

# Principal's Report

It is my pleasure to give an overview of one of the most memorable years we have experienced; not only at Seymour College but in education generally, along with our local, national and global communities.

The year started with Seymour College resetting the four-year strategic plan and focusing on annual goals including; literacy, numeracy, wellbeing and increasing student engagement in learning and connectedness of all students. This year, 2020, was deemed the 'Year of Consistency' for the college. Staff narrowed their focus and planned with the new goals in mind; however, the onset of the COVID-19 pandemic in March saw the introduction of remote and flexible learning and teaching; interestingly, the consistency came in the form of 'consistent uncertainty'. Our focus changed to supporting our families to ensure that all students had the opportunity to participate and continue their learning, be it in the home environment with the teacher, at the end of the phone, or by an email or visible online Webex lesson.

Seymour College also continued to support students of essential workers by providing supervision in the school setting.

I had the great pleasure of joining some of the online learning Webex lessons and have many fond memories that I will treasure from this time. I hope you will take the time to read and view the memories and artefacts that have been gathered this year. Staff and students are keen to share these memories with you in this edition of the College magazine. My thanks are extended to Colin Macleod-Smith and Robyn Hockley for their leadership in producing the magazine this year.

The silver lining, during this challenging time, was the resilience and commitment demonstrated by our parents and carers as they supported their children through the weeks of work packs and on-line learning tasks and lessons.

Relationships between teachers, parents and carers further developed along with greater understanding and kindness which we all observed throughout the year. We live in a wonderful, caring community and need to be proud of what we have achieved together.

These new learnings were interrupted for a short time of on-site learning when our inclusive education, foundation to year 2 and year 11 and 12 students were able to return, however, it was short lived due to the second wave of the pandemic in Victoria.

I was humbled by the resilience and positive mindset of our whole school community when the second wave of the COVID-19 returned. Our community accepted, with great respect, dignity and understanding, the serious nature of the pandemic and the highly infectious nature of the virus.

Our inclusive education sector offered on-site learning for all of term three, while also supporting students who required remote learning.

We were extremely fortunate to have a staff with the capability to undertake all that was asked of them – they delivered high quality learning and support for students, families, and their colleagues throughout this most unusual time. I cannot speak more highly of the staff and their high levels of concern and care which has continued as they support students each day to transition to on-site learning, transition back into their friendship groups, and transition from daily routines that have been embedded in family life.

Thank you to our College captains; Doug Hooper and Sattine Wilson: VCAL captains; Alicia Lambert and Ewan McCloy: inclusive education captains; Justin McCallum and Gerard Connor: and primary captains; Zac D'Ambros and Ella Zotti who led the student body through this tumultuous year.

We wish our Year 12 VCAL and VCE students all the best for their future pursuits and we wish them all the best with their results which will be released on 30 December 2020. The Valedictory celebrations were held following COVID-19 safety plans and all graduands were presented with the inaugural sash. Another highlight of this celebration was the graduation of Koorie graduands who were presented with a sash representing the indigenous colours.

My thanks to our major community sponsors; Seymour Rotary, Ventia (previously Broadspectrum), Local Learning Employment Network, School Focused Youth Services and the many sponsors who have continued to support our graduation ceremonies with academic, sporting and citizenship awards.

# 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.

Contact with our Defence families was maintained during our remote learning periods via email and phone.

During Term 4 all students in Foundation to Year 9 participated in a Remembrance Day activity making patty pan poppies to display in our Primary and Learning Buildings.

2021 will see our plans for a memorial garden in the school grounds come to life. Defence students helped plan the layout of the garden and will be involved in some construction and maintenance of it.

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.

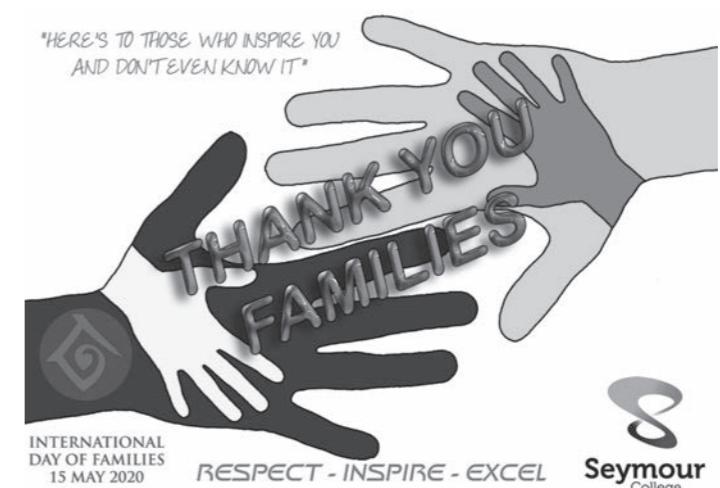
**Maryanne Carroll-Keays – Defence Transition Mentor**

