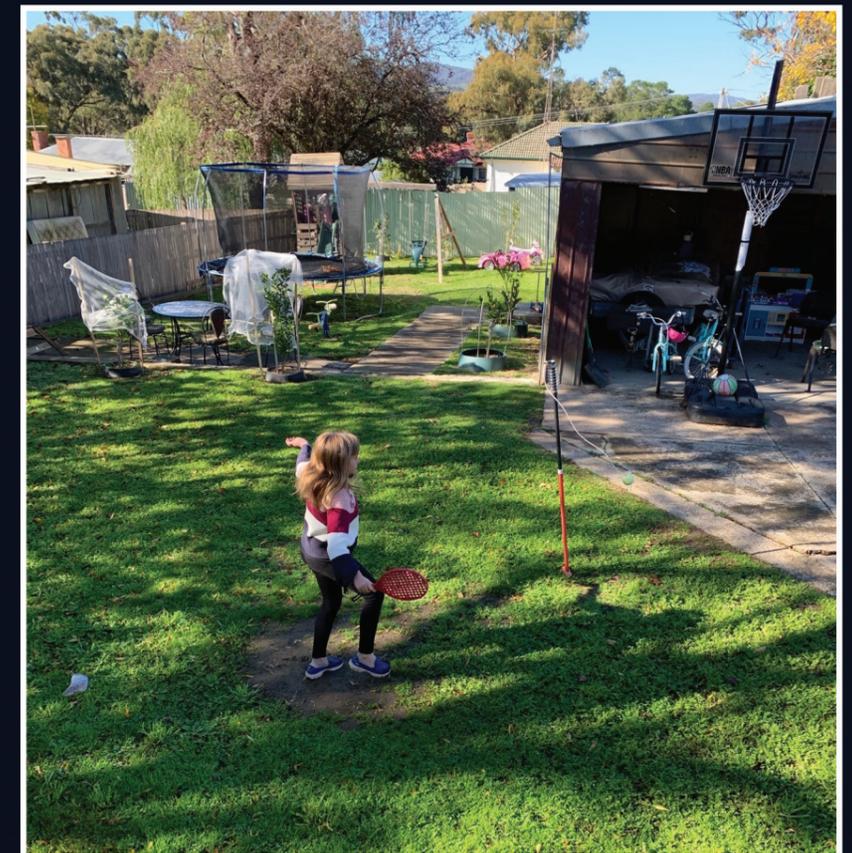
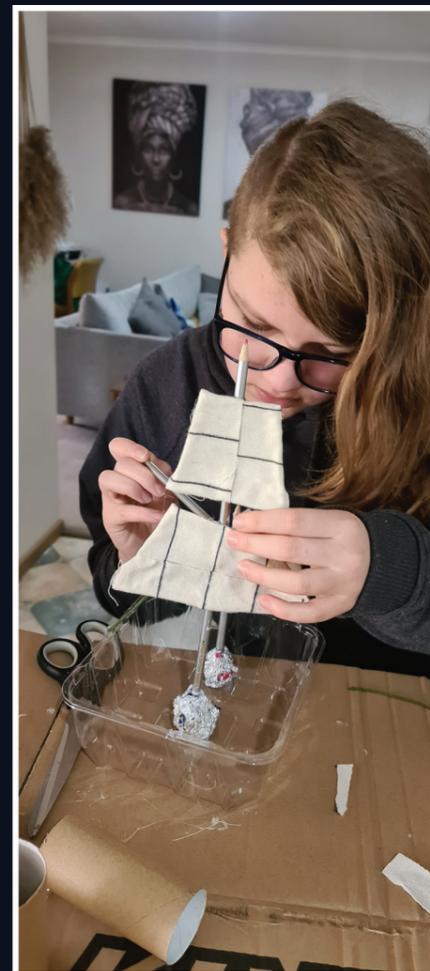
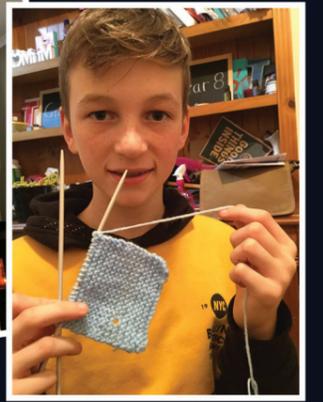
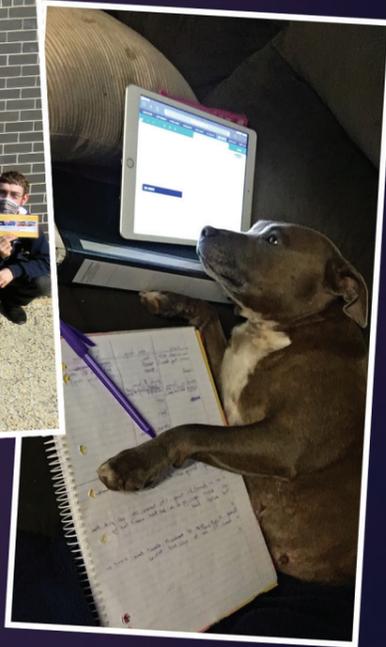
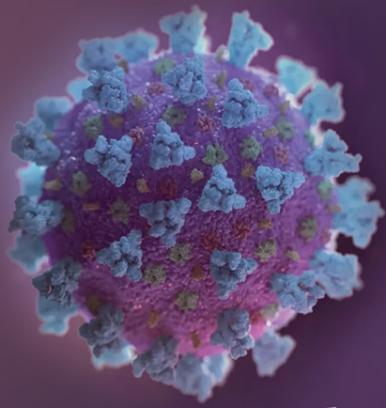


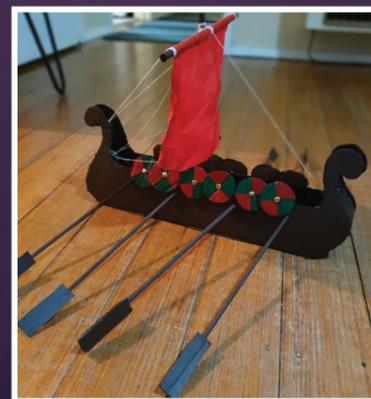
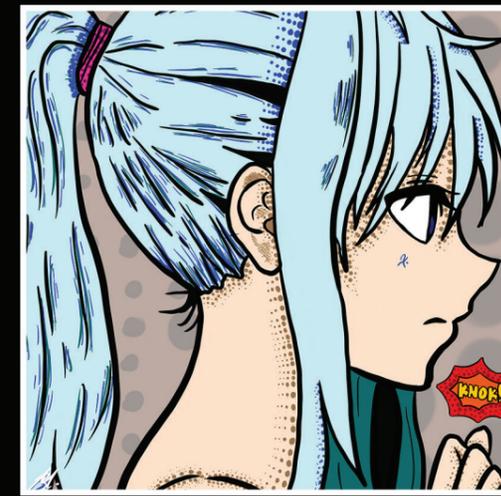
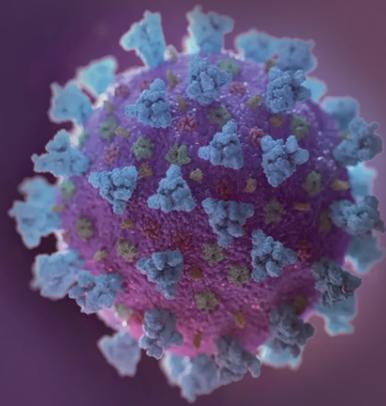
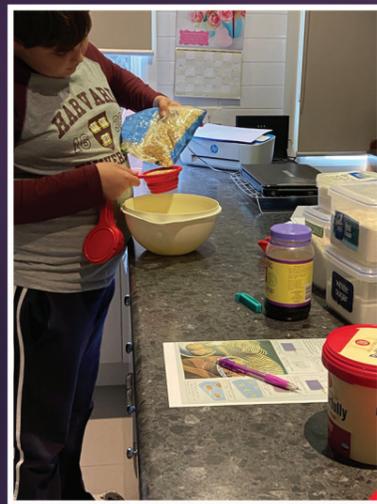
COVID - 19  
REMOTE LEARNING



