricula activities this year ranging from the International Day, Interhouse and Interschool sports days, Interhouse Musical, Debating, Big Science Competition, the Mathematics Competition, eSports T2 Competition and a range of wellbeing incursions focusing on respectful relationships. These activities allow students to bond with each other, learn new and interesting facts and the chance reflect and take risks in a safe environment. My hope is that they are now more knowledgeable and have the tools needed to make a successful jump into Year 10. I would like wish all students a fantastic holiday and hope that they all have fun and stay safe where ever they may be going. Congratulations on an incredible year.

Daniel Schembri
Head of Year 9



YEAR 9





Daniel Schembri



David Wittmer



Xiaorong Xu



Ayush Mandhan



Aidan Pulis



Alexander Merlo



Alyssia Ryan



Amber Meuwissen



Amelia Knight



Anandajeeth Sanal



Anika Edmonds



Anna Treesa Baiju



Arjun Sharma



Chloe Mott



Claire Gallagher



Dayna Ford



Eaknoor Sidhu



Ella Petschel



Emily Grattan



Georgia Caddies



Gurbaz Brar



Hamish Pezzimenti



Hana Khodabocus



Heeya Kaushik



Hernoor Kaur



Lucy Beaton



Mankiratjot Multani



Olivia Exell



Phu Nguyen Khang
Nguyen



Prabhnoor Kaur



Ravneet Kaur



Renisa Paul



Ryan Knight



Sasha White



Sehaj Kaur Sidhu



Stella Bowcott



Thu Nga Phan



Uday Sandhu



Victoria Sullivan



Yen-Chun Chen



Yin Xi Li

ABSENT:
Meng Tong Heng
Shing Yat Au-Yueng
Vitou Meng



HEAD OF YEAR 10

YEARBOOK ARTICLE: BY GRACE ALDRIDGE AND SANUDA DIYAGAMA (2021 YEAR 10 CAPTAINS)

Throughout this interchanging and unpredictable year, the Year 10 cohort have dealt with every twist and turn exceptionally well. Through multiple snap and extended lockdowns, the students have maintained an exceptional work ethic and have shown compassion for others also struggling through this unprecedented time.

Multiple opportunities have been given to us this year through the school, and we are extremely grateful. Both academic and extracurricular events were flooded with interest from Year 10, and without a doubt, we performed extremely well. From House Athletics, Round Robin, to Debating and the Drama Showcase, the students put in their best effort.

Due to the pandemic, we were all faced by multiple problems that we hadn't been facing before. Online learning, not being able to socialise as we normally would and not attending face-to-face school for weeks on end. Although it was, and still continues to pose a large problem, COVID-19 hasn't got the best of our year level. Year 10 students were able to realise that although this situation isn't easy to navigate, we are all in the same boat. This realisation really highlighted the compassion within each and every one of the students, helping and assisting one another during online school.

Even though we were all disappointed that the Gold Coast Camp was cancelled due to COVID restrictions, Toolangi was a good substitute. At the camp, we got to try new activities that we hadn't done before - such as abseiling and the flying fox. It was an exhilarating experience and one which we will remember for years to come. Some students also got the opportunity to go to a UN youth camp in Mount Eliza, where they participated in debating workshops, UN style debates and listened to UN representatives. A large group of students also took part in the EVATT debating competition - which is a simulation of the UN Security Council. Out of the many that participated, 3 teams made it through to regionals. This year was also our Pre-IB, as a result of this we were given the daunting task of choosing the subjects we would study for the next two years. Despite the importance of the choice, we were all excited to finally begin our transition to the IB program.

Thank you to Grace and Sanuda for their insightful article.

Jo Treanor
Head of Year 10



YEAR 10





Joanne Treanor



Megan Santarossa



Rupert Lineage



Aarushi Sodhi



Abby Walters



Anna Mazur



Ella Clark



Finlay Walker



Gajesh Ramesh



Georgia Fletcher



Grace Aldridge



Harrison Hill



Hatice Aline



Jack Exell



Jasmeet Singh



Jugad Singh Puar



Kim Xuan Huynh



Kishan Jashad



Maddison Ling



Mariam Galloway



Milla Webster



Muhammed Ozdemir



Navreen Cheema



Oliver Robinson



Phuong Minh
Nguyen



Rishabh Bhambi



Ryan Haque



Sanuda Diyagama



Sebastian Costa



Xingkun Wang



Xinyi Li

ABSENT:

Aditya Vohra
Chhayhuot Ngoun
Joel Krietemeyer

ONLINE LEARNING:

Darrell Handoko
Sandy Hon
Zhihan Huang
Sze Wai Lung
Sze Ting Lung
Yang Ng
Xiaoxi Wang
Jingman Xia
Xuan Xiang

HEAD OF YEAR 11



What a year to commence your IB Diploma programme. Right in the middle of a pandemic! Well if you didn't know the meaning of the word resilience before 2021 you sure do it know it now. Challenges have thick and fast across the course of the year. Anything from canoeing on the Princetown river, to listening to your classes on line to trying to cook online as a part of our CAS course to ...and the story goes on.

