



ENERGY BREAKTHROUGH

Energy Breakthrough

Year 5 – 6 Report

Gecko 1

Completed 280 laps, distance - 308km, finishing 35th in their section, fastest lap – Charles Chan 1:59.

Team: Mandessah Wyatt, Jhett Wyatt, Chloe Winnell, Isabelle Kemp, Alexie Marshall, Tyler Polkinghorne, Indiana Meagher, Tate Watson, Shakaya Dennis, Charles Chan.

Gecko 2

Completed 272 laps, distance - 299.2km, finishing 68th in their section, fastest lap – Ella Zotti 2:14.

Team: Lexie Tarran, Zac D'Ambros, Fletcher Christensen, Joshua Vearing, Taliyah Carmody, Taja Hender, Ella Zotti, Quinn Walker, Cleo Chapman.

Team Managers: Peter Sawyer and Greg Gibson. **Camp and Pit Manager:** Julie Friswell.

Maryborough certainly delivered some challenging conditions, with Thursday being an exceptionally tough day. All teams displayed resilience and supported each other throughout the entire event. The practice race was postponed to the Friday due to extreme weather conditions, meaning students had an extra early start Friday morning. Luckily, race conditions were perfect on Friday and Saturday.

A huge thank you to the parents who kept our bodies fuelled up and were a constant source of encouragement to the teams. A special thank you to all of our sponsors whose continued support allows the children to participate in this amazing program. I would also like to thank the staff who attended and continually supported us in the lead up to the event.

Finally, I would like to congratulate the students on their commitment to the program and for their excellent behaviour during the event. I am extremely proud of their achievements and the way they supported and encouraged each other.

Julie Friswell and the Energy Breakthrough Team

Year 7 – 12 Report

This year the senior team chose the movie *CARS* as their theme, with Lightning McQueen as the senior red bike and Cruz as the junior yellow bike. It left King as the blue bike entered for the first time in Seymour by an all-female team. Extreme weather warnings across the state delayed our arrival until Friday, so everyone was super keen to start competing. All three bikes whizzed through scrutineering and straight on to the obstacle course, a quick bite for lunch and then onto the time trial. All three teams did an amazing job and displayed great sportsmanship. Saturday morning was spent cheering on the primary teams and then, after lunch, it was our turn to race. The hot weather took a bit of the sting out of our tail early, but then it cooled down and we could stay out that little bit longer. All bikes scored well across each discipline: Design, Display/Presentation, Obstacle course, Time Trial and the Endurance Race.

Cruz (short kids)

Team: Rhys Billen, Finbar O'Sullivan, Brodie Purchase, Mikaylee Carmody, Kylah Rogers and Ruby Swallow.

Team Manager: Janita Trickey

Finishing 5th in the Endurance Race with 184 laps, averaging 2min 36sec per lap.

With a total score of 81.1 points Cruz took home the overall runners up trophy for B/C Try-Athlon, Again this year. Great job.

King (average kids)

Team: Chantelle Washington, Georgia Consiglio, Monique Purchase, Tiffany Bourke Keely Wright and Dominiek Marshall

Team Manager: Julia Wood.

Finishing 5th in the Endurance race with 176 laps, averaging 2min 43sec per lap.

With a total score of 89.5 points, our first All-Female team, took home the runners-up trophy.

This was a fantastic effort, with some great leadership and teamwork on display.

Lightning McQueen (tall kids)

Team: Cody Handley, Doug Hooper, Benjamin Robinson, Riley Murrell, Michael Bourke and Lachlan Wright.

Team Manager: David Stute.

Finishing 5th in the Endurance race with 198 laps, averaging 2 min 25 sec per lap

With a total score of 74.4 points, lightning McQueen finished a very respectable 2nd overall.

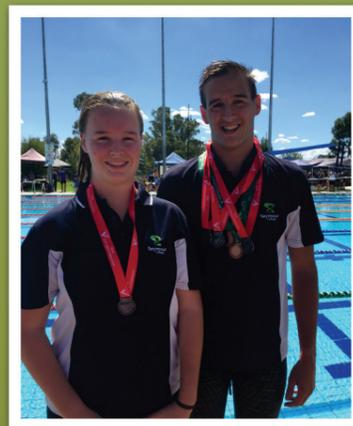
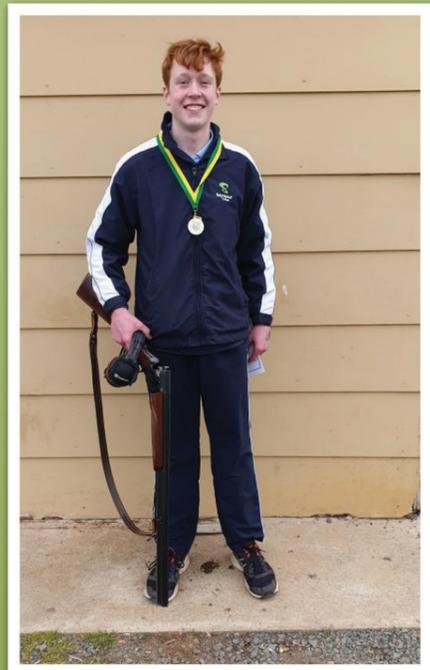
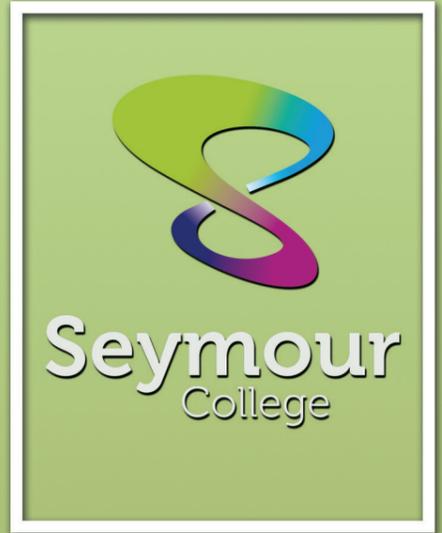
The 'Best and Fairest' trophy went to Cody Handley, for always helping around camp and showing great team spirit.

The Seymour College Senior Team would like to say a massive THANK YOU to our amazing helpers, especially Scott and Andrew, who have assisted the team from day one. A huge thanks also to our wonderful trackside support crew for their endless supply of delicious food, encouragement, and muscle power in transporting and setting up equipment. Finally, thanks to our sponsors – without their generous support we simply wouldn't be able to attend this fantastic event each year.

David Stute and the Energy Breakthrough Crew



SEYMOUR COLLEGE SCHOOL COMMUNITY 7 - 12



Years 7 – 12 Learning Community Report

Another year has flashed by and we look forward to more exciting times ahead. In 2020 we will have the opportunity to put our new Learning Buildings through their paces. The Secondary Learning Building will provide twelve learning spaces to accommodate students across the middle years along with spaces for senior inclusive education students. Additionally, we will now have a modern Canteen facility and state of the art Food Technology Centre. Outdoor spaces provide plenty of seating, garden areas and a new basketball court. Our VCE students will also experience a great new learning space incorporating designated study areas and Careers, whilst VCAL will be working hands-on in the Technology wing.