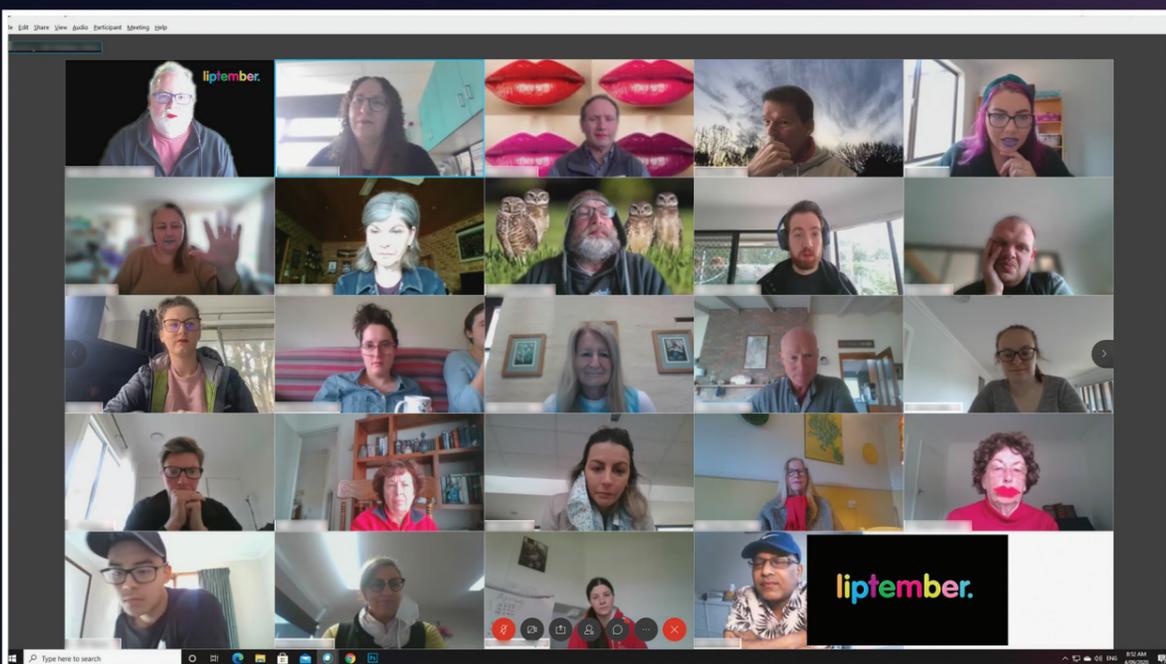


COVID - 19  
REMOTE LEARNING



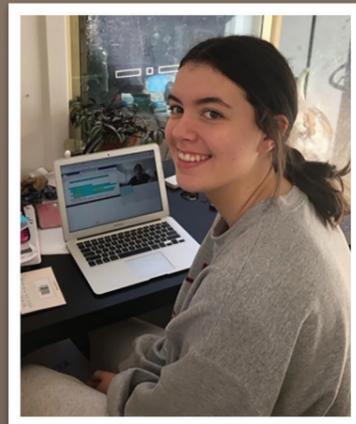
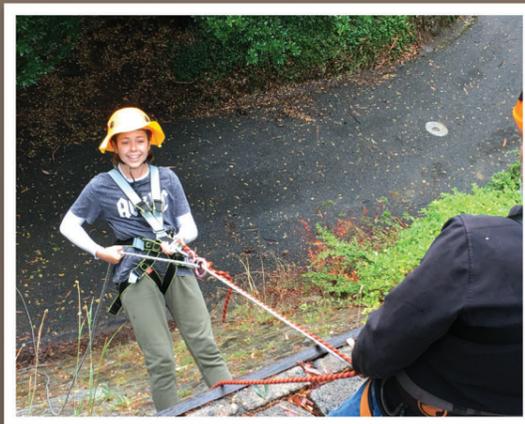
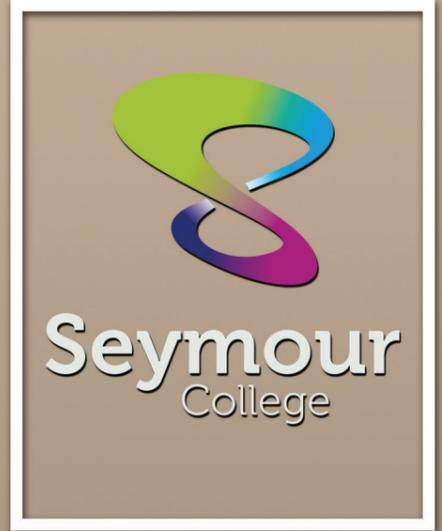
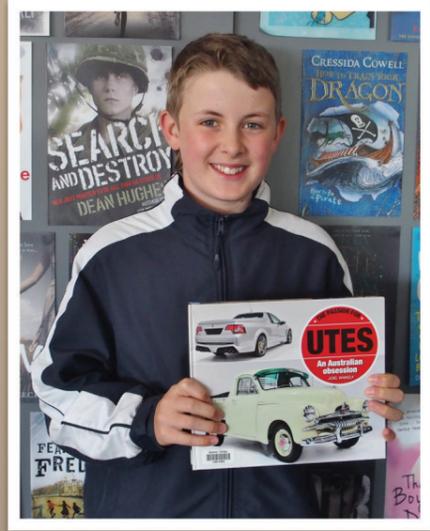


COVID - 19  
REMOTE LEARNING



ART...

# SEYMOUR COLLEGE SCHOOL COMMUNITY 7 - 12



# Years 7 – 12 Learning Community Report

2020 has been an incredibly challenging year in both secondary education and for the wider College community. For a large part of the year teachers and students were operating under a remote learning regime involving mailed homework packs, Compass lessons and learning tasks and a new phenomenon called “Webex.”

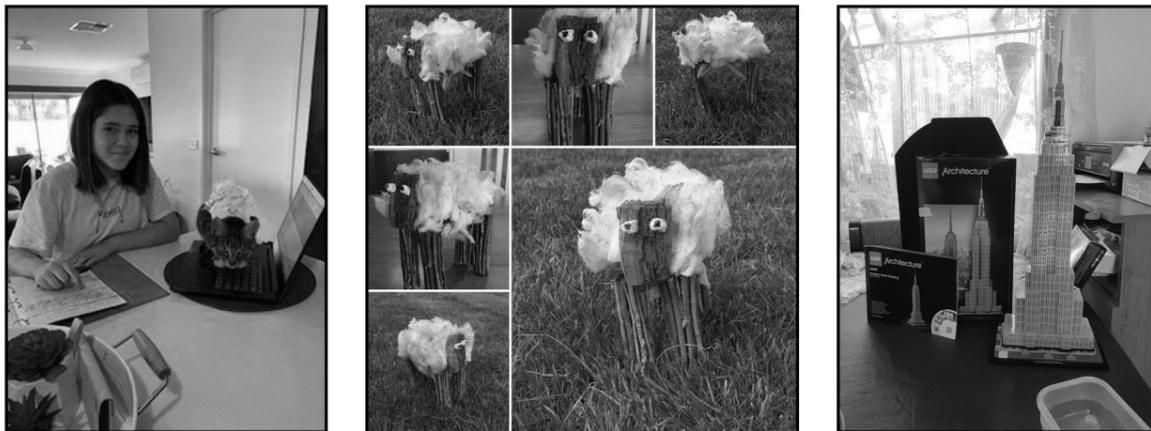
Term 4 has seen a return to a somewhat state of normality, and staff, students and no doubt many parents are happy we are back operating onsite. VCE and VCAL students have had to cope with many adjustments to learning and shifts in timeframes for assessment. In recognition of the disruptions to learning caused by the COVID-19 pandemic and the differing levels of impact at both school and individual level, the VCAA introduced a new process of “Consideration of Educational Disadvantage.” Staff worked closely at Seymour College to ensure that none of our students who were adversely impacted were disadvantaged. As I write this, our Year 12 students are nervously heading into their first English exam in the Community Arts Centre. We wish them well and are confident that our VCE results driven by highly skilled teachers will again be amongst the top schools in our region.

Unfortunately, school camps and activities have been off the agenda for some time with Year 7 Rubicon in early March unable to go ahead as the COVID-19 restrictions came into place. In terms two and three there were many virtual activities, assemblies, challenges and it was great to see the efforts by staff to engage students in this difficult remote learning period.

2020 saw the first use of the new junior Secondary Learning Building and Food Technology Centre and the spaces and landscaping surrounds have been very beneficial for teaching and learning.

Seymour College provides students with access to a great VCE program, a category 1 ranked VCAL program, a myriad of quality vocational education and training courses all backed up by a great Careers and pathways team. A big thanks to our College community that have worked hard to make a difficult year such a success.

## Derek Rimes – Assistant Principal, Years 7-12



# Year 7 & 8

## Me by Me

My parents decided to name me after a beautiful sandalwood flower and my middle name was my great grandmother’s too. That’s how I got the name Rohanna Mae Murphy.

All my friends complain about the silly things their brothers and sisters do, but I don’t have any, so I guess that’s lucky... Also, I don’t own any pets, as I’m not really an animal person. However, if I did, I would definitely choose a cat, because they wouldn’t make nearly as much mess as a dog! Most of my family lives overseas, so I don’t see them too often.