## Wellbeing News

2020 has certainly been a year of tremendous change and adaptation. Our biggest focus was making sure that all of our families were being looked after during Remote Learning #1 and Remote Learning #2. Our Wellbeing team were busy coordinating phone calls and WebEx meetings with daily discussions about our students.

Our Wellbeing officers, Jayne in the Primary sector and Lloyd in the Secondary, were busy on phone calls checking in with students, and re-checking. Thank you for your support during COVID-19.

**Trish Bulluss – Assistant Principal – Engagement and Wellbeing**



# Continued...

This year saw the opening of the new secondary learning building. This state-of-the-art building allows for flexible groupings and teaching environments.

As well, the Family and Children's Centre was completed; and kindergarten sessions were offered throughout the year. The College has a close partnership with Our Place, Kids First and Mitchell Shire Council who now work from this building which is situated on Seymour College grounds.

Transition activities have occurred in the Family and Children's Centre; both virtually and on-site, and the facility has provided a positive start to our partnership with parents; along with a venue for information sessions for the incoming foundation students. Transition from primary to secondary and from middle to senior secondary has occurred and we welcome many new families to the College in 2021.

In early 2021 our older, decommissioned, buildings will be demolished. This will be a welcome step to providing safe and orderly environments for all students to learn in. It will also provide a better street scape for our community.

Thank you to the Parents and Friends Club who have managed to do some fundraising during this challenging time; helping to ensure that the students are supported with the best environments and resources.

Central to the operations of the College is the governance provided by our college councilors. The College Council have met virtually for most meetings this year, and we are proud to have our student councilor representatives as active members at our meetings. My thanks to all councilors; Racheal Broughton, Trish Bulluss, Dean Bush, Derek Rimes, Russell Chapman, Michelle Mussett, Jonathan Parker, Jason Tarran, Anthony Tennant, Anthony Watson, Georgia Cannizzo, Jay Ridd, Kar Ting Chong and our College President, Ms Tiffany Goodman. Tiffany has continued to lead the council with focus during these challenging times and always has the interests of students at the centre of her discussions. All councilors have shown outstanding dedication to their roles throughout this time of change and uncertainty.

Thank-you to our dedicated team of administration, education support, maintenance and allied health staff who have ensured that the needs of the students were catered for throughout the year. My thanks also to my executive assistants; Robyn Hockley and Tanya Smyth for their support.

Students and staff have continued to be supported by a strong leadership team which is based on a shared and distributed model of leadership. For their work in leading their sectors and teams of staff I thank assistant principals; Trish Bulluss, Derek Rimes, Dean Bush and Racheal Broughton; along with our business manager Linda Williams. The focus on wellbeing for all students and staff can be directly attributed to their work this year.

My thanks to our leading teachers; Tracie Baker, Corryn Hicks, Sharon Hill, Kristie Luckman, Daniel Piacquadio, Christy Rilen, Natalie Tennant, Susan Watson and Julia Wood; learning specialist, Emmi Hoefchen and all teaching staff for their inspirational work this year.

Our gratitude and best wishes are extended to Mr Wayne Burgess who retired after 17 years of service to the profession. Wayne commenced in 2003 at Seymour Technical High School and he became entrenched in the Tech Wing. Wayne held various roles during his time at Seymour College.

Sue Brearley commenced in 1971 as a Student in Training at Emily McPherson C.D.E. Sue worked at a number of schools during her career including Hamilton, Shepparton, Benalla, Euroa before commencing at Seymour in 1993 where she remained until her retirement in January 2020. We wish them both good health and many adventures!

Together, we have all focused on what matters most – the teaching of our students – and have made a difference to the lives of our students.