2021 will be a distant memory one day and hopefully so too will be the words COVID, Pfizer and face masks. For the time being, those in Yr 11, the IBDP course is not a memory. It is a very demanding and challenging reality that creates sleepless nights, provides endless acronyms that are numerous and different, depending upon what course you are studying.

This year has in part been fun, unique, different and the list could go on. However, there are many similarities with the 2021 IB1 cohort to those of years gone by.

First, as the year has progressed, their focus has become sharper in terms of why they are here and what the course will give them. Secondly, a level of personal growth has occurred and to witness this has been an absolute pleasure. Finally, with this current Year 11 group, there is also a degree not so much of what they will get but what they can do to contribute to the school and others around them. This thinking is evidenced by the CARE packages donated to our local health workers to support them and their work during the COVID-19 pandemic.

I congratulate our current Year 11's on what they have achieved and done in 2021. Yes there is still work to do and sleepless nights to have. However, your attitude, your resilience and willingness to have a go will see you through not just 2022 but life beyond. I would like to thank Grace and Macklin for their roles as Year level Captains and wish all of you hopefully, a happy and covid free 2022!

Peter Osborne
Head of Year 11



YEAR 11





Neil Diskin-Holdaway



Peter Osborne



Alexandra Krillis



Aliyah Laffan



Bhavneet Kaur



Bridgette Davies



Declan Ford



Demian Godwin



Ethan Canning



Grace Heywood



Hannah Calderwood



Ikram Mohamud



Joel Joshy



Jonathan Whalley



Jye Gibb



Leo Halford Molinaro



Lucas Edmonds



Macklin Spicer



Mansimer Kaur
Gujral



Montana Daniells



Quoc Thanh Dat Le



Reave P aleg



Seoyoon Lee



Snehdeep Kaur



Tanveer Kaur



Tiffany Lamb

ABSENT:

Ba Khai Cao
Erica-Jane Tooke
Jiangpeng Huang
Jingyuan Song
Monirithysak Phat
Ngoc Xuan Nghi Nguyen
Phuwis Wattanagorn
Pitchayapa Chommontha
Qi Cao
Rui Li
Teng Ng
Ying Song
Ziqi Xiong

ONLINE LEARNING:

Wei Quan Ma
Thi Thao Tien Nguyen
Nhu Quynh Anh Phan
Zhiyuan Song
Minglu Sun
Moe Takeo
Thime Tanachart
Xinyi Wang
Watcharanan Yungyuen
Junze Zhang
Yi Zhao
Mingyue Zhong



HEAD OF YEAR 12

This year has indeed been a difficult year once again, but our students have generally risen to the challenges that they have faced. Due to the various restrictions that have been in place, many of the activities that might have normally taken place have either been postponed, cancelled, or stymied in one way or another. Nevertheless, there have still been some positive, memorable moments throughout the year. In March we had our annual International Day, and it was great to see the wonderful representation of the many and varied nationalities and cultures on display. Our Year 12 students were instrumental in helping to setup and display many of the rooms, show people around the school and help with the distribution of lunch.



YEAR 12 STUDENTS ON INTERNATIONAL DAY

In April we headed off down to Anglesea for our Study Camp. Many positive outcomes were achieved with respect to planning of the TOK Essay and progress on a variety of IA's and the EE. We were still fortunate enough to have some other activities such as a trip to Queenscliff to experience a hands-on session at the Marine and Freshwater Discovery Centre. This was followed by a field session on the exposed rock platform at Point Lonsdale, where students constructed transects and surveyed the marine organisms within close proximity. Whilst there were some other planned activities such as High Ropes, Archery, Rock Climbing and a walk on the beach, the highlight seemed to be the discovery of a ball game called "Up-ball" that for many, occupied a significant portion of free time.



RETURN TO SCHOOL AFTER CAMP

One extremely heart-warming thing that I have witnessed this year was a recurring event organized by a few of our Year 12 students. This was a relatively simple yet collaborative event of collecting money off each Year 12 student and then using this to buy a birthday present for one another from collective funds. The giving of the gifts was done as close to a given birthday as possible, but on some occasions due to circumstances such as holidays or lockdowns this meant a number of birthday gifts were given out at the same time. At these times some hot chips were brought in along with cakes or cookies and a joint celebration was held at lunchtime. This is a truly fantastic representation of the strong friendships and bonds that are formed at TKIS and an illustration of the caring nature of our students.