One funny story from when I was little, three I think, is that at the time I must have been really into collages and cutting things up. There was a 50 dollar bill left on the bench one time, and you can imagine what happened when mum walked in. By then I had of course cut it all into pieces. She was probably as angry as a bear!

My favourite food would be pizza, not with pineapple, but I love olives (I don’t think anyone really agrees with me there!) I want to go to London or New York one day at Christmas time so it will snow. But I also really want to go to Harry Potter World in Florida. Harry Potter is my favourite book series and my favourite character is Dobby, because he is so cute and funny! I Hope you enjoyed!

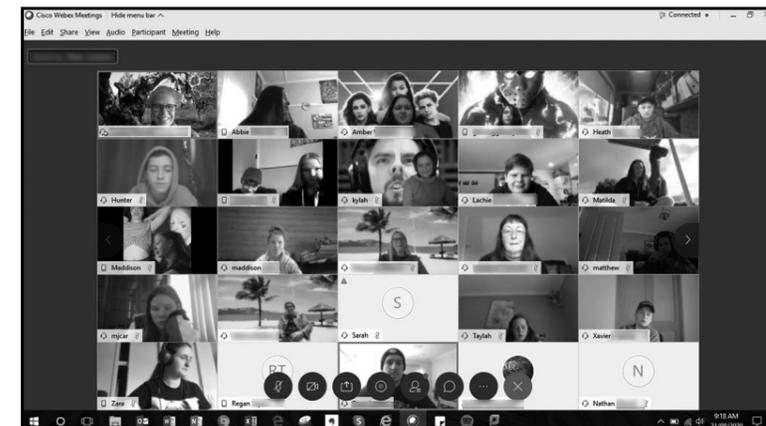
## Rohanna Mae Murphy – Year 7C

## Webex Wonders

For the majority of 2020, all Victorian students had to complete their learning from home. For our year level (Year 8), one way we coped with the lockdown was the wellbeing Webex sessions which were held every Friday morning.

Most Year 8 students joined in as we played a variety of games and discussed various topics such as how we were coping with remote learning. We would participate in Kahoots and played several games of Pictionary. One week, Kylah was given the opportunity to create a Kahoot quiz using Year 8 baby photos. The year level found the quiz quite hard but also amusing.

## Sarah Kemp, Kylah Rogers and Jack Taylor – Year 8C



# Year 9 & 10

## Creative writing

My name is Tan'Ar, and for the last 12 years I have been trying to assemble a data base, a data base that contains the amassed knowledge of humanity. I decided to create this database, so that humanity and its entire existence does not account for nothing, doesn't end up being a momentary blip in the history of this planet. There will always be some remnant of our existence and what we achieved in our time here. Before we inadvertently signed our own death warrant.

It's a historical irony that we ended up signing our own death warrant, preventing death was what this whole disaster was about avoiding. You see, this isn't the first time we've nearly wiped ourselves out of existence. About 150 years ago we had a war, a war like nothing we'd ever had before. I won't go into the political bigotry and hypocrisy that caused it, but the upshot of this war was a loss of almost 6 billion people. Almost the entirety of our population of the day, there was also a near total collapse of international governance. This meant that hundreds of corrupt factions were established worldwide from what was left of the militia armies of the war. These factions were plagued by crimes. The majority were petty crimes, stealing vital supplies for survival and that sort of thing. Many of the factions did not have the capacity to deal with these crimes. Those who did, more or less let the crimes run rampant.

But slowly, out of this post-apocalyptic hell hole we crawled, it was a long and torturous process. Most of the governments left after the war were either taken over by more powerful factions or slowly corrupted by them. One of the only governments that did not fall was that of the Republic of Australia. It was this government that slowly began to turn the tide. They started pushing the various factions out from the key areas in Australia; the ports, harbours and the air strips. Then they moved inland removing the small factions from power around uranium, iron and coal mines in central Australia. The coal and iron mines in particular helped fuel Australia's push against the factions. But they refused to use the uranium to make nuclear weapons, they said that "considering there are so few left, we're not going to blow people out of existence."

This peaceful tone was what set the scene for the rest of the anti-faction movement not just in Australia, but worldwide. Disputes were settled diplomatically. If they could not be, force was threatened but never used. It appeared that even faction leaders acknowledged that with so few humans left it was nonsensical to kill. They would quickly yield to the growing power, to what was now an international anti-faction movement, as Australia had started liberating other countries from their illegitimate leaders. They started with New Zealand, then moved up through Indonesia and the Philippines. Next it was Korea and Japan, then through mainland China and Russia, continuing until Europe then down through Africa. But then the plan became unstuck, with the Americas. Liberating South America was fine. But North America was where everything that had been fought for over the last 90 years of the anti-faction movement would come unstuck.

## Morgan Carroll-Keays – Year 9C

### Horror Play opening – The Accident

[therapy room]

**Alice:** We have run out of options. [pause] The dreams, the nightmares they just won't stop! We have done everything you and every other therapist has suggested but the screams! [stutters] the horrifying painful screams that have come out of our daughters' mouth are beyond control. Please. Help her, help our daughter before something horrible happens.

**Therapist:** I understand this child has been through a lot but you can't keep her locked away. [pause] If I'm going to help this little girl, I'm going to need to meet her.

[Alice and Dan look at each other]

**Therapist:** I'm going to need to meet Gemma.

Later, at Gemma's house

[knock on Gemma's bedroom door]

**Dan:** Hello? Honey. [pause] Your mother and I need to speak to you.

[silence]

[door creaks open]

**The door slowly opens and a dark figure appears. Her hair dark, long and wavy stuck flat to her face and small little eyes peering through from beneath. Her skin pale but cold piercing the dark room as she emerges from the shadows. There stands Gemma in silence, eyeing her parents in agony.**

**Dan:** Hey! There you are. [pause] Now we have been talking to this lady for a while now and well [pause] she's good! It's only a five-minute drive...

**Gemma scrunches up her face and lets out a deathly scream and slams the door in their face.**

**Gemma:** NO, NO, NO CARS! NO, NO, NO CARS!

## Emily Tubecki – Year 10C

# Year 11

## Year 11 Oral presentation conclusion

### Debating technology

I had a lot of trouble choosing a topic for this speech. There are so many opinions and arguments out there, but the thing about technology is that it's such a grey area. There are good things and bad, and it was so hard to get passionate about one part of it, because I believed in many different things. So, of course, I picked literally the most inconclusive topic I could. A topic that noticed that grey area, brought it to the front. Because that's really where we should be focussing our attention. Grey areas are dangerous because they have potential for good or bad; it all depends on the one who makes the choice.

The earliest technology we had was not a computer that weighed several tons, or a lightbulb, or a factory. The earliest form, the thing that started it all, was a simple flame. Fire was one of the first things to separate us from other animals, our first step in the path we've tread for the last thousands of years. And fire itself isn't good or bad, but we have to light the spark. We lit the spark then, having the choice to warm our freezing bodies or burn down a forest. And now, years later, that choice is still ours.

Many, if not all of you, would probably describe me as bossy, overwhelming. The kind of person who always tries and forces her opinion on you, who always has to be correct. And you'd be right; I hate it, but I am that person.

But for once, I'm not going to do that. I don't want to get in your face and demand you agree with me, because in my lengthy experience that never works. I could give you a thousand facts, hundreds of quotes from credible sources, appeal to your fear and emotion, repeat things a million times, but in the end, the only one who can change your mind is you. If someone really doesn't want to believe in something, nothing is going to change their mind. The best thing I can do is put my thoughts out into the universe, and wait.

So, I'll wait.

## Phryne Grant – 11A



# Year 11 & 12

Business Management students were given the opportunity to participate in the ASX Schools Sharemarket Game. Casey Grant and Jasmine Jimenez-Laidlaw finished with the highest valued portfolio in the school, and even placed 16<sup>th</sup> in Victoria! Congratulations girls!!

Dean Lazzaro



## THIS IS NOT WHAT I EXPECTED

This is not what I expected, not how I thought this year would go,  
They told me I'd enjoy it, into an adult I would grow,  
But instead here I am, locked inside and alone,  
Learning nothing by myself, while our lives are all postponed.