Our Year 12 program ended on a great note with a retreat at Rubicon. Students were given exam preparation, study skills, team building activities and even Yoga sessions. Students followed up by completing practice exams over the school holidays.

With Year 12 VCAA external examinations completed we are eagerly awaiting affirmation of all the hard work and effort put in by our students and teachers. We hope to maintain our ranking as the best government VCE provider in this regional area along with a Category 1 quality assured VCAL program. A big thank you must also be extended to all of those parents and carers that have supported our senior students through their journey.

Looking at Compass events since the start of Term 1 our students have been able to participate in almost 500 different events! A quick snapshot of opportunities for Seymour College secondary students includes; the Energy Breakthrough, Surf Camp, Spanish Film Festival, Ice Skating, Clay Target Shooting, State Schools Spectacular, Jets Gymnasium, Terra Cotta Warriors, Melbourne Zoo and Museum, Jewish Holocaust Museum and History Revolutions, Top Designs, Healesville Sanctuary, Botanic Gardens, the Synchrotron, National Gallery, Courts and Parliament, MSAC, Round Robin sports, Athletics and Swimming Carnivals, end of year activities program, and the list goes on.....

New buildings, great opportunities and broad relevant curriculum choices, matched to a quality teaching cohort, place our students in a positive climate for learning, achievement, wellbeing and engagement.

Derek Rimes – 7-12 Assistant Principal & Christy Rilen – 7-12 Campus Manager

Year 7 & 8 – Written English

I found Coco a blue cold dog, covered in fleas and ticks and starving on the streets of Los Angeles when she was about 8 weeks old. I tried to find her owner or mother, but with no luck, I went to the shops and got some food and went home and fed her. She was so cold and scared, so I turned the heaters on then at once she started eating. I remembered the tiled kitchen area with a baby gate, in case she had an accident.

Waking up the next morning, worried for her not to be there. I was panicking and I started to search the house frantically for her, only to find she had been under the covers in bed with me the entire night.

She's been sleeping by my side for the past 7 years. I still remember that the first morning. Waking up to her, in her eyes, so full of love and gratitude. She's always been a grateful dog, always has my back, and is always watching and protecting me. She may only be 17 pounds, but she would take on a dragon for me if she had to.

She loves sharing vanilla ice cream cones, going for runs together, car rides and watching TV. Coco is a very intelligent dog who watches basketball games and animals on TV very intently.

I found Coco blue at a time in life when I lived very far from home and didn't know anyone. Ever since the day I found her, I've had a best friend by my side to share my good times, kiss away my tears and brighten up even the darkest days. There are truly no bad days when you come home to a dog like Coco.

Phoenix Chapman – Year 7C

Rosie by Mikayla Delaney – Year 7C

My breath makes its own fog as I breathe, my cold fingers drop about 3 degrees to 1 as I touch the ice-cold jingling chain of the gate. The grass is frosty and crunches under my feet.

Over the hill I see a faint shadow come running. I get a warm feeling all over, even though I'm still freezing cold. I sit down on a frosty log and wait. I hear the crunches of her hooves on the frosty grass behind me, a warm air sends a shiver down my spine. "Finally," I say, she was here. I jump up and give her the biggest hug. Her warm furry body warms me. The truth is I love her so much and I know she won't leave me. The bond we have, "we're inseparable". I sit back down and watch the fog rise and the sun warm sunshine over the paddock. I love the sound of her munching on grass by my side.

Family in the Tree by Kaylee Stirling – Year 8B

A family of four were road tripping, nearing the end of their holiday. They were forced to drive at night. It was unusually clear for a winter night; they had expected rain. They drove around a corner and saw a woman, a statue they thought, pointing at a tree on the next corner. It was as if they had all blinked at once and everything changed. It was now bucketing down rain, the woman statue now drenched, black hair falling over her face, she slowly lowered her hand. The family was completely shocked. In split second something seemed to run across the road. The father, who was driving, tried to swerve. Suddenly, the car crashed into a tree. The same tree the woman was pointing at just moments ago.

Emergency services were finally called after another car passed the incident. The crashed car was searched but the family were never found. Police were baffled by the incident and searched for the family for weeks through the bush, wondering if they walked off to find help. Once the investigation was closed, people started to drive on the road again. Many people have reported sightings as they drive past the tree. Their headlights showing faces engraved on the tree, a father, a mother, a little girl and little boy. A few people had stopped their cars to gaze at the tree. They say they can see the shocked faces of the father, mother, girl and boy, and a smiling face of a woman looking down on them.

A few years later, people have reported that the woman once seen smiling down on the family was now appearing to be sad every night. It had begun to look like she was sinking further into the tree each night. Until she couldn't be seen anymore. A few days later, there was another crash.

Years 9 - Written English

Persuasive Oral Text- Australia Needs to Learn how to Manage their Water

Australia is a country of many extremes, from freezing cold winters, to scorching hot summers. For years and years, we have fought these extreme weather events. The strength of Australia is farmers, they basically support our whole country. The amount of money they make for our country and the hard work they constantly put in to feed our extreme country is amazing. They should get so much more credit for what they do, but without water to properly sustain our struggling farmers, their efforts merely go in vain. The current practices to manage our precious water are disgraceful. Our greedy government sells our water to overseas companies that make cotton farms in the driest parts of our country. This makes completely no sense at all. In this persuasive text, I will explain and inform you why Australia needs to change and learn how to manage our water.

For years and years, the Darling River has held the name of the 'mighty' river that stretches a massive 1,472 km of river that weaves through the state of New South Wales. This mighty river is located within the Murray-Darling Basin, a huge area of land where a massive 440,000 km of rivers are located, with hundreds of native wildlife that call the basin their home. Over 2 million people live and rely on the basin. Don't believe me that the Darling River and the Basin isn't important yet? Well, the Basin produces 22 billion dollars' worth of food and fibre each year, feeding the nation and the world. This information should have surely made you agree with me that this precious land is so important to our beautiful country. Well, just before Christmas last year, around 10,000 native fish were killed in a mass death incident in a 40 km stretch upstream of the Darling River, near the small town of Menindee. This horrible event was caused by lack of water in the Darling River, the lack of water created little to no water oxygen, creating blue-green algae, killing thousands of native fish. You can thank our selfish, money-greedy government for creating this monstrosity. Our government claims that they want to cherish the most important things about our country, but they lie to our faces, selling our precious water from the Menindee Lakes (that is used to help drought) and giving it to overseas companies that own cotton farms in the Basin, one of the most drought stricken areas our country currently has. We need to change our ways and responsibly use our precious water.

Beau Smith – Year 9B



Year 11 English

The country to Canberra Leadership competition

A prestigious annual competition that awards winners with a 'Power Trip' to Canberra where winners meet inspiring politicians/CEOs, receive leadership and public speaking training, tour Parliament, score a mentor, get their work published and more!

Bree Merrifield was a top 40 finalist for this competition, with her entry being published on their website.