Seymour College has a clear vision and direction and I look forward to continuing the implementation of the mission to educate and provide opportunities for all students so that they can achieve their full potential. Every child can learn, given the right opportunity and 2020 is testament to the new and flexible ways that we have achieved tailored learning and wellbeing support for all.

All the best for the festive season and I look forward to the new year ahead.

**Gail Hardman – Executive Principal**

# President's Report – College Council

The School Council have continued their commitment to school governance throughout the year, and while it has been a very different year for everyone, the work at Seymour College has continued to ensure our school community, and the wellbeing of our students has remained at the forefront in 2020.

We have seen building works continue around the school grounds, and it is pleasing to see the College looking better than ever before.

We continue our wonderful partnership with the Early Learning Centre and staff, who make a very important and valuable contribution to the College Council. We look forward to working with you again in 2021.

We would like to recognise, congratulate and sincerely thank the teaching staff and the College Leadership team, on the incredible job they have done throughout the year, in what has been a very difficult time for all of us here in Victoria.

So much has happened behind the scenes to keep our students on track and learning throughout 2020, and the School Council recognises the commitment, flexibility, and the hard work of everyone in continuing to support the learning journeys of our students through such unprecedented times. Our students and families have shown great commitment and resilience as they continued to focus on their education throughout the remote learning period, and we commend you all for your hard work and persistence. Much of what we did this year had to be done differently, however as a school community we took on these challenges and focused on the important things, education and wellbeing, and it is so pleasing to see the results of this hard work.

While we have faced such a different year, we have also had our share of wonderful news to celebrate. The School Council were very pleased to have been able to announce that our Executive Principal, Mrs. Gail Hardman, will continue to lead Seymour College for the next five years.

Mrs. Hardman's commitment to Seymour College, and her knowledge and passion for education is truly inspiring. Mrs. Hardman's dedication to making Seymour College the best place to be for education has seen the college continue to grow through very successful educational outcomes, new college facilities and buildings, and learning opportunities and programs that we can be very proud of.

We are very fortunate to have her remain with us at Seymour College and we know she will continue to achieve great things for the College community. We would like to thank her for the last five years, where her work has had such a positive impact and we look forward to the next five years under her leadership. The School Council offers her our congratulations.

While 2020 has been a year that none of us expected, it is with absolute pride that we reflect on a year where there is still much to celebrate.

The College Council would like to sincerely thank all of our students and families for your work this year. We got through this year with our guiding principles at the forefront of what we do "Inspire, Respect, Excel" and we certainly did this and more at Seymour College.

We extend our warmest wishes to our year 12 students who continued to work towards achieving their year 12 qualification under exceptional circumstances. Your commitment to your education has been inspiring and we wish you the very best in your future endeavours. Special thanks to our school leaders, and our School Captains who continued to fulfil their roles and commitments to the college, you should be very proud of all that you have achieved and we have been honoured to have you lead the College in 2020.

To our returning families and students, we look forward to seeing you in 2021 for what will be a fantastic year as you continue your education.

Special thanks to our committed and amazing administration team. We have many staff who behind the scenes ensure that the needs of our school community are being met. These staff contribute much to the School council and their support is invaluable.

So much had to be changed this year to keep us all safe, and our staff at the College made all of these transitions and changes with a deep commitment to supporting all of us and we thank you.

And finally, to my fellow School Council members. Thank you for working throughout this year in such a different way. Your continued support is both valued and appreciated, and the work you do helps to bring many positive outcomes to the College. I look forward to continuing our work in 2021.

On behalf of the School Council, we wish you a very happy holiday season, we hope it is spent with family and friends. We look forward to 2021 and know that it is together that we make Seymour College the best place to be for education.