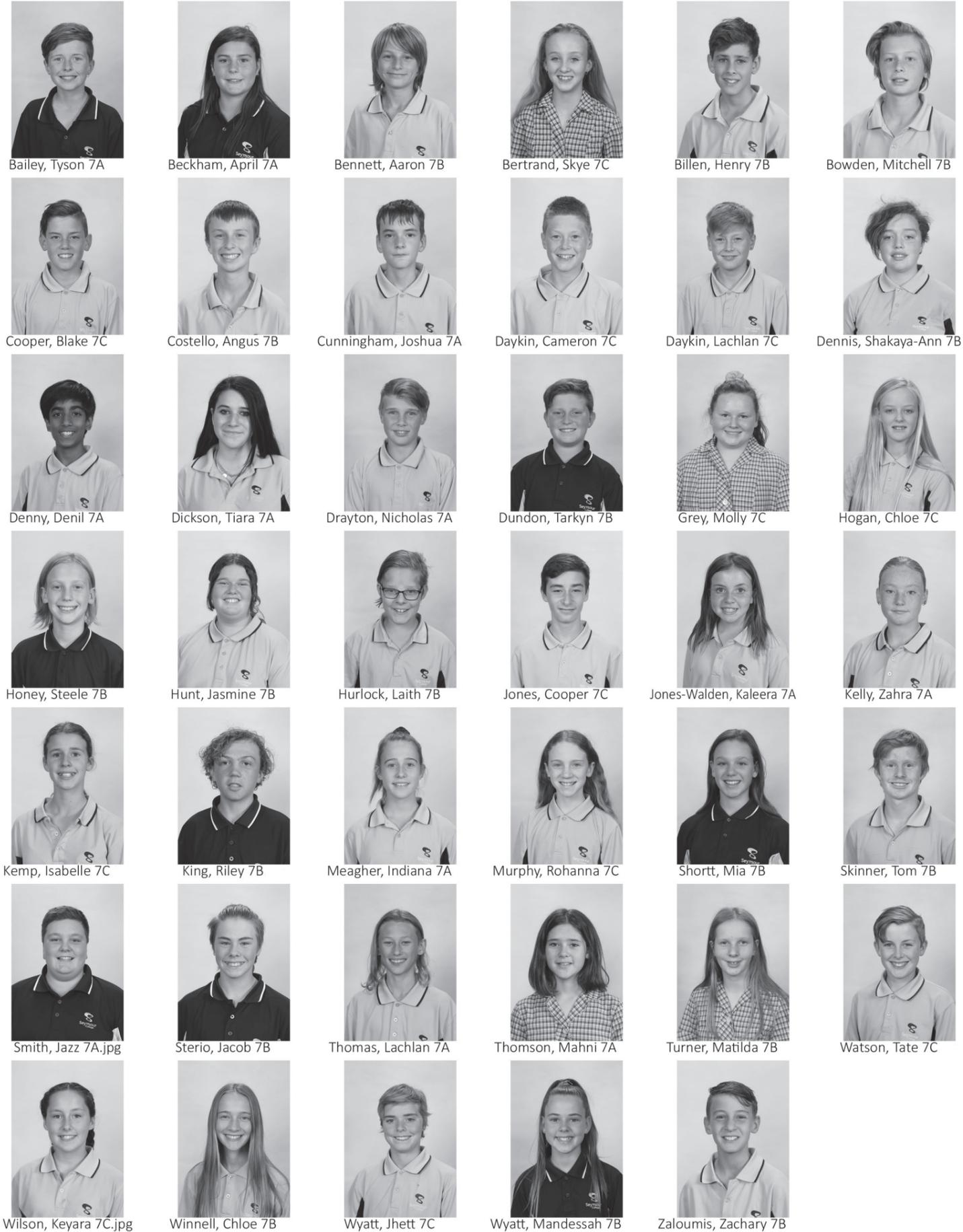
At first this worked out well, for freedom I had plenty,  
But when winter came and so did rain, the house became just empty.  
Within a week, I'm back at school, back to being no-one,  
At least at home, I'm on my own and free to have my own fun.

So many films, so many books, are now hard to tell apart,  
But still so many yet to finish, I don't know where to start.  
As pages turn, words start to blur, my mind begins to wander,  
I've read so much but nothing's stuck, I guess time has been squandered.

This time's been tough for all of us, there's struggles we don't see,  
So much will change, when that time comes, and at last we are set free.  
Everyone returning with new perspective and fresh eyes,  
Telling people, they were sorely missed. A loner in disguise.

But I'll try hard to enjoy the year or make sense of what's to come,  
Should I try to fit in? Or do my best to march to my own drum?  
Now with the year almost half over, and my schooling near done,  
This is not what I expected, but boy it has been fun!