My ideas about how we can push through barriers to achieve gender equality come from my own experiences as a girl in rural Victoria. As a young girl, I have struggled with two major issues that have made it hard for me to not only feel equal, but even just feel like I belong at all. On one hand, I have always wanted to play football, ever since watching Andrew Krakouer play for Collingwood back when I was young. I wanted to be able to get on that field and play myself. But up until this year, I have always struggled with the idea that that would be impossible for me, because of the rules stopping women from playing competitively once they get older. On the other hand, I have never felt able to fit in socially with either the boys or the girls. The fact the girls were excluded from competitive football meant that many of the girls I hang around with never considered playing, so they usually keep their distance from me, because they think of me as "one of the boys". But at the same time, the boys never really treat me the way they treat each other, so I don't really fit in there either.

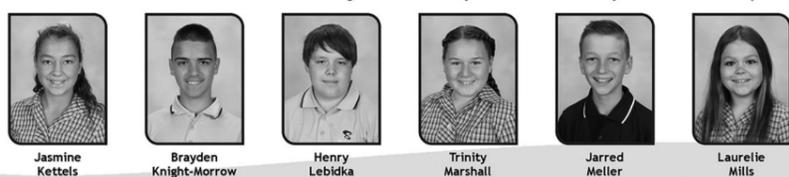
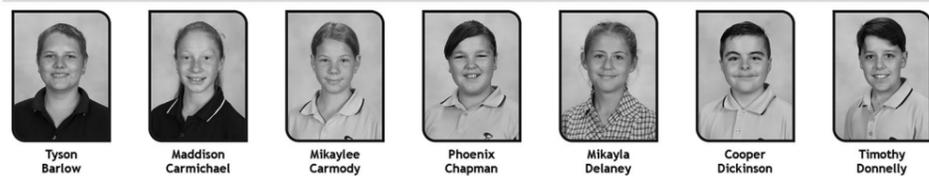
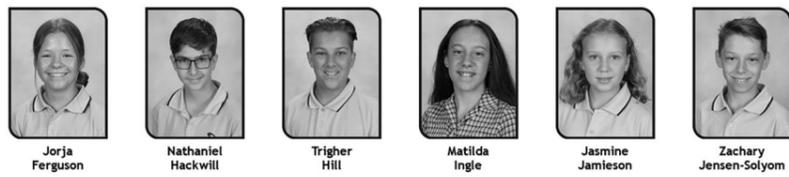
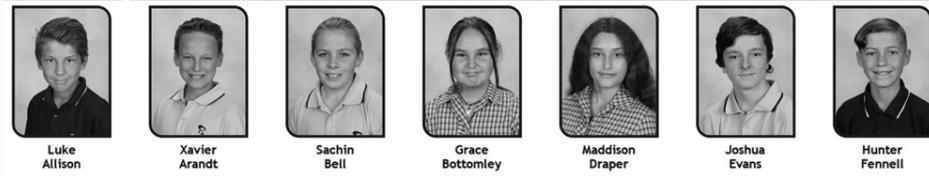
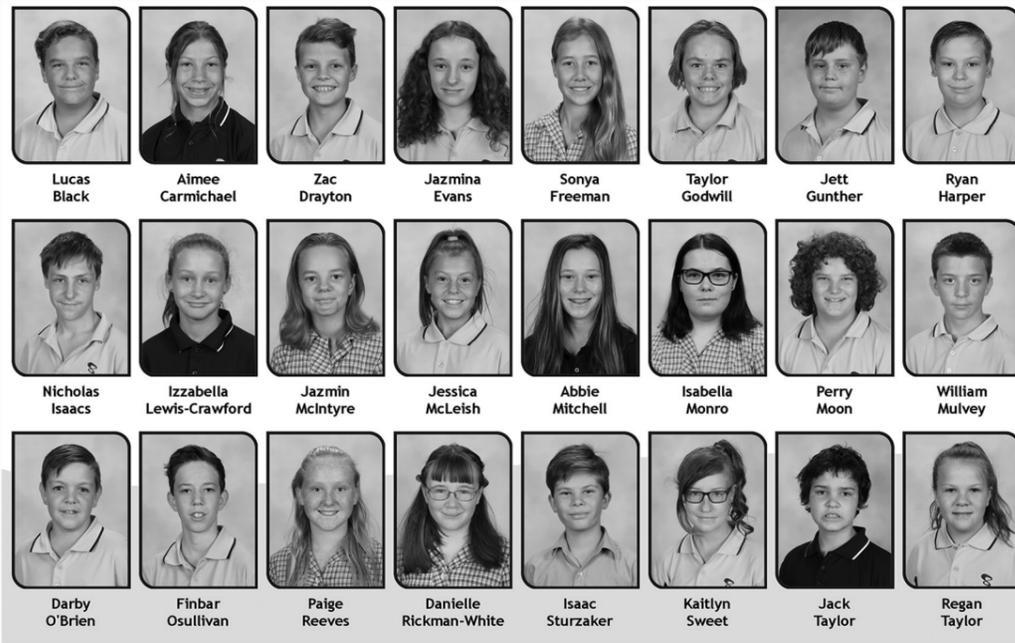
Because of these two experiences, I think the most important way that we can push through barriers in order to achieve gender equality is to take the example of the AFLW league and provide examples of highly professional and competent women in all avenues of life. No young girl should have to be forced to either compare themselves to men, because men are the only role models in the field, or give up entirely and accept the stereotypical roles of women. I think that for us in the country to break through barriers (of which there are many!) we need to say loudly to girls that it is ok if you aren't really feminine, and that there are role models to show you how you can still succeed as a woman, in a man AND woman's world, not just in a man's world. If we want equality for each gender, we need to be working towards an understanding where not only society treats us the same, but even just our own families.

Bree Merrifield – Year 11A



YEAR 7

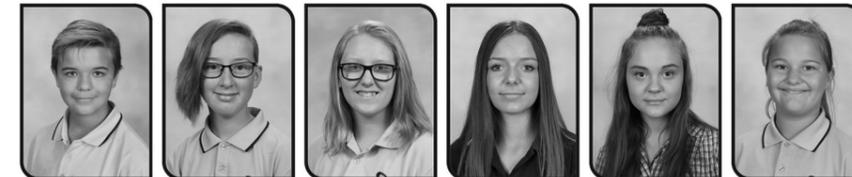
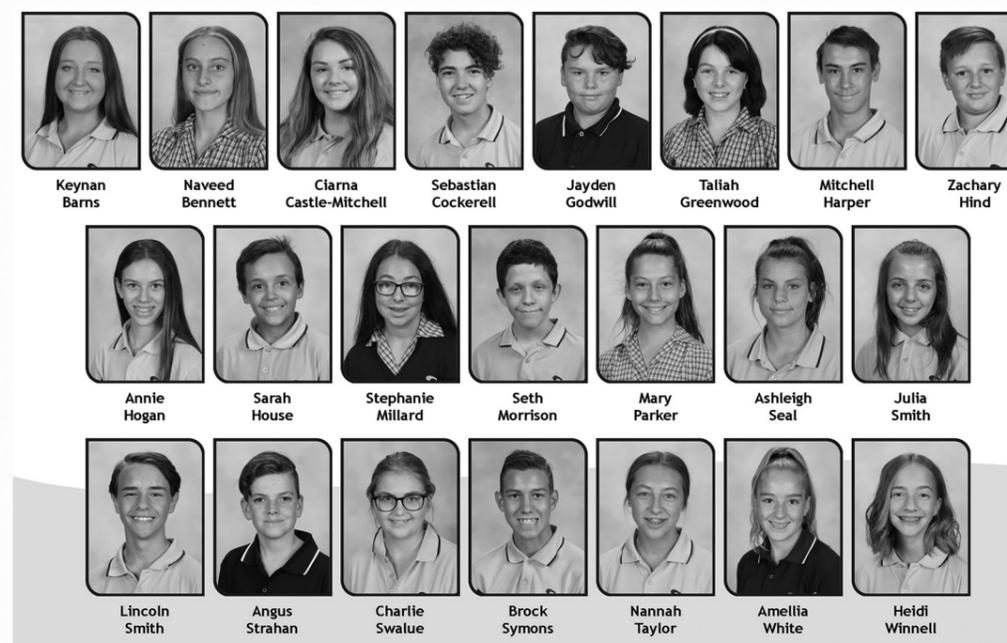
A