**Tiffany Goodman – College Council President**



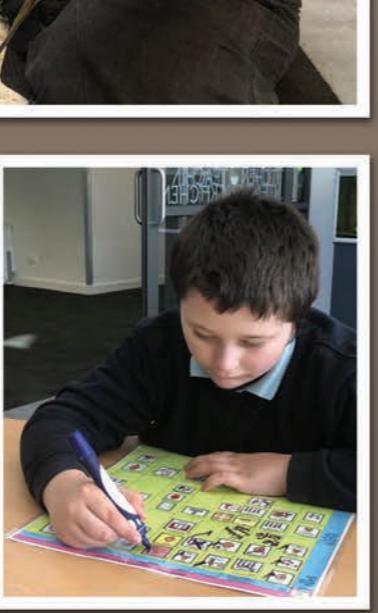
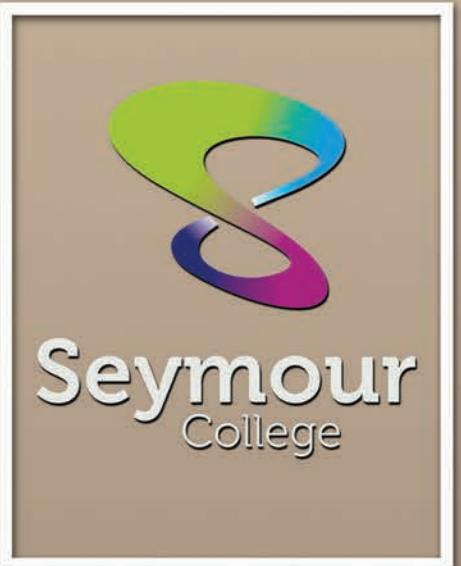




# SEYMORE COLLEGE INCLUSIVE



# SCHOOL COMMUNITY EDUCATION



# Inclusive Education – Preface

2020 definitely threw everything at us and as usual, our students demonstrated their resilience during challenging times. This year was my first as Assistant Principal of Inclusive Education and I thank Stephen Garner for helping me settle in. I am so privileged to work with such amazing students and staff. No two days were ever the same! The students in our Inclusive Education section displayed our school values of RESPECT, INSPIRE and EXCEL both at school and during remote learning and our dedicated staff worked tirelessly to ensure our students met their learning goals.

This year we say “cheerio” to our Captain Justin McCallum. For many staff his leaving will be a huge event as we taught Justin when he was in Foundation. Justin’s speech to our College community at the beginning of the year will never be forgotten; he shared that we should appreciate our differences and respect each other. Justin is a proud member of the College; he is kind and conscientious and will certainly be missed by all our staff as well as the bus staff who have driven him all the way from Alexandra for thirteen years. We wish him all the very best for the future and sincerely hope he keeps in touch.

During 2020 we farewelled Kylie Trevaskis and Rebecca Regan; we wish them well in their new endeavours. This year we welcomed Caitlin Winther and Rachel Watt to the College and our Inclusive Education team. We also welcomed many Casual Relief teachers who assisted our students to continue their high-quality learning activities; to Louise Taylor, Jenny McInnes, Tegan Hansen, Emma Williamson, Jan Coonan, Mary Oliver, Ally Yardley, Colleen Traynor, Trish Bruere and Wendy Burgess; we thank you. To our casual Education Support staff Kylie, Belinda, Sara, Morag, Kelli, Kellie and Cassie; your support was invaluable.

This year our partners at Food Bank and Coles Second Bite assisted us to provide Breakfast Club, lunch packs and fruit packs to all in our College. During the year we also provided boxes of food to support families. We thank Jill for volunteering before COVID. We also thank our staff for helping prepare our meals.

We have been so lucky to have the support of our Student Support Service Staff at the Department; namely Sharon Blackwell, Lauren Sartori, Taylah Robinson and Leoni Harbeck. We also thank Di Boulton for all her help with Programs for student with disabilities. I have learned so much in my new role as Assistant Principal this year and Kristie Luckman has been there to support me throughout. This first year as Leading Teacher of Inclusive Education has been momentous and Kristie met every event with gusto.

There have been so many days throughout the year where I sat with our students and watched in awe as they shared their learning...

- Green Room sharing their communication through Pictures and Sign.
- Blue room with their yoga poses and all the new words they've learned.
- Yellow room and their use of the Zones of Regulation to respect each other's feelings.
- Purple room and their amazing drawings.
- Red room and their Inquiry projects - especially their buildings.
- SSJ and their towers that were too tall to leave the room
- SSS with their leadership and class meetings.

There have been so many silver linings this year. I am so proud of everyone. We are closer having gone through COVID.

**Racheal Broughton – Assistant Principal, Inclusive Education Community**

# Inclusive Education – Green Room

Kyle, Ally, Ben, Raven, Sally and Nate have all been busy bees this year in the Green room! Completing both classroom learning and home learning (and a bit of everything in between). These students have found new strengths and learnt many new things over 2020.

One of our favourite activities this year has been cooking. Staff work with students to read the recipe and explore new foods and flavours. Some of the class favourites have been Anzac slice, pizza toast, fairy bread and anything that can get extra messy.