Anonymous – Year 12





YEAR 8 2020

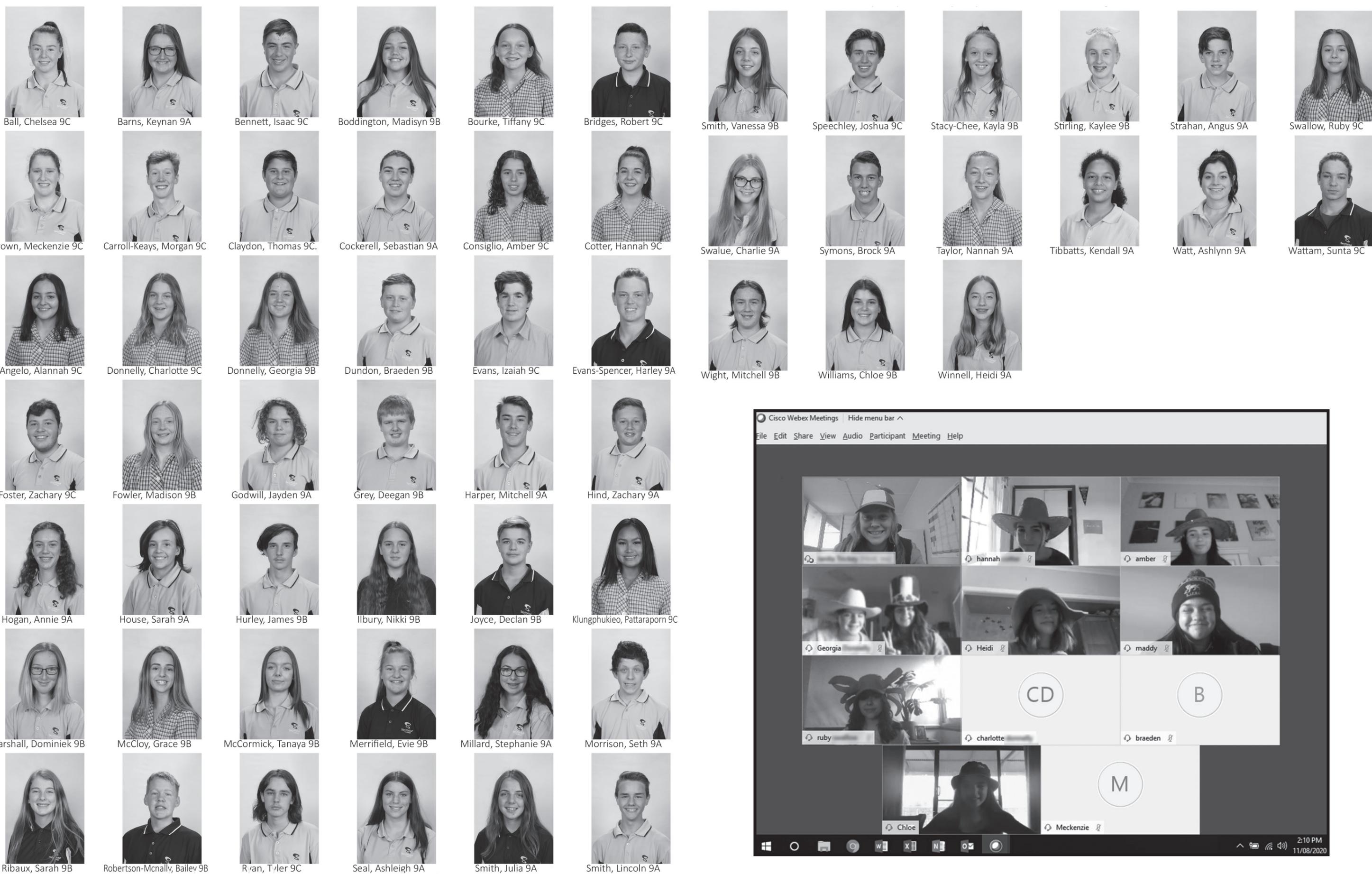


Seymour College

YEAR 8 2020



Seymour College



Ball, Chelsea 9C

Barns, Keynan 9A

Bennett, Isaac 9C

Boddington, Madisyn 9B

Bourke, Tiffany 9C

Bridges, Robert 9C

Smith, Vanessa 9B

Speechley, Joshua 9C

Stacy-Chee, Kayla 9B

Stirling, Kaylee 9B

Strahan, Angus 9A

Swallow, Ruby 9C

Brown, Meckenzie 9C

Carroll-Keays, Morgan 9C

Claydon, Thomas 9C

Cockerell, Sebastian 9A

Consiglio, Amber 9C

Cotter, Hannah 9C

Swalue, Charlie 9A

Symons, Brock 9A

Taylor, Nannah 9A

Tibbatts, Kendall 9A

Watt, Ashlynn 9A

Wattam, Sunta 9C

D'Angelo, Alannah 9C

Donnelly, Charlotte 9C

Donnelly, Georgia 9B

Dundon, Braeden 9B

Evans, Izaiah 9C

Evans-Spencer, Harley 9A

Wight, Mitchell 9B

Williams, Chloe 9B

Winnell, Heidi 9A

Foster, Zachary 9C

Fowler, Madison 9B

Godwill, Jayden 9A

Grey, Deegan 9B

Harper, Mitchell 9A

Hind, Zachary 9A

Hogan, Annie 9A

House, Sarah 9A

Hurley, James 9B

Ilbury, Nikki 9B

Joyce, Declan 9B

Klungphukio, Pattaraporn 9C

Marshall, Dominiek 9B

McCloy, Grace 9B

McCormick, Tanaya 9B

Merrifield, Evie 9B

Millard, Stephanie 9A

Morrison, Seth 9A

Ribaux, Sarah 9B

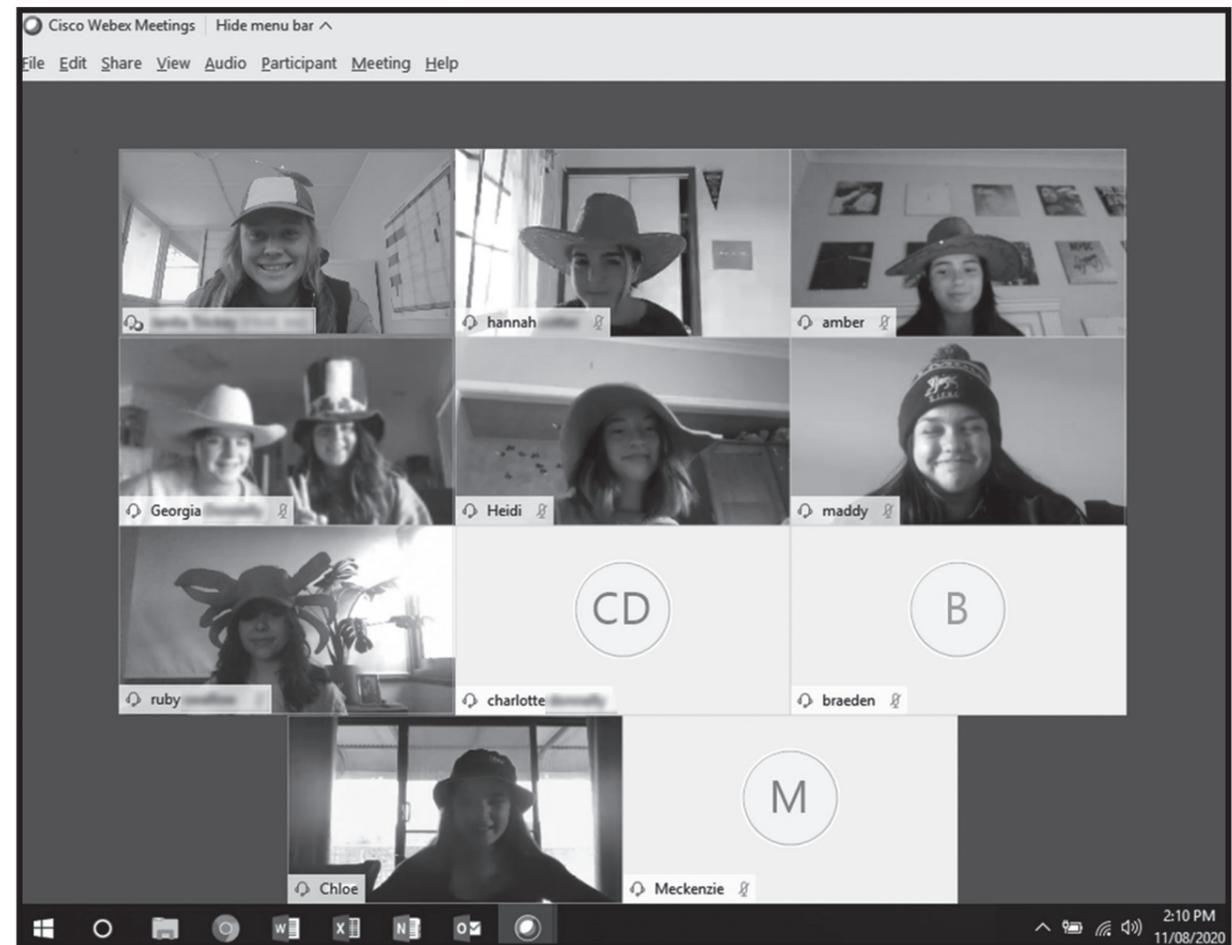
Robertson-Mcnaill, Bailev 9B

Ryan, Tyler 9C

Seal, Ashleigh 9A

Smith, Julia 9A

Smith, Lincoln 9A



YEAR 9 2020



YEAR 9 2020





Ball, Sonny 10A



Beovich, Lillian 10A



Bess, Travis 10B



Billen, Rhys 10A



Binks-Brown, Jodie 10B



Bourke, Michael 10B



Stafford, Mitchell 10A



Sterry, Jackson 10B



Taaffe, Ashlee 10C



Tennant, Harry 10C



Thomas, Dylan 10B



Tubecki, Emily 10C



Bowden, Jordan 10C



Boyd, Deegan 10A



Brown, Fraser 10A



Cavanagh, Ashlee 10C



Chan, William 10B



Chong, Kar Ting 10A



Worden, Lochlan 10A



Ruscoe, Kaleb 10C



Sewell-Pierce, Cody 10A



Shepherd, Rhys 10B



Skinner, Harry 10C



Smith, Beau 10B



Clark, Jamie 10C



Consiglio, Georgia 10C



Cranston, Nathan 10B



Dalton, William 10B



Deglaitis, Daniel 10C



Donovan, Morgan 10A



Spry, Liahna 10B



Eeles, Indy-Lee 10A



Ferguson, Grace 10B



Fountain, Aaliyah 10C



Goodman, Thomas 10C



Ibrahim, Kirk 10C



Janusauskas, Vincent 10A



Jones, Lillie 10A



Jones, Tyson 10C



Lewis-Crawford, Tyson 10C



Lorenzi, Kayley 10B



Malesa, Jade 10A



Mann, Jonty 10A



May, Harrison 10A



Mills, Kaed 10C



Mitchell, Ethan 10B



Monigatti, Shanay 10C



O'Neill, Liam 10B



Ogilvie, Connor 10B