B

C

A



YEAR 8

B

C

YEAR 9

A



Shanae Baker, Sonny Ball, Lillian Beovich, Rhys Billen, Taegan Bowers, Deegan Boyd, Fraser Brown



Ricki-Lee Burgess, Kar Ting Chong, Austin Clark-Reardon, Indy-Lee Eeles, Bradley Halse, Vincent Janusauskas



Lillie Jones, Kobie Kirby, Harrison May, Jessica Pascall, Jay Ridd, Cody Sewell-Pierce, Mitchell Stafford



Brooke Allison, Travis Bess, Christina Birt, Michael Bourke, William Chan, Charlotte Clarke, William Dalton



Brayden Deacon-Stock, Grace Ferguson, Thomas Goodman, Kayley Lorenzi, Ethan Mitchell, Riley Murrell, William O'Brien



Monique Purchase, Maria Robinson, Rhys Shepherd, Beau Smith, Liahna Spry, Jackson Sterry, Dylan Thomas



Jordan Bowden, Ashlee Cavanagh, Jake Cavanagh, Jamie Clark, Georgia Consiglio, Daniel Deglatis, Declan Esqueria, Amelie Gillett

C



Brodie Griffiths, Kirk Ibrahim, Reilly James, Olivia Jennings, Tyson Jones, Jake Kipping, Tyson Lewis-Crawford



Kaed Mills, Shanay Monigatti, Savannah-Rose Roberts, Kaleb Ruscoe, Harry Skinner, Ashlee Taaffe, Emily Tubecki

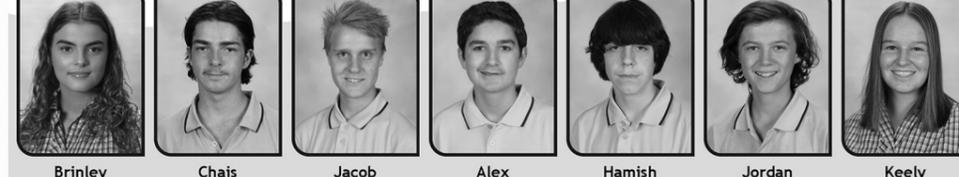
A



Hayden Anderson, Jamison Black, Ayden Costantini, Sarah Dalton, Angus Garner, Phyrne Grant, Elizabeth Harmes



Emily Kemp, Charlotte Kidd, Rodeo Macfarlane-Lobb, Laura Macleod-Smith, Brooke McLarty, Erin Mumford, Amelia O'Brien



Brinley Panayiotis, Chais Scott-Tremblay, Jacob Shannon, Alex Sherwood, Hamish Strahan, Jordan Wallden, Keely Wright



Kiara Allison, Logan Baker, Corey Blades, Oskar Bowers, Lindsay Brennan, Melissa Brown, Emily Chapman



Lucy Dawe, Jack Evans, Temisha Griffiths, Caleb Ilbury, Holly King-Page, Jessel Mark Macalino



Zairaalen Manreal, Tyler McNeill, Britni-Lee Meagher, Ellie Milligan, Deborah Mowat, Cairo Parker



Declan Salmon, Jack Skinner, Selwyn Tennant, Tia Tobin, Madison Van Duinen, Kyra Wolstenholme-Davis



Hayden Bird, Melissa Gallina, Ethan Gibbons, Darcy Gleeson, Tori-Lee Harper, Adam Jehn-Briggs



Rory Loder, Cody Lorenzi, Miranda McCulloch, Rhiannon McFarlane, Paige Nachlik

YEAR 10

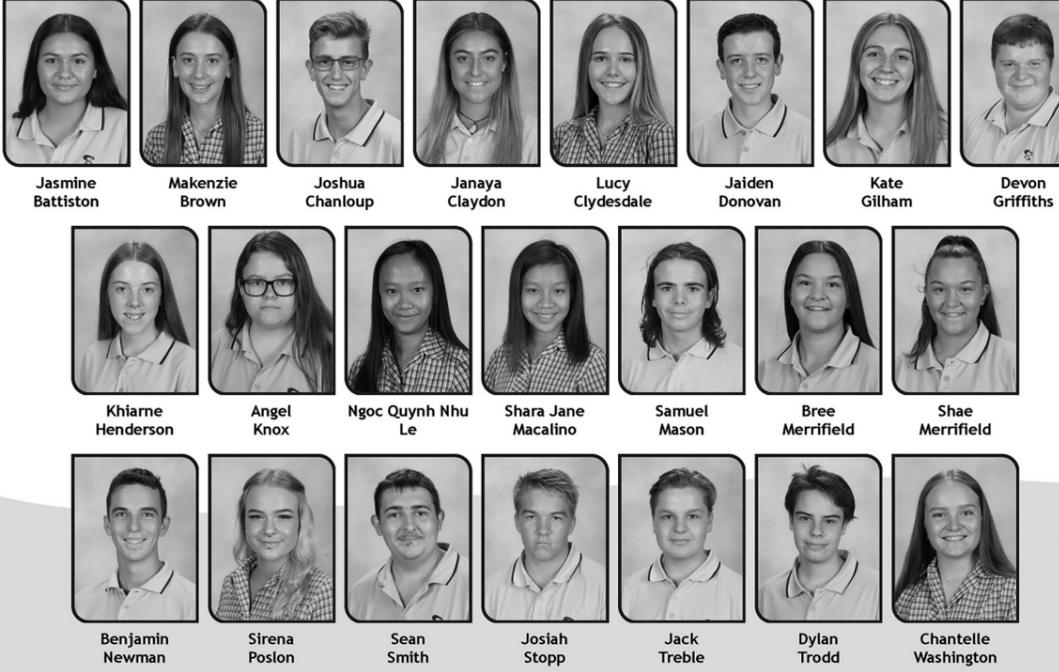
C



Ariel Parker, Giselle Tennant-Andrew, Huy Tran, Dana West, Zac Wight

YEAR 11

A



Jasmine Battiston Makenzie Brown Joshua Chanloup Janaya Claydon Lucy Clydesdale Jaiden Donovan Kate Gilham Devon Griffiths