During first term our students enjoyed swimming in our hydrotherapy pool. Students practiced their independent swimming and floating. This year we even borrowed an underwater camera and ended up with some amazing action shots.

During Term 3 and Term 4 we spent some time exploring other areas in the school. Nate has enjoyed playing on the basketball courts, Sally was excited to find the brand-new primary playground and Ben and Kyle especially enjoyed walking and exploring the new paths. Ally's favourite, however, was running around on the oval especially in our lovely warm spring days.

Our other main focus this year has been life skills, where students learn skills that they can use at home. Raven has done this particularly well as he has been practicing cleaning and cooking at home and he also has learnt to mow the lawn!

The Green room staff wish all our students a happy and safe holiday break!

**Shelly Story & Suzanne Hurley**

# Inclusive Education – Blue Room

The year started off with so much promise. Bouncing into the room the first day of school we were sure it was going to be an amazing 2020. We welcomed some new friends into our room and started to build some great friendships. We learnt about each other and about ourselves. We created amazing craft, learnt some letters and sounds, wrote about things we liked, sang songs, danced and laughed (mostly at the uncoordinated teacher). Then March 20<sup>th</sup> happened! Our little room was turned upside down. It was a rush to organise to leave for an undetermined amount of time. Work packs were planned, photocopied, and put in envelopes for the first week back – just in case.

I was confident that we would be back eager to go first day term 2. That was not to be. More work packs were created, games and books were laminated, Velcro attached, daily work schedules developed and worksheets photocopied. Lots of phone calls were made to the most amazing families who were juggling schoolwork with their children and their own work. The strength of parents is always incredible, but this really did test their spirit. I was happy to see my one student who was coming into school, but I missed the rest of my grade. Webex appointments were made and we connected virtually and sometimes even had a quick reading session or maths lesson.

Eventually by the end of term 2 we made it back into the classroom and with lots of extra care, table, window and doorknob washing, we moved back into routine. Although there were different classes, teachers, and support staff in the building to get to know, Blue Room did a fantastic job and took all in their stride.

We continued the rest of the year building our knowledge of letters, words, characters, information, numbers, measurement, shapes, ourselves and about living things. It has been an interesting ordeal for us all. Blue room's resilience to changes has grown and our social and communication skills have improved.

We are looking forward to our next challenges which hopefully are only whether to go down the slide or go on the swing.

Thank you to the teachers and support staff that continue to do an amazing job in our room for our students. Thank you also to the parents, carers and families whose care and support is always incredible especially this year! Most importantly thank you the incredible children of Blue room who makes us think, adapt, change, laugh and delight us each and every day.

**Bev Anderson, Isobel Foster & Jess Barwell**

## Inclusive Education – Purple Room

What a year we have had in Purple room. Our students Matilda, Blade, Ethan, Riley, Codey, Jasper and William have been very busy this year both working at school and at home for remote learning. Caitlin started as our new teacher at the start of term 2, although some of us were learning from home at that stage, so she had to wait to meet us all. Once we all returned to school, we got straight back into the fun of learning new things and practicing our old skills.

We have worked so hard on our Reading this year, learning how to help ourselves with new words, understanding what we are reading as well as learning about different types of texts such as informative texts. We also each made an informative text of our own in the form of a poster, teaching others about something we are interested in.

In Writing we have been using the Word Wall and writers' notebooks to help us with learning to write independently. The Word Wall has helped us with our sentence structure and we all enjoy choosing our favourite characters to write about, often making very funny sentences to read to Caitlin, Carin or our friends.

During Numeracy we have been learning about different strategies to help us count, add and subtract, like count on, number lines and tens-frames. On a Friday afternoon we have been playing Numeracy board games, having to use our number knowledge and counting skills to help us.

This semester in Inquiry we have been learning about lifecycles, looking at the Lifecycle of plants, frogs and humans. We all grew a bean plant or daisy and had to remember to look after it by watering them and putting them outside to get some sunshine.

Unfortunately, this year we have missed out on many of the activities we usually enjoy like swimming, life Education Van and other excursions and special days, but we have made it an enjoyable year in Purple Room by doing lots of other fun things like cooking, growing plants, making slime and spending time together playing games and exploring toys.