As we now move towards the MOCK and subsequently final November Examinations, I wish all students and their families the best of luck for the future. It has truly been a pleasure to work with this wonderful group of young adults. I would like to thank our student leaders, particularly the Captains, Ann, Lachlan, Daisy and Even. They have done a terrific job representing their peers and the school in general. I would also like to thank the Homeroom Teacher, Ms. Moulder (12A), Mr. Szczur (12B) and Dr. Dao (12C) who have played a vital role in the pastoral care of our students. The final years of the IBDP and the transition into the Tertiary education sector would not be possible without the tremendous efforts of Ms. Krilis, our IBDP Coordinator and Mrs. McCormick our Careers and Higher Education Coordinator. Finally, the expert knowledge and commitment to excellence of our teachers must be acknowledged along with integral support of our Leadership, Boarding, Administration, Library, Laboratory, Kitchen, Gardening & Maintenance, and IT staff.

Andrew Pharoah
Head of Year 12

YEAR 12





Andrew Pharoah



Anissa Driver



Ann Maria Baiju



Anureet Kaur Sidhu



Charlie Attard



Do Thanh Dat
Nguyen



Evita Pezzopane



Faye Lim Wintour



Hannah Moore



Indirveer Singh



Jaimie Ryan



Jaipreet Kaur



James Nicol



Jarrah
Noel-Macpherson



Joshua Squire



Lachlan Partridge



Lyrothna Nou



Muskaan Makkar



Navtej Luthra



Niamh Ireland



Petra Merlo



Samuel Walker



Sara Knight



Scott McMaster



Serey Oddom
Chhoeun



Shawa Nang Du
Lajawn



Taryn Furletti



Tran Thao Hien
Phan



Vidit Goyal



Wenrui Fan



William Dong



Yaocheng Liu



Yiwen Zhang



Yuk Ying Zhang



Zeynep Teker

ABSENT:
Haoshi He
Linzhe Shi
Louis Knynenburg
Weiquan Cai
Zihao Song

**ONLINE
LEARNING:**
Huisoo Kim
Hiu Lam Mak

DEBATING AND PUBLIC SPEAKING

CO-CURRICULAR, REGIONAL TEAMS AND ENSEMBLES



Petra Merlo
Year 12



Jaimie Ryan
Year 12



Charlie Attard
Year 12



Navtej Luthra
Year 12



Zeynep Teker
Year 12



Samuel Walker
Year 12



Grace Heywood
Year 11



Montana Daniells
Year 11



Aliyah Laffan
Year 11



Lucas Edmonds
Year 11



Mansimer Kaur
Year 11



Bridgette Davies
Year 11



Leo Halford-
Molinaro Year 11



Sebastian Costa
Year 10



Georgia Fletcher
Year 10



Mariam Galloway
Year 10



Harrison Hill
Year 10



Jasmeet Singh
Year 10



Ryan Haque
Year 10



Maddison Ling
Year 10



Aarushi Sohdi
Year 10



Rishi Bhambi
Year 10



Sanuda Diygam
Year 10



Finlay Walker
Year 10



Prabhnoor Kaur
Year 9



Hernoor Kaur
Year 9



Amber Meuwissen
Year 9



Anandajeeth Sanal
Year 9



Dayna Ford
Year 9



Benjamin Littooj
Year 8



Nikita Kerekes
Year 8



Oneli Bogoda
Year 8



Ahmed Raza
Year 8



Bryce Meuwissen
Year 8



India Paleg
Year 8



Arushi Devar
Year 8



Parvathy Rajesh
Year 8



Brahmleen Kaur
Year 8



Mikayla Wagner
Year 8

DEBATING AND PUBLIC SPEAKING



Arjun Ganessane
Year 7



Rudransh Kohl
Year 7



Dominique Littoij
Year 7



Darcy Hill
Year 7



Sushant Puri
Year 7



Pranav Sudheesh
Year 7



Keerit Kaur
Year 7



Jivit Sivakumar
Year 7



Cassandra Ling
Year 7



Hla Abdelghany
Year 7



Amreen Grewal
Year 7



Adele Eid
Year 7



Ekam Sidhu
Year 7



Emily Beaton
Year 7

ABSENT:

- Daisy Phan Year 12
- Jane Tooke Year 11
- Jane Tooke Year 10
- Kaushik Karthik Year 9
- Rosamund Murphy Year 7