Khiarne Henderson Angel Knox Ngoc Quynh Nhu Le Shara Jane Macalino Samuel Mason Bree Merrifield Shae Merrifield



Benjamin Newman Sirena Poslon Sean Smith Josiah Stopp Jack Treble Dylan Trodd Chantelle Washington



Lara Baker-Kean Chloe Barton Ally Black Erykah Brown Milo Burgess Seth Burgess Mitchell Donnelly Alisha Franklin



Carmelo Gattuso Hayley Gazzara Douglas Hooper Tamika Hunt Erin Lawrence Aidan Maude Forrest Maxwell Joseph Mifsud



Lulu Moon Dylan Mulvey Darien Roberts Michael Smith Zanoah Taylor Mitchell Temperton Aidan Ure Simeon Yabut



Gypsy Ball Brooke Beovich Harrison Corboy Jaryd Fletcher Frankie Gaspari Nathaniel Glenn Amy Godfrey Jonah Hackwill



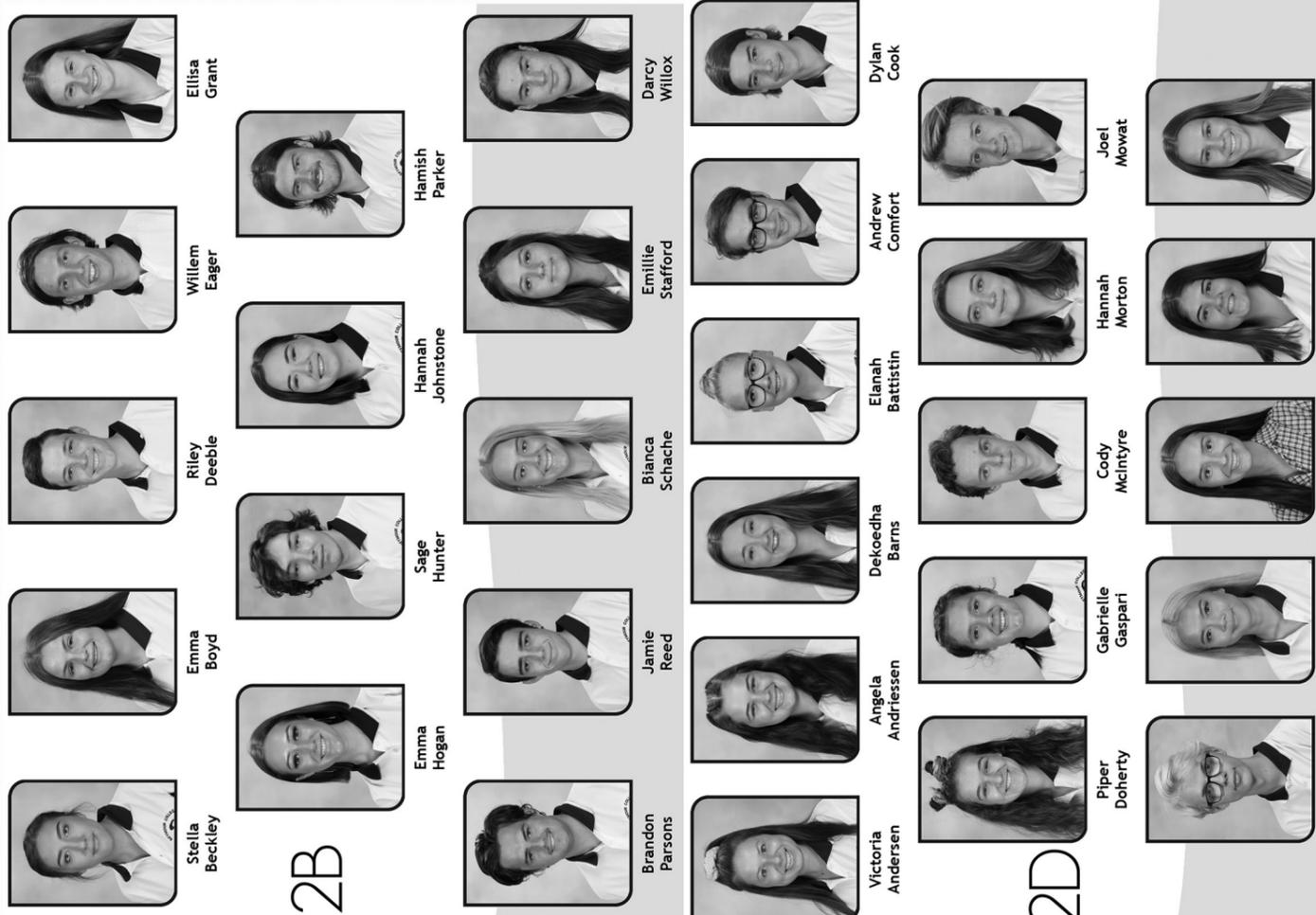
Cody Handley Liam Harvey Maddisun Ireland (Jones) Connor Johnstone Kaylam Kirkham Sean Larkin Ewan McCloy Bailey McCulloch



Morgan McFarlane Jason McIntyre Marshall Murrell 46 Ambrhei Panlilio Caitlin Pascall Astasia White Sattine Wilson Sasha Wright

B

C



Elisa Grant



Willem Eager



Riley Deeble



Emma Boyd



Stella Beckley



Lachlan Macleod-Smith



Imogen Fawcett



Matisse Clarke



Annabelle Baehr



Hamish Parker



Hannah Johnstone



Sage Hunter



Emma Hogan



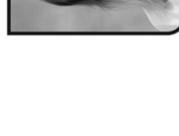
Brandon Parsons



Benjamin Robinson



Hannah Postill



Mike Waszczuk



Daniel Murray



Darcy Willox



Emilie Stafford



Bianca Schache



Jamie Reed



Victoria Andersen



Emily Whitford



Jordan Watt



Emiija Fihlman



Patrick Clancy



Emily Treble



Dylan Cook



Andrew Comfort



Elanah Battistin



Dekoedha Barns



Angela Andriessen



Hudson Kaak



Thomas Garner



Lillian Moon



Zac Merrifield



Sophie Bridges



Joel Mowat



Hannah Morton



Cody McIntyre



Gabrielle Gaspari



Piper Doherty



Toby Newman



Jai Nash



Samuel Tang



Shania Shepherd



Maggie McDonald



Lucy Zotti



Amelia Tennant-Andrew



Isabelle Quine



Prathana Pengthummee



Jack Mulvey



Lachlan Wright



Caleb Williams



Samual Tang



Shania Shepherd



Tayla Pollard

12B

12D

12A

12C

Year 12 Report

In 2019 we were faced with challenges and change had become the norm. At the beginning of our final year of school no one knew what to expect but looking back I am extremely grateful for the people who I shared this experience with and the endless opportunities which Seymour College and its amazing staff have provided us.

I'd like to congratulate everyone who began and completed their final year of schooling in 2019. This is a great achievement, which everyone has worked so hard for, and I'm sure the results will be a positive reflection of our progress.