It has been a crazy, but fun, year and we cannot thank the people who have supported us with our learning especially Carin. We cannot wait to see what adventure await us in 2021.

**Caitlin Winther & Carin Kohler**

## Inclusive Education – Art

During a learning year which has involved many challenges, changes and flexibility for all of Inclusive Ed, the staff and students all worked together to produce a collaborative artwork. Discussions around each square included how we felt during remote learning, what we missed doing, who we missed seeing and especially how we felt when we returned. The finished piece shows that no matter where or how we were learning during that time, we found connection.

Please see at the back cover to view our collaborative efforts.

**Bronwyn Boote**

## Inclusive Education – Red Room

Well this year will have to go down as one of the strangest years we have ever had, and our students will have to be admired for how well they have coped with the year of everything different. We also had several staff changes in the room, but the staff we have are so great that it didn't mess up any of the students learning.

Term 1 was a great learning experience and gave us time to get to know each other, put in place wellbeing strategies and form positive relationships in the classroom. We started cooking again, which is such an important life skill for our students. We also participated in TEAM (Together Everyone Achieves More) with cooperation and fun activities.

Term 2 was a strange one with Remote Learning. At the end of this term we came away with new skills. We became more independent, we learnt how to contribute to a Webex meeting, being able to have a conversation on the phone and to FaceTime. We were able to organise our work with what was easy for us to do without assistance to what we will need assistance with. So, organising a timetable and organisation of our work was also a new skill we learnt that we were able to bring to the classroom every day. It was hard to be away from school and our friends, but we knew it was important for us to be safe and to keep others safe.

Term 3 had us moving our room to the Inclusive Education kitchen. The staff set up the room so it wasn't too different to Red Room, we also kept our timetable the same so it wasn't so different for us. This helped with our behaviour and anxiety level, as it was a time that we weren't sure what was expected. We worked from work packs and found the work organised and at our level. At this time, we started listening to Harry Potter books in Mindfulness, we would colour in while listening to the story. We became closer as a class, learnt more about each other, because we were all in this together. At the end of term, we moved back to our own rooms, it was more isolated but it was peaceful and quite during a time that we needed it.

Term 4 was back into the swing of school days as we had previously known it. We learnt new concepts in Math and new skills in English. In mindfulness some of us tried diamond pictures, these are great for our concentration and fine motor skills. Each of us completed at least one, as for all crafts some things we like and others we don't. Some of us still do them, others colour in and some of us lay and listen to Harry Potter, we need this time to rejuvenate our energy and to be calm. We have had a really rough year and, in this term, it caught up with us.

We hope all our families have a wonderful Christmas and New Year. Be safe and we will be seeing you in the New Year.

**Lisa Ziems, Nick Dundon, Bronwyn Jephcott**

## Inclusive Education – Yellow Room

Ordinarily at this time of year, we would be looking back at our achievements – in class, on the sporting field and the events which made the year special – excursions, camps, and collaborations. This year, of course, has been very different, but the achievements of the students in Yellow Room are not any the lesser because of that. In fact, they are all the more remarkable by dint of having come despite the difficult circumstances that this year has entailed.

The school swimming carnival in first term feels like it might have transpired in an alternate universe. Our class found a relatively quiet and shady space underneath a tree at the shallow end of the pool, and had a wonderful day participating in events, playing with other classes, and cheering our teammates as they swam. Charlie, Jordan and Jessie were particularly noteworthy for their enthusiastic participation in many events.

The visit from the players of the St Kilda AFL team was another highlight of the first term. Our students had a great time sharpening their footy skills, and showed maturity and confidence engaging with students from other schools and grades.

During second term, students in Yellow Room showed what great learners and communicators they are, persisting with their learning, with the support of their parents and carers, even while unable to physically attend school. Many students were able to discuss tricky aspects of their learning over the phone, and showed patience and determination to achieve success. Among the highlights of this term were the class Webex catch-ups, where students had opportunities to meet one another's pets, convey birthday wishes and share funny stories.

In third term, the students in Inclusive Education had the school almost to themselves. It felt more like an extended camp at a quiet location than like day-to-day school. Unfortunately, not all students were able to attend school, however those who did so made the most of the opportunity to get to know one another really well, and also to meet their new teacher, Rachel Watts. A highlight of third term was the great progress that students made in learning to play basketball.