Pascall, Jessica 10A



Purchase, Monique 10B



Quigg, Nicholas 10C



Ridd, Jay 10A



Roberts, Savannah-Rose 10C



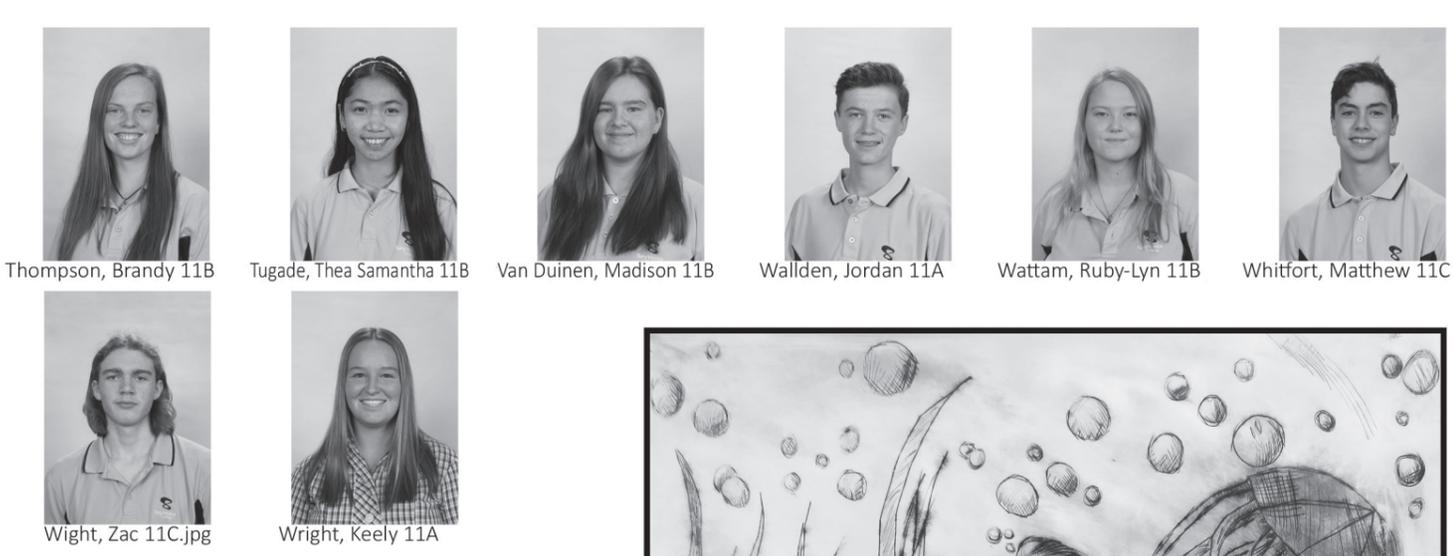
Robinson, Maria 10B



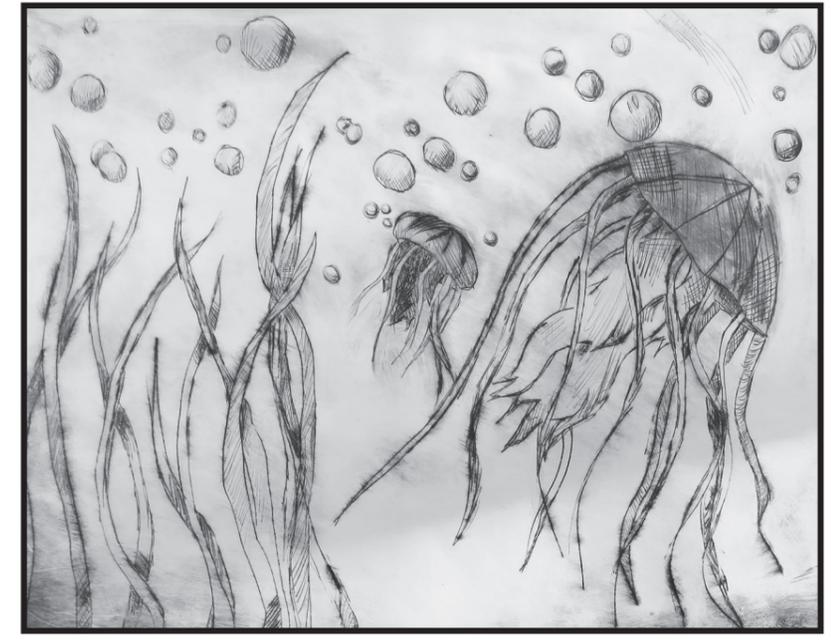
YEAR 10 PHOTOGRAPHY REMOTE LEARNING APRIL 2020



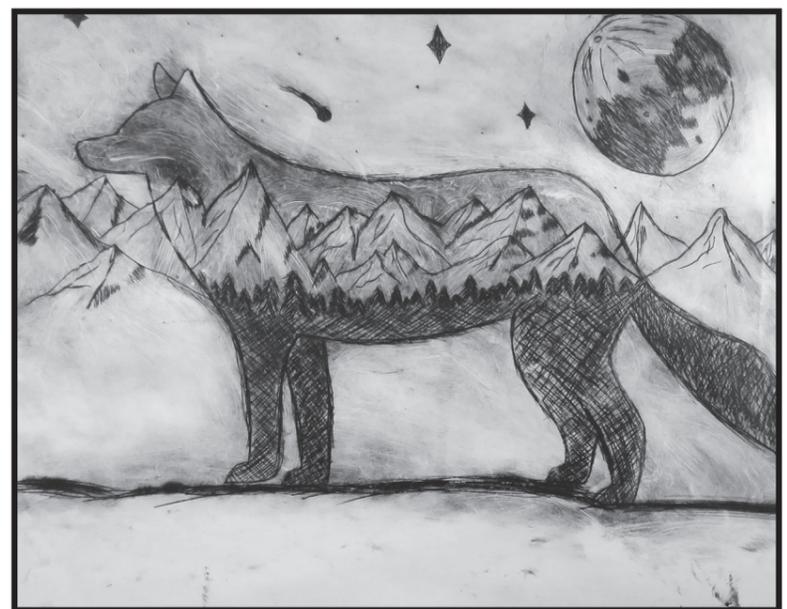
Bell, Cooper 11A Brown, Melissa 11A Chapman, Emily 11B Chetcuti, Jack 11A Copeland, Chloe 11A Coyle, Che Kayla 11A  
 Dalton, Sarah 11A Dawe, Lucy 11B Edsall-French, Grace 11C Evans, Jack 11B Gallina, Melissa 11C Garner, Angus 11A  
 Gibbons, Ethan 11C Grant, Casey 11A Grant, Phrynne 11A Griffiths, Temisha 11B Hanna, Oryiana 11B Harmes, Elizabeth Rose 11A  
 Huey, Tran 11C Hutchins, Isabella 11B Jehn-Briggs, Adam 11A Jimenez-Laidlaw, Jasmine 11B Kemp, Emily 11A Kidd, Charlotte 11A  
 Loder, Rory 11C Lorenzi, Cody 11C Macfarlane-Lobb, Rodeo 11A Malik, Jani 11B Manreal, Zairaleen 11B Messore, Emily 11B  
 Mowat, Deborah 11B Nachlik, Paige 11C O'Connell, Alanah 11B Panayiotis, Brinley 11A Potts, Robert 11B Sainsbury, Elijah 11A  
 Salmon, Declan 11B Sherwood, Alex 11A Sims, Akira 11B Steans, Maddison 11B Strahan, Hamish 11A Tennant-Andrew, Giselle 11C



Thompson, Brandy 11B Tugade, Thea Samantha 11B Van Duinen, Madison 11B Wallden, Jordan 11A Wattam, Ruby-Lyn 11B Whitfort, Matthew 11C  
 Wight, Zac 11C.jpg Wright, Keely 11A



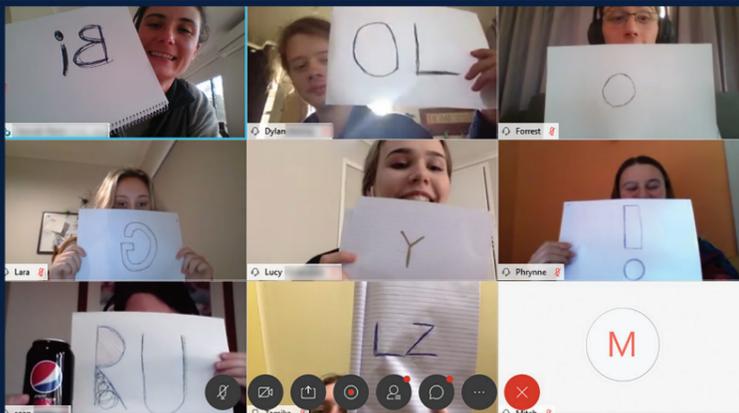
YEAR 11  
 STUDIO ART  
 ACRYLIC  
 ETCHING





# YEAR 12 2020

"What lies behind us and what lies before of us are tiny compared to what lies within us"



Hey, Brooke here! Let me take you on my remote learning/rona quarantine journey...

When I first learnt about restrictions and remote learning, I was a sad nugget 😞

The fridge became my favourite place...

... and I lived in pjs and comfy clothes...

To be yelled at by silly customers who didn't like the new rules...

My days started to look more like this ...

Waking up at 8am...

... and sanitised everything until my hands cracked to keep our community safe...

coles

... at least I got to socialise... and sometimes see Mrs Hicks... Wait for it... IN REAL LIFE! Crazy really

I did excessive amounts of online shopping for birthdays ... and myself...

coles

I reluctantly went to work...

coles

Then Scomo informed me I still had to work... and a whole lot more ...

You are ESSENTIAL

At the end of a day of online school and work my room typically looked like this... Clearly, I'm not phased...