This wouldn't be possible without the dedication and support from our passionate teachers who have guided us through this year, no matter how big the ask. Not only have students turned to you for help for our math equations, we have looked up to you as role models and you inspired us to do our very best every day. For this I couldn't thank you enough as you are quite literally the foundation of Seymour College.

The class of 2019 will be one to remember, we have turned the school upside down and encouraged individuality. Our unique characteristics is something which the future can look forward to as we all have so much to offer and have the potential to achieve great things.

To the following year 12 students of 2020, Goodluck as you have a big year ahead, make the most of it because it will be over before you know it.

Although High School seems to be such a large portion of our lives, and it has finally come to an end, we still have so much to learn. Goodluck to everyone, whichever path you chose to take, continue with confidence.

Lucy Zotti – College Captain

I'll begin by saying what a huge honour it has been for Lucy and I to represent Seymour College as the 2019 school captains and how fast this year has come and gone. 13 years of schooling finished in the blink of an eye and what a privilege it was to be able to work with both teachers and students to make this year as enjoyable as possible and one to remember.

On behalf of the year 12 cohort of 2019, an enormous thankyou goes out to the teachers and staff who have helped us with our many struggles this year and allowed us to become the individuals we are today. I entered the high school as a year 7 and it opened me up to greater experiences and opportunities which have allowed me to grow as an individual, as well as watch my peers grow with me. At the time however I wasn't sure as to what I was walking into, but reflecting on the last 6 years I can definitely say I am just as nervous walking out that door, as I was walking in.

The school has also allowed me to develop in other areas through various sporting activities. Throughout my years I was able to participate in the Energy Breakthrough which caused me to not only improve my fitness but also create memories with not only the students from Seymour College but also with other students from different places in Victoria and even students as far as Queensland! I have participated in every round robin from year 7 to 12 and had never been able to make it to the state finals, until this year. The Seymour College table tennis team of Dylan Cook, Hudson Kaak, Will 'the weapon' Eager and I were finally able to make the state finals. Overall the school provides these various activities and I encourage everyone to participate in them as although they may seem quite serious at times, you will have some of the best memories to look back on.

We have worked closely with the leadership group to get the most out of final year. As we all know, year 12 places us under a lot of pressure and to overcome this we organised the first annual VCE retreat. This an achievement we are really proud of as it took months of planning and organising and for those who attended would agree, it would be considered as one of this year's highlights. A special thanks goes out to Miss Hill who took on the role of our year level coordinator and went out of her way to organise the camp for us, along with Mr. Piacquadio, Miss Young and Miss Ward who came along for the experience and added to the fun.

Year 12 has been one of the best years of my life even though it required hard work and dedication, but it is all worth it in the end. I'd like to say good luck to the year 12's who sat their final exams and may you get the results you are hoping for. To the teachers and staff, thankyou again for all of your tireless efforts throughout the years and thankyou and to the class of 2019 who have made the year enjoyable for all.

Finally, good luck to the next years year 12's, I hope you have as much fun as I did!

Tom Garner – College Captain

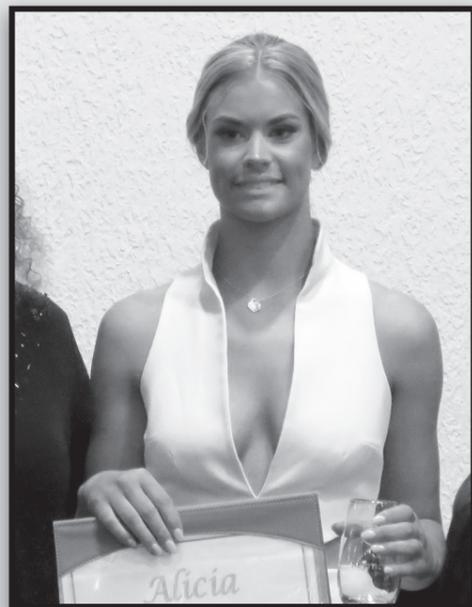
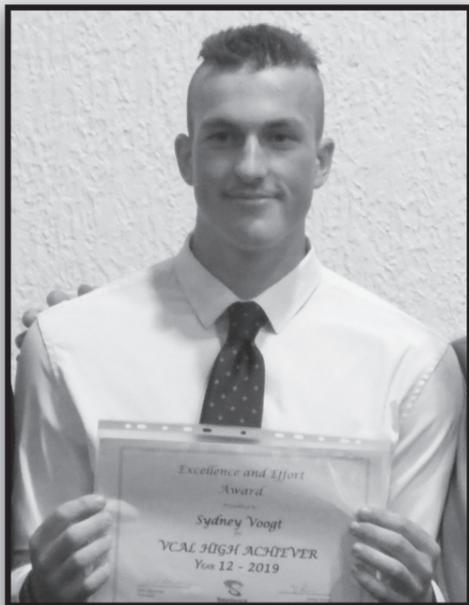
YEAR 12



Valedictory Dinner



Behind you,
all your memories.
Before you,
all your dreams.
Around you,
all who love you.
Within you,
all you need.





VICAL



10V



Emily Bridges



Ryan Colverd



Ashlee Dvorski



Codie Kipping



Brady Lunn



Zayde Macleod



Zain Taylor



Jeffery Wilson



Tony Butchart



Lucas Cobalti



Hayley Cox



Nicholas Darcy-Duncan



Blayze Gregory



Alicia Lambert



Lucas Quilty



Samantha Ribaux



Mary Shannon



Elysia Smith



Lily Speechley



Phoebe Taylor



Jasmine Wahlen



Xavier Warrior



Melanie Waszczuk



Jye Black



Taylah Boulton



Isabelle Cook



Riley Corboy



Harry Dawson



Jacob Egan



Kai Furletti



Sienna Guthrie



Bryce Lambert



Alicia McLeod



Dean Oakley



Chloe Symons



Bailey Tobin



Sydney Voogt

VICAL

11V

12V

VCAL Report

VCAL have had a fantastic year. We have been busy carrying out a number of projects that have allowed us to complete our outcomes. Our first excursion was to the Seymour Alternative Farming Expo to look at local industries. Although a scorching hot day, we managed to make many community connections for a number of our projects. We then had two students represent Seymour College at the VCAL conference in Wangaratta after being invited to talk about our program. Thank you to Taylah and Syd for doing such a good job. VCAL then promptly began their 2019 projects. First, we started making products for the Mothers and Father's Day stall; we made candleholders and wooden signs that looked fantastic. Thank you to Mr Griffiths for the opportunity to create these meaningful gifts.

In term two and three we created a 'coffee and cake' system for the teachers; we all got into groups and researched different slices for all dietary requirements. After we had all our research done, our groups cooked different slices and made coffee for our selected teachers. This happened every Thursday for six weeks. Thank you to Mrs Lovell for all your hard work and organisation. We really appreciated all the effort you put in.

In Work Related Skills we organised an emergency services breakfast with the help of David Stute. We reached out to the Police, SES, Ambulance and CFA inviting them to come to our school and for them to inform us about their jobs; we provided a lovely brunch of bacon, eggs and sausages. We received excellent feedback from this and enjoyed listening to how we could become involved in each service. We also enjoyed planning a very successful Daffodil Day and we ended up raising almost \$500.00. We donated this money to the Cancer Council, and they were very appreciative of our efforts.