In fourth term, of course, the whole school has returned, as have most of the students in Yellow Room who had been unable to attend during third term. In many ways, this return to normality, and the fact that our families have been largely unscathed, are the true highlights of this strange and turbulent year.

**Jonathan Murphy & Kirsten Foster**

## Inclusive Education – SSJ

What a year 2020 has been! Term 1 began as normal. Our classroom this year was in the New Learning Building. What a lovely new room it is. Term 2 began as normal and then remote learning began. The staff were amazing, being able to change their learning and planning to online. Term 3 saw SSJ students remote learning and on-site learning. While Term 4 was back to some sort of normality. During this time, we had a variety of staff. Thank you for being in our room – Annemaree Ryan, Bronwyn Jephcott, Joy Wilson, Karen Wright, Joy Stokes, Jenny McInnes, Tegan Hansen and Rhys Sweatman.

Reflections from the student's year:

*This year has been fun. I liked cooking and math. We had Initiatives with Hannah. It was new. We played games and worked as a team – Tara*

*This year was weird and tough. The good thing about being at school was seeing people and still learning. It has been tough as we have had different teachers – Brianna*

*I liked doing woodwork and cooking. It's been fun. This year has been fun – Steph*

*I have liked coming into SSJ. I like going to Art with Mr MacLeod-Smith – Dean*

*I have liked doing Engineering, Woodwork and Cooking with different teachers – Harry*

*School hasn't been much fun because of COVID-19 – Jordan*

*Enjoyed being in the new Learning Building and having Annemaree and seeing Joy W – Luke*

*I had fun during remote learning. I began learning German with mum – Jayden*

*This year has been good. I began at Seymour College at the very beginning of the second round of remote learning. Unfortunately, I didn't get to remote learn as I was at school – Tarkyn*

**Annemaree Ryan, Karen Wright & Joy Stokes**

## Inclusive Education – SSS VCAL

We started the year with a few visits to our local library for some very informative chats with Tanya the Librarian who engaged and steered the students towards books that took in their talents and or interests.

We began our Life Saving Water Safety Certificate at the local Seymour Aquatic Centre where Bec ran structured lessons on water safety and the reasons why. Then we had a 45 minute session in the pool sharpening up our strengths and for some of us learning new ones. Here we gained more confidence in the different strokes, treading water, floating and rescuing skills. The sessions always ended with a game of Volleyball which was a lot of fun.

Cooking with Miss Lovell was a highlight. It was a very structured program and rightly so as this area can be dangerous if not treated with respect. The recipes came from all over the world. The food the students presented were challenging at times varied and very tasty, but our students shone through every time which shows resilience and the 'I CAN DO IT' approach.

Science with Mr. Jimenez was interesting learning about Acids and Bases and the Endocrine System, it was fun especially when we got to do experiments.

VET this year has been off campus at the Salvation Army hall every Wednesday where Kerry McGahy ran Project Ready classes in Active Volunteering with the help of Jason, Stephanie and guest speakers. This program teaches the students an awareness about community and getting work ready plus completing 10 hours or more of work experience to achieve their certificate 11 in Active Volunteering. The students have worked in the back of the Opportunity shop, community garden and in the kitchen at the Salvation Army they have also volunteered at the college where they have done general garden maintenance with John, assisted in the canteen and in prep classes.

We finished off our year with a picnic at The Avenel Maze where we received our Certificates.

One of our students is working towards Certificate 11 in Heavy and Light fundamentals through his VET course at Newport Rail Academy over 2 years.

As semester 1 moved forward we welcomed a new student and staff member to our class then COVID LOCKDOWN happened. When we returned to school, we started making our metal time capsules which were in the shape of a toolbox that the students could lock and store their COVID work packs and memorabilia from this time. Our new staff member Mr. Dundon who is trained in sheet metal was a great help in getting us started and with the guidance of Mr. Stute we designed and built them. The students did a paper prototype first then onto the metal one, there was lots of measuring, folding, drilling, pop riveting and acid burning of our names that got attached to the toolbox. Our next project was the Black Soldier Fly more planning and measuring to make hatching boxes for them once again Mr. Dundon and Mr. Stute helped with the plan to create them. We then got the year 11's to help with a plan to house these little creatures. We said goodbye to Mr. Dundon at the end of term 2.