So that's my experience... pretty glum... but hey we survived! 😊

# VCAL

“What lies behind us and what lies before of us are tiny compared to what lies within us”



Allen, Daniel 11V



Allison, Kiara 12V



Bain, Jack 11V



Baker, Logan 11V



Baumann, Joel 12V



Bird, Hayden 11V



Blades, Corey 11V



Brennan, Lindsay 11V



Butchart, Tony 12V



Corboy, Harrison 12V



Dvorski, Ashlee 11V



Fletcher, Jaryd 11V



Gleeson, Darcy 11V



Hackwill, Jonah 12V



Hamilton, John 11V



Ilbury, Caleb 11V



Jones, Maddisyn 11V



Leahy, James 12V



Lunn, Brady 11V



Martin, Charles 12V



McCloy, Ewan 12V



McCulloch, Miranda 11V



McLarty, Brooke 11V



Moore, Jonathan 12V



Mumford, Erin 12V



Pollard, Dylan 11V



Shannon, Mary 12V



Skinner, Jack 11V



Stopp, Josiah 12V



Tobin, Tia 12V



Wahlen, Jasmine 12V



Warrior, Xavier 12V



Wilson, Jeffery 11V

YEAR 11 AND 12 VCAL 2020



Seymour College

It's been a pretty quiet year for VCAL. We had a few little outings early in the year starting with our day trip to Broadmeadows to watch 1917 which kicked off our History Unit. We also focused on the hazards and risks of walking around a city, catching public transport, reading road signs and lots of other OH&S related tasks.

We've been working really hard on completing all of our work requirements for this year. It's been especially hard to do this with COVID and remote learning, especially with our work placement as a lot of businesses shut down which meant some of our classmates had no job. However, we got there in the end and have completed all our work ready to be sent off to be marked. We are so impressed with how well everyone got through those remote learning periods.

We've had a few major assessments this year starting with our Family History, where we had to make our family tree and find out history about who we are. We also completed a RUOK Box to send home to a loved one or a friend during these tough times, which was a really special project for us.

We also completed a Major Numeracy Project where we had to pick a business in Seymour and speak to the owners about six math related questions and then recreate a 3D Model of their building which was really fun. We submitted pictures of these to 'Padlet' which was a new piece of technology for us all.

Our Personal Development Skills major task was originally meant to be us working with the local church to supply meals to the disadvantaged. Due to COVID that changed to selling Jams and Pickles that we had made, but with further restrictions we had to make something at home. Here are a few of our peer's creations:

**Brooke – Horse shoe boot rack**

**Joel – A cubby house**

**Daniel – Horse shelter turned car shed**

**Johnny – Refurbished a car**

We also made our own Iso-Business at home where we had to design a business; Johnny Hamilton decided to sell firewood which he would cut and split himself. He made enough money to buy his first car which is amazing!

Our career portfolios have also been completed so we are ready to go into interviews in the future. These portfolios have a copy of our resume and cover letter and also any letters of recommendation that we may have, as well as any certificates we may have received.

Our program and overall classroom atmosphere has changed since COVID started. It has been hard to work in groups while having to social distance and having to wear our masks, but we still managed to keep up our work.

Other than that, we've just been keeping our heads down, but hopefully next year we will be able to get out and about a whole lot more!

Until then that's it for us, see you next year!

**Erin Mumford & Cody Lorenzi – Year 11**

## Student Careers and Pathways

In 2020, student careers and pathway planning were impacted by COVID-19. Work experience opportunities were harder to access as many local businesses were under strain and some were locked down. With headlines appearing in the news about Australia's youth unemployment rate reaching 14.4%, some students became uneasy about the future of work. Despite these setbacks, the number of students employed in Head Start and School Based Apprenticeships in 2020 increased substantially on previous years. Many of our students have also secured full time apprenticeships. Ventia (previously Broadspectrum) still provided trading interviews for all of our VCAL students.

### Full time Apprentices 2020 - 2021

Tyler McNeil	(Green Light Electrical – Electrician)
Travis Bess	(Dean Jones Transport – Diesel Mechanic)
Charlie Martin	(Seymour and District Diesel Repairs – Diesel Mechanic)
Rory Loader	(Goulburn Valley Constructions – Daniel Jones)
Alicia Lambert	(Stecher Agricultural Services – Agriculture)
Mary Shannon	(Hospitality)
William Dalton	(Ground Floor Up – Carpentry)

### Head Start and School Based Apprentices

Jack Skinner	(James Fulton – Painting)
Erin Mumford	(Alistair J Greenshields – Agriculture)
Brooke McLarty	(DP and DJ Lawrence – Agriculture)
Jack Bain	(Waterside Roofing Supplies – Plumbing)
Janaya Claydon	(Victoria Police – Business Administration)
Monique Purchase	(Mushroom Exchange – Engineering)
Rhys Shepherd	(Horticulture – Nagambie Health)
Michael Bourke	(Business Administration)
Will O'Brien	(Green Light Electrical – Electrician)
Rhys Billen	(JD Dunne - Building)
Joel Baumann	(Glenn Shearer – Shearer Constructions)
Johnny Hamilton	(Russel Sundblom – Carpentry)
James Leahy	(Agriculture)
Alanah O'Connell	(St Patricks Primary School Education Support)
Jono Moore	(DGM Plumbing)

The message we want our young people to embrace is that there are reasons for them to be hopeful about the possibilities that exist for them. The key elements needed for positive thinking in uncertain times involve building resilience through getting experience by joining community groups, being open to a variety of job opportunities and continuing to access training and education.

*"It is better to explore a gainful uncertainty than to sit in a painful certainty." Ogwo David Emenike*

### Jeremy Linton – Careers / Work Experience Coordinator



# Library Matters

It was wonderful to see the students return to school after long periods of remote learning. Students were warmly welcomed back to the libraries and were excited by the hundreds of fabulous new books available.

The theme of Curious Creatures, Wild Minds was celebrated during this year's CBCA Book Week, rescheduled to October.



We look forward to continuing to foster a love of literacy in 2021.

**Robyn Steele & Melanie Thurstun – Library Staff**

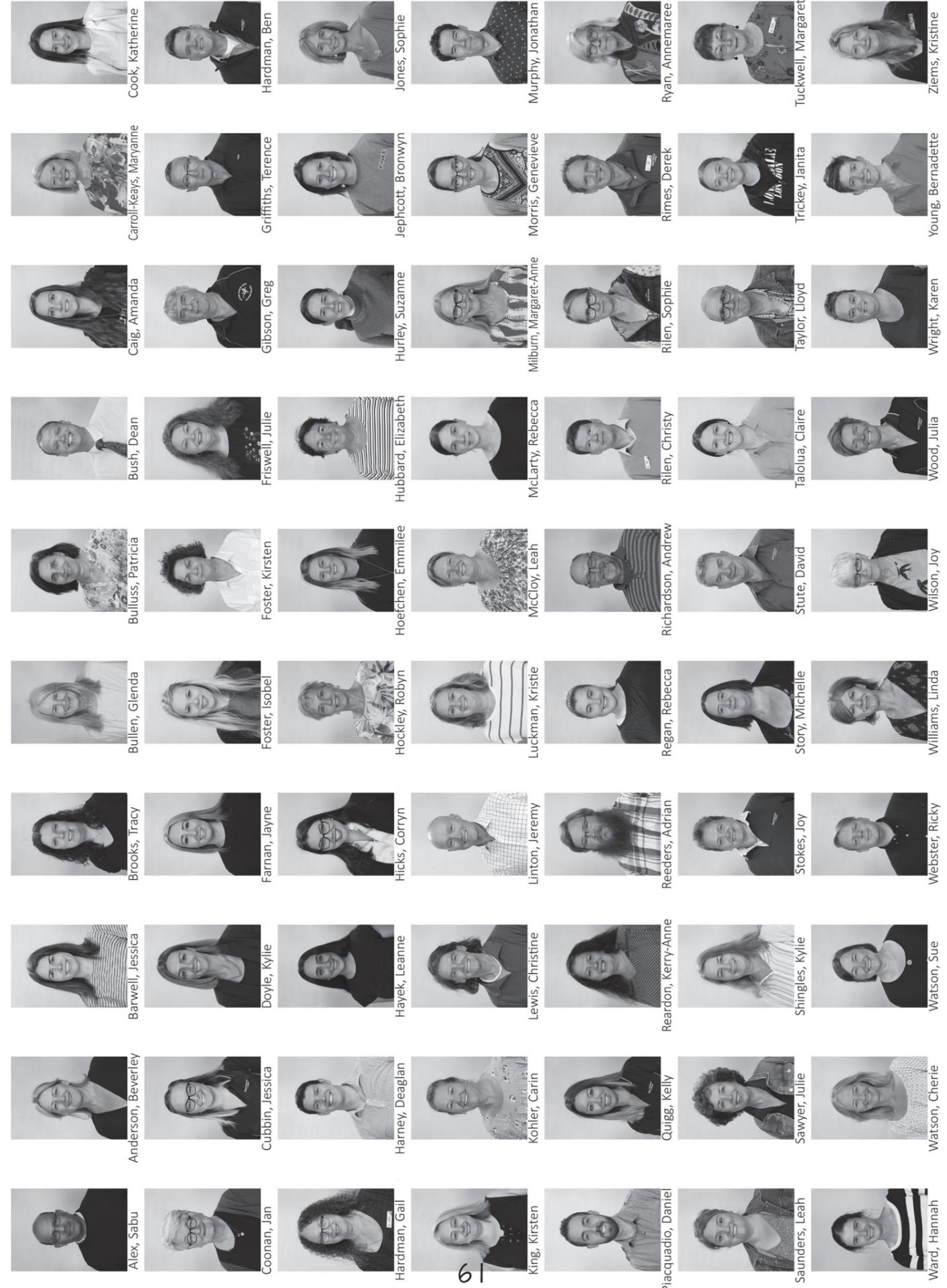
## Seymour Family and Children's Centre

The Seymour Family and Children's Centre opened its doors this year on the grounds of Seymour College. Seymour College, with the Department of Education and Training, Kids First Australia and the Mitchell Shire are in partnership with the Colman Education Foundation to implement the Our Place approach over a 10 year project. This is an exciting partnership that aims to improve the educational and wellbeing outcomes for children and their families of the Seymour College community.