Finally, for our integrated project. Our class got into multiple groups and discussed what activities we would all do for the Market Day. We all planned it to run nice and smoothly. We had some fun activities for all the Primary School students. This was supported by different types of savoury and sweet treats, and a BBQ lunch. The day went exceptionally well.

Our last major project was for Numeracy. Each student had to pick either the industry they work in or something that interested them. We had to find information about the industry and represent them in a creative way. Miss Trickey organised certain classes to walk through to ask questions about our industry, and to answer all the questions on their checklist. We want to thank her for her continued support throughout the year, particularly for giving up her time to come in and help us in Term 4.

In conclusion, we had a very successful and eventful year and we would like to thank all our teachers for their support, guidance and patience.

Syd Voogt – VCAL Captain & Alicia McLeod – Year 12V

WORK EXPERIENCE



Student Careers at Seymour College

This year after 3 years of industry partnership Broadspectrum employed Seymour College student, Brandon Parsons, as an Apprentice Heavy Diesel Mechanic. The Broadspectrum recruiting team were impressed by Brandon's practical skills and time spent working for Seymour Heritage Railway Centre as a paid staff member and volunteer. In 2019 Broadspectrum continue to provide a range of career development opportunities for Seymour College students. VCAL students were involved in tours at Puckapunyal where they learnt about Broadspectrum's hospitality and ground maintenance operations. They also learnt about the automotive, engineering and stores or warehousing contracts that Broadspectrum administers for the Australian Defence Force. Broadspectrum managers and human resources staff again conducted mock interviews for entry level positions that have been previously advertised by the company with the Year 10 and 11 VCAL students. In addition to all of this, Broadspectrum hosted a Mindshop program where Alex Sherwood, Deborah Mowat, Lily Speechley and Ethan Gibbons worked with other students from schools in the Seymour region to develop a recruitment package designed to attract local workers.

For the fifth year in a row, The Seymour Rotary Club conducted mock interviews at Seymour College with Year 10 students who were willing to take up this opportunity. The process of preparing their job applications and being interviewed greatly assisted several of those who participated with getting part time employment and the confidence needed with the job application process.

This year, several Seymour College students have commenced School Based Apprenticeships. Hayden Anderson started his cabinet making School Based Apprenticeship with Highlands Joinery and Janaya Claydon started a School Based Traineeship with Victoria Police. A new program was introduced in the apprenticeship area called Headstart. The purpose of this program is to provide additional support for apprentices with completing their final years of school while commencing their apprenticeship. Rick Hager is the representative for Seymour College and this year he signed up Jack Skinner in Painting and Decoration with James Fulton. Erin Mumford also commenced a Headstart Traineeship with Cheryl Greenshields in Agriculture and Travis Bess commenced a Heavy Diesel Headstart Apprenticeship with Dean Jones Transport. Jackson Brookes Day commenced a full time apprenticeship with Mick Marshall Cabinets and Lucas Cobalti started an apprenticeship in stone masonry.

Another initiative introduced by the Department of Education and Training was the Morrisby Online testing for Year 9 students. Most of our Year 9s elected to be a part of this program which was followed up with a one on one interview with a guidance counsellor. As a result of doing their Morrisby testing, Year 9 students have selected a greater variety of VET programs that will be more relevant to their interests.

While our 2019 VCE students are yet to hear their results and tertiary study offers, our 2018 students did exceptionally well. Some achieved ATARs in the 90s and 80% of those who applied were offered their first or second course preferences including highly sought after degrees such as Biomedicine, Journalism and Commerce.

"Change yourself – you are in control." Ghandi

"The beautiful thing about learning is that no one can take it away from you." BB King

Jeremy Linton – Careers / Work Experience Coordinator

Performing Arts & Victorian State School Spectacular Report

Performing Arts

2019 was another hugely successful year in Performing Arts across Seymour College! This year the classroom program has extended to include Years 5 – 7, and both SSJ and SSS. In these classes' students have been working on their ukulele skills, and also on making short plays and films to express their creativity. We have had students involved in dance, drama, and music here at the school, and also in the community. Some highlights include:

- The Primary School Choir performing with the Mitchell Shire Concert Band in May. Led by Julie Friswell and Eric Anderson, students sang *Shotgun* and *A Whole New World* accompanied by the band.
- The Victorian State Schools Choir and Mass Dancers performing for a crowd of thousands at the Melbourne Arena in September. These students worked for over 6 months to learn over 15 different songs and dances for the show.
- Lillie Jones (Year 9) appearing in the Seymour Performers Workshop production of *Footloose* in November.
- Kaed Mills performing at the Awards Day ceremony with a set of vocal and piano music.

Hannah Ward – Performing Arts Teacher

Victorian State School Spectacular

This year we had amazing talent represent Seymour College at the show. There were 24 students from year 5 to year 11 who participated. We were a part of the Mass Choir and Mass Dance this year. We had 11 students from our college, along with 1200 students from other schools in Mass Dance. We had 13 students from our college participate with 1200 other students in the Mass Choir. Students performed many songs throughout the show.

All the performers did an amazing job and gave up many hours and months to prepare and practice.

Thank you to all staff involved in making this event so successful (Racheal Broughton, Lauren Newman and Bronwyn Jephcott).

Natalie Gatt & Hannah Ward – VSSS Coordinators



Leading Teacher Reports

Sue Watson – F-6 Literacy

Books! Books! Books! Everywhere we look, from Foundation to Grade 6, students are reading every morning. This we year have continued our focus on reading and our students have become avid readers. We have continued to invest significantly in our classroom libraries, purchasing new books regularly throughout the year. It has been lovely to receive lists of books students would like purchased for their classrooms. We have introduced tracking how often a student reads at home and have noticed a fantastic increase in the number of nights children read. Each week, at assembly, students who have reached a reading milestone have their name entered into the prize box. One name each week is selected and they are able to choose a book to add to their home library. We have been delighted to give away dozens of books this year.

Teachers have been working closely with students, in reading, to build their understanding of both decoding and comprehension strategies. In each classroom we can locate anchor charts which are developed with the students to explain and provide examples of our learning. Teachers have conferenced regularly with students to identify individual reading goals and students are given time during independent reading to practise their goals. Students have also worked hard this year to gather evidence of their learning in their reader's notebooks. These books will go home at the end of the year, and we encourage families to read and discuss the wonderful examples of learning their children have achieved. Thank you to all students, teachers and families for helping to build our community of readers at Seymour College.

Daniel Piacquadio – 7-12 Literacy

The goal for Literacy within the secondary college this year has been to cement and build upon the foundational work put forward by our previous literacy leaders. Programs such as the Reading to Learn program have been reviewed, questioned and ultimately reinforced throughout 2019, with students and teachers continuing to engage in consistent reading blocks each week. Surveys sent to students have come back very positive about the impact of this program, with many students reading more often, more confidently and for the sake of their own leisure, since its introduction.