SWIMMING TEAM



Hamish Xing



Shaurya Jaswal



Akshara Bala



Niamh Ireland



Heeya Kaushik



Amber Meuwissen



Renisa Paul



Lucy Beaton

NETBALL

BOYS



Ryan Knight



Uday Sandhu



Hamish Pezzimenti



Oliver Robinson



Finlay Walker



Kishan Jashad

ABSENT:
Mankiratjot Multani

GIRLS



Chloe Mott



Anika Edmonds



Stella Bowcott



Georgia Caddies



Amelia Knight



Emily Grattan



Heeya Kaushik



Milla Webster



Victoria Sullivan



Olivia Exell

TENNIS

GIRLS



Montana Daniells



Aliyah Laffan



Bridgette Davies



Grace Heywood



Claire Gallagher



Anna Baiju



Ravneet Kaur



Sehaj Kaur

CROSS COUNTRY



Mackenzie
MacDonald



Shaurya Jaswal



Charlie McGregor



Jackson MacDonald

BASKETBALL

BOYS



Dexter Mott



Zachery Stewart



Yuvaan Nagpal



Jett Rosenberg



Vyom Thakur



Ethan Finnin

GIRLS



Molly Mitchell



Sarah Barker



Imogen White



Marlie Smith



Indyana Aleti



Zoe Pretorius



Amira Budathoki

MUSIC

BAND



Oneli Bogoda



Caitlyn Brincat



Arushi Davar



Aidan Ling



Zeik Mitchell



Anabel Perapadan



Paru Rajesh



Aidan Santarossa

ORCHESTRA



Harrison Hill



Georgia Fletcher



Harjap Bhasin



Meerya Bakshi



Seerit Sandhu



Reet Gujral



Alira King



Johnathan Saravanan



Madeleine Whittlely



Ivy Ponomarev



Jada Skillen



Darcy Hill



Madeleine Ryan

YEAR 12 2021 QUOTES

Anissa Driver	<i>fix und fertig</i>	Josh Squire	<i>"Do you have your Medicare card with you today?"</i>
Ann Baiju	<i>I am so tired</i>		
Anureet Kaur Sidhu	<i>I hadn't heard the phrase "no stress" in a long time.</i>	Joycelyn (Zhang.YukYing)	<i>High school musical told me that we're all in this together but you guys are not helpful</i>
Astro (Nou.Lyrothna)	<i>Can't wait to work at Macca's</i>	Lachlan Partridge	<i>No matter the size of the assignment, there's always enough time to do it all the night before it's due...</i>
Charlie Attard	<i>Hannah Montana said nobody's perfect, but here I am</i>		
Daisy (Phan.TranThaoHien)	<i>Bad things shall pass, I shall not :D</i>	Muskaan Makkar	<i>My grades are funnier than these quotes.</i>
Dave (Nguyen.DoThanhDat)	<i>What's done is done when we say it's done</i>	Nangdu (Lajawn.Shawa)	<i>'Biggest Anime Enthusiast' Award</i>
Even (Zhang.Yiwen)	<i>麦当劳里收小费</i>	Navtej Luthra	<i>Deez</i>
David (Liu.YaoCheng)	<i>桥洞底下盖小被</i>	Niamh Ireland	<i>In the words of Stitch, "This is our family. It's little and broken, but still good"</i>
Evita Pezzopane	<i>Once I pass my IB I will either BE GOD or be able to KILL GOD</i>	Oddom Chhoeun	<i>They asked me for a graduation quote and I don't even know if I'm going to graduate.</i>
Faye Lim Wintour	<i>I willingly went through two years of mental torture because I was petty that someone told me I wouldn't be able to do IB.</i>	Petra Merlo	<i>Glee, Season 2, Episode 18, 17:07+</i>
Hannah Moore	<i>https://youtu.be/dQw4w9WgXcQ</i>	Samuel Walker	<i>I'm always waiting for you Zeynep!!!</i>
Helen (Mak.HiuLam)	<i>Spring is not far away when winter comes.</i>	Sara Knight	<i>"Best years of your life"</i>
Huisoo Kim	<i>'Farthest away from school while completing IB' Award</i>	Scott McMaster	<i>Look Dad I made it!</i>
Indirveer Singh	<i>Bwoah, it's more like a hobby for me</i>	Taryn Furletti	<i>Shoutout to Redbull for sponsoring my IB journey</i>
Jaimie Ryan	<i>I'm a genius and I'm confused</i>	Vidit Goyal	<i>"Vidit"</i>
Jaipreet Kaur	<i>"write something inspirational" they said.</i>	Wendy (Fan.Wenrui)	<i>í j</i>
James Nicol	<i>Too easy, make it more difficult next time.</i>	William Dong	<i>OMG! *farts*</i>
Jarrah Noel-Macpherson	<i>I am incredible. I am the most intelligent being you will likely ever meet. I possess unequivocal talent, and my aspirations are so bright they burn the eyes of others. I am essentially God.</i>	Zeynep Teker	<i>Why do I have to write a conclusion? Were you not paying attention?</i>

SIGNATURES