Throughout our first year at the Family and Children's Centre we have offered many important programs to the community. Three and four year old kinder sessions are delivered by the amazing educators from Kids First; maternal and child health services including immunisation sessions, supported playgroup and new parent groups are offered by the caring and supportive maternal child health nurses from Mitchell Shire; and Our Place facilitated community events including Seymour College community open day; Rainbow Trail Project, Children's Week and Transition to School Days.

We are excited to continue building our connections with the school community, our partners and the wider community and looking forward to an amazing 2021!

**Georgia Cannizzo – Community Facilitator**



**SEYMOUR COLLEGE STAFF 2020**



## ***Leading Teacher Reports***

### **Sue Watson – F-6 Literacy**

Well, 2020 has certainly been an interesting year. Teachers used a range of methods to support our students during remote and flexible learning. Teachers were busy upskilling so they could connect with our students via Webex and we enjoyed many classroom video conference calls. We were able to discuss and introduce everyone to our pets, share books we were reading and conduct remote show and tell. Teachers worked collaboratively to record mini lessons on You Tube, conduct year level Webex check-ins and spent a lot of time on the phone connecting with parents and students.

We have worked under interesting conditions this year to maintain our focus on getting students connected with reading, and are delighted that the children have settled into our Reader's Workshop since returning to onsite learning. Students and teachers have settled back into reading conferences and we were pleased to see so many students have made progress in their reading capacity. We have continued to develop and deliver units of work which integrate reading and writing.

While we were working from home, teachers used their professional learning time to develop new understandings around the teaching of writing and since returning to school have been experimenting with the Writer's Workshop and independent writing. The Writer's Workshop will continue to be developed and embedded into our literacy block in 2021. We have introduced a Case Management approach to examining student data and teachers have worked closely with individual and small focus groups to build their capacity. This term we commenced taking teachers on Learning Walks and Talks. This involves small groups of teachers visiting other classrooms where they engage with students to discuss what they are learning and how they are going with it. This is supporting us to build consistency of practice across the primary sector.

Next year will certainly be exciting as we further refine our learning and teaching of reading and writing.

### **Daniel Piacquadio – 7-12 Literacy**

In what has been a very challenging year for students and teachers alike, the secondary literacy team this year has focused on identifying and building upon the foundational skills that underline student literacy capabilities. We pared back our approach to content during the remote learning period and simplified the goals we set with each student to ensure that each and every one of them could achieve something positive during their long studies at home. Both at school and off-site the literacy team emphasised the importance of low stakes reading and writing as a way of maintaining some of the necessary skills each student needs to engage well with their studies next year.

This year the secondary literacy team has also completed a large-scale review of our curriculum and assessment practices. We have completed a 4 year planning and goal setting process in order to identify what sort of professional development our team needs to be the best educators in reading, writing and speaking skills possible. Along with this, we have begun the process of completing a large-scale review and synthesis of best practice teaching in the form of a handbook that will act as a guide and benchmark for our practice for years to come.

Given the difficulty many of our students have rightfully had in sustaining motivation towards their literacy studies during a very tumultuous year, we as a team have been very mindful of ensuring the last portion of this year provides students with engaging and fun ways to re-engage with serious literacy study. While 7-9 students have been engaging with creative activities in response to excellent films and books, the year 10's have flexed their acting chops with a unit on plays and performance. We hope that by bringing the fun into the literacy classroom during Term 4, students will come back to school in 2021 reinvigorated to make the most of their literacy instruction.

### **Sharon Hill – Senior Studies**

In spite of an enormously challenging year, Seymour College has witnessed another successful cohort of students pass through the school achieving their VCE and VCAL certificates. Their resilience and flexibility is to be admired as they confronted every challenge with courage and determination. It is not the year that was planned however their capacity to adapt to it has me in awe. These attributes can only hold them in good stead in a rapidly changing world. We are incredibly pleased with the efforts and achievements of these students during the duration of their time at Seymour College. They are wonderful ambassadors for our school within the local community and beyond.

They will shortly be embarking on the next phase of their lives in employment or further education and training. I look forward to showcasing 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 2020 a cohesive one, especially the school captains Sattine Wilson and Doug Hooper. Of particular note was their support of their classmates throughout the remote learning period.

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, the collaboration and support from colleagues has been exceptional, particularly over Webex, which I am extremely grateful for. "Can you hear me?" will never have the same meaning.

## ***Leading Teacher Reports Cont...***

### **Tracie Baker – Numeracy**

2020, what a year it has been! In Mathematics staff have continued to develop the curriculum to provide the best learning outcomes for students. Staff worked in mini learning teams to provide a range of interesting tasks and activities for the students to work on.

In remote learning staff were able to Webex with their classes to provide assistance and support to students working through their work packs. Students have been involved in a variety of common assessment tasks, which allowed them to model and investigate real life problems. Hands on tasks enable students to depart from the traditional Maths classroom and have input into their learning.

VCE teachers provided Webex classes every lesson to ensure all students could complete their units of work successfully. These lessons provided great support for the students and allowed them to stay connected to their teachers. We have also used 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.

Since returning from remote learning students have worked hard to enhance their understanding and complete some collaborative work in small groups. Data is an important part of our planning and even though Naplan was cancelled this year we have still been able to collect lots of information about students through tasks and PAT testing. This data influences our future planning of the Mathematics curriculum.

While 2020 has thrown lots of challenges at us, I would like to congratulate both the staff and students on their resilience and determination to continue the amazing teaching and learning.

### **Kristie Luckman – Inclusive Education**

2020 has been a learning curve for sure. My year as Acting Leading Teacher has been eventful to say the least. We have had so many opportunities to build our learning teams across the College. One of my roles is to work with our College and 'Our Place' to ensure we are up to date with the Child Safe Standards. Every week professional learning opportunities are sent to our College staff based on trauma informed practices and differentiation.

Our students have continued to develop their communication skills. Green and Blue room students have been using Pragmatic Organisation Dynamic Display (PODD) to communicate their needs. Visual supports are used to promote choice making and requests. Purple, Red and Yellow room students have been learning how to talk about their emotions and problem solve how to seek support when upset. SSJ and SSS are working on building resilience and learning to work as a team to accept each other's diversity. We thank Jayne, Lloyd, Kirsty and Mrs Bulluss for their work with our students.

Weekly School Improvement Team meetings occur with the Primary leaders to ensure our Inclusive Education sector is aligned with our mainstream classes. We share high expectations for our staff planning documents; our student's learning goals are nominated in our planning and the instructional model is modified to cater to our diverse learners. Walkthroughs and learning walks and talks have allowed us time to share our skills and ensure a viable curriculum across all sectors.

### **Tristan Garcia – Science**

My first acknowledgement is to our wonderful students who through all manners of challenges have shown amazing amounts of critical thinking and creativity. Home science experiments were a staple for learning this year, and I hope students and families had fun with these activities! I also want to give a huge shoutout to the inaugural co-chairs of the Seymour College Science Club (or SC<sup>2</sup> to those involved), Forrest Maxwell and Adrienne Timosa, who provided a number of fun, engaging and highly interesting lunchtime activities exploring some of the more niche elements of the science disciplines. A big congratulations also goes to Deborah Mowat for her selection to attend the Rotary National Youth Science Forum which is a highly competitive selection process.

Following the success of last year, our end of year science projects are back with the new theme of "Forging our Future". I'm incredibly excited to see the results of these – we have some brilliant ideas coming to fruition. As always, I would like to pass on my thanks to the science team with a special mention to Miss Ward who will be leaving us at the end of this year to explore new and exciting opportunities. On behalf of the staff and students of the science faculty: thank you for your hard work, endless good humour and the immense passion for science and learning you have shared in your time here – it will be missed.

# TEXTILES