Even more exciting, in thinking about Literacy this year the secondary English team has gone back to basics in thinking about what it means to be literate. Literacy is the foundational ability to interact with and make use of the wonder of our complex English language. As such, the staff in secondary, but particularly in the English team, have made a concerted effort to examine our curriculum and alter it in such a way as to better explore the full richness of our ability to communicate with each other. We have gone back and reviewed the Victorian Curriculum, and made sweeping changes to our content offerings in order to better diversify and enlivened our content offering at the college. Opportunities for students to engage with and learn about the majesty of verbal communication have been expanded, feedback opportunities have been extended for every assessment task, and new opportunities to demonstrate unique literacy competencies through reading, writing or speaking have been introduced.

The college has also started on developing a whole school literacy plan that will span the next four years. We hope that through this plan a clear vision for the future of literacy will take form, better guiding our work and bridging the efforts of primary, secondary and inclusive education teams. Now more than ever, Seymour College is poised to utilise the full force of its diversity and expertise, in guaranteeing a whole school approach to literacy.

Sharon Hill – Senior Studies

Seymour College has witnessed another successful cohort of students pass through the school. Approximately 70 students have completed their VCE or VCAL certificates. We are incredibly pleased with the efforts and achievements of these students during the time they have been at Seymour College. They are wonderful ambassadors for our school within the local community and beyond.

From study sessions, to guest speakers to practice exams they have embraced all of the learning opportunities afforded them and they will shortly be embarking on the next phase of their lives in employment or further education and training. I look forward to show casing their achievements on the college alumni site. I would like to acknowledge all of the student leaders for their role in making the class of 2019 a productive one, especially the school captains Lucy Zotti and Tom Garner. Of particular note was their advocacy for and organisation of a VCE retreat, which was an enormous success and hopefully will be embedded in future years.

We wish them the very best for their futures and feel extremely confident that they will do themselves and their families proud. Thank you also to all of the year 12 teachers and all staff who have supported these students with dedication and passion over the last 6 years. On a personal note, as their Year Level Coordinator from 2017-2019, it is with particular pride that I have witnessed their development into adulthood and I wish them the very best for their futures.

Leading Teacher Reports Cont...

Tracie Baker – Numeracy

During 2019 we have continued to refine our Mathematics curriculum, staff have developed 'I can' statements which may be used when conferencing and setting goals with the students. Students have been involved in a variety of common assessment tasks, which allowed them to model and investigate real life problems. The range of tasks included developing tessellations using technology, calculating areas and volumes of sports courts and garden beds around the school, designing an estate, using the golden ratio to study facial features, constructing a clinometer in trigonometry studies and developing a carnival game in probability. These tasks allow students to collaborate and work with peers to develop solutions. Hands on tasks enable students to depart from the traditional Maths classroom and have input into their learning.

Data is an important part of our planning, and together with the Literacy and Curriculum leading teacher, we organized PAT testing. I was also able to research the Naplan results and develop overall Numeracy summaries. This data will influence our future planning in the Mathematics curriculum. In 2019 we have started to use the online Essential Assessment program to differentiate learning tasks and develop learning goals. Students are able to access an individualized program based on their needs.

In the teaching and learning part of my role, I have been able to support staff in the development of planning documents and tasks. I have promoted collaboration within our PLC and encouraged staff to present and share ideas at PLC meetings. This is enabling us to develop a bank of resources and skills within our PLC.

Racheal Broughton – Inclusive Education

As Leading Teacher of Inclusive Education, I am privileged to work with such amazing students and dedicated staff members. The students in Inclusive Education know that they come to school to learn. They bounce off the bus in anticipation of the day ahead. Students are excited to share their successes and discuss their learning goals. I am so lucky to spend time in classrooms team teaching, modelling best practice and working with individual students. I have provided teachers and Education Support staff with written and verbal feedback on the teaching and learning occurring in the classroom.

This year we have introduced PODD into classrooms to support students who are nonverbal. Our teachers have embraced the new system and are excited to see our students communicating their needs through pictures. We have worked with our Speech therapists Jacqui and Taylah to increase the amount of visual supports in rooms.

Staff Professional Development: This year I delivered presentations to staff at whole College meetings, Sector meetings and Professional Learning Communities. Topics included Autism awareness, behaviour management, wellbeing support, Calmer Classrooms, creating Individual Education Plans, differentiation as well as how to deliver explicit teaching to students with special needs to staff at the College and schools in our region.

Tristan Garcia – Science

2019 has been an extremely successful year for the science faculty at Seymour College. We have continued to consolidate and refine our curriculum and are constantly looking for ways to support students to achieve success across the range of science programs offered. This year we have been fortunate enough to have Ms Nicole Barri working with our junior students from F-4 who have benefited from a range of experiential learning experiences and both Mr Sabu Alex and I have worked to support the learning of inclusive education students by offering a secondary science program.

As a faculty, we are constantly looking for ways to extend students and provide the opportunity to develop relevant skills and knowledge they will need post-compulsory education. To achieve this, we have trialled an end of year project where students were required to respond to a prompt around the idea of "dynamic humanity". This project allowed students to design and create a product which explores this concept in a way of their choosing, whilst enriching and individualising the learning experience. Projects are currently still underway at the time of writing, but I have been extremely impressed by the quality and rigour that many students have applied to their work. I am looking forward to seeing the final products, and want to congratulate students for all of their hard work this year!

SEYMOUR COLLEGE HAS TALENT!

In 2019 the Talent Show was bigger and better than ever! Students from F-12 were involved in the production as performers and stage crew. There were beautiful performances from students across all years. Some highlights from the secondary sector include Kaed Mills' vocal performance of *This is Gospel*, Reese Ridd's *Classical Suite* on the clarinet, and Doug Hooper joined by his band to sing *Pub Feed*. There were also dance and vocal medleys, displaying the creativity and courage of students from all years.

Our foundation students rocked out music through the ages and exposed a whole new generation of budding musicians. We look forward to witnessing their progress.

A highlight this year was having extensive student involvement behind the scenes. We had students help to set up the stage, move and set microphones during the show, coordinate the movement of performers between the stage and the dressing rooms, and sell tickets and manage the audience. We also had some fantastic student MCs. It is wonderful to see our Seymour College students manage an event so professionally!

Hannah Ward & Mandy Ridd



SEYMOUR HAS GOT TALENT



TEXTILES



Defence Transition Mentor Program

The Defence School Mentor (DSM) provides support to children of Defence families, particularly during their transition into and out of school and during times of parental absence, due to deployment and other work commitments.

The Defence mentor aims to minimise the impact that Defence life has on student wellbeing and learning outcomes.

The students have participated in a variety of commemorative activities, including ANZAC day, Vietnam Veterans Day and Remembrance Day. They have had the opportunity to participate in Defence student lunches, homework and craft groups. They have had access and the opportunity to individual support, guidance and a quiet space.

Parents of Defence students are encouraged to keep the school informed about any concerns they have and changes in the home environment so the social, emotional and academic wellbeing of Defence students can be maintained. Morning tea was offered at Puckapunyal as an opportunity to meet other parents, and to learn more about Seymour College.

I wish our departing families well and a smooth transition into your next location. For our incoming families, welcome and I look forward to meeting and supporting you while at Seymour College.

Maryanne Carroll-Keays – Defence Transition Mentor