Then COVID happened again this time in Semester 2 term 3. Our section was allowed to come to school but we were the only ones here which felt a bit weird. We reorganized our room, got 2 more new students and a staff member. We started by making face masks for the students and any staff member that wanted one.

We then entered a short film festival competition called "Focus on Abilities" where each student got to speak about and demonstrate where possible their particular ABILITY that they were good at. The rest of term 4 was consolidating what we have learnt throughout the year.

It's a special farewell to our year 12 student Justin MacCallum, we wish him lots of luck in his future endeavours.

**Anne Hubbard, Louise Taylor, Chris Lewis, Nick Dundon, Joy Wilson & Carol Harris**

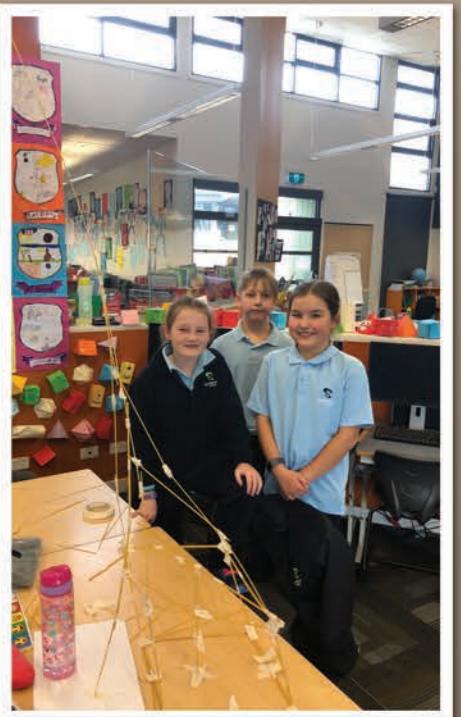
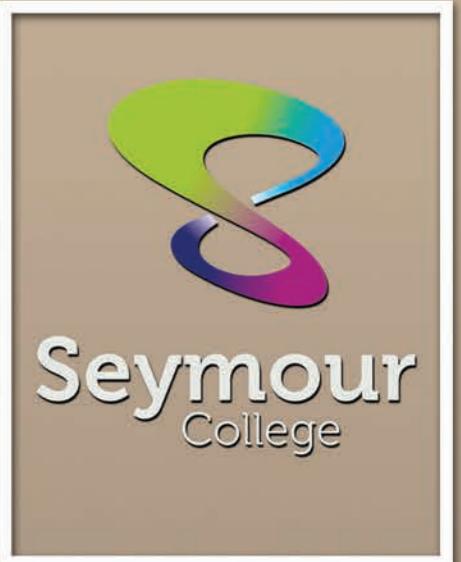
# SGR SBR SPR SRR SYR



## SSJ 2020



# SEYMORE COLLEGE SCHOOL COMMUNITY F - 6



# Years F-6 Learning Community Report

What a year 2020 has been! Even though we have had the struggles and challenges of COVID-19, we have made the best of the situation and still had a fantastic and enjoyable year of schooling. This is a perfect example of Seymour College's expectation and mission to educate and provide opportunities for all children.

Teachers have worked tirelessly during the remote learning period and onsite. During remote learning, teachers checked in everyday with families and provided differentiated work packs for all students. The school community have made consistent comments about how impressed they have been with the level of support that the teachers provided, so thank you teachers! I also wanted to thank the school community for your support during this period, we could not have done this without you and your support.

For the time we have had the children onsite we have treasured and made the most of it. We have had an ongoing focus with reading and providing students with individualised learning goals, as well as starting our focus on writing. The school has adopted the writer's workshop approach, which is very similar to the reader's workshop in structure but provides students with a greater voice in what they are writing about. Teachers have embraced this and we are seeing improvement in student engagement in writing. This would not have been possible without the hard work of Susan Watson, supporting and leading this. Our Literacy intervention team of Mr Hardman and Mrs Cook do a brilliant job of supporting our students, providing them with one on one support.

This year would not have been a success if it wasn't for our Wellbeing Team; Jayne Farnan, Lloyd Taylor, Kristy Hare and Natalie Tennant, ensuring that all the students needs were met. A big thank you to all our staff; Foundation: Mrs Cubbin, Year 1/2: Ms Brooks, Mrs McLarty, Mrs Saunders and Mrs Barri, Year 3/4: Mr Reeders, Mrs Sawyer and Ms Caig, Year 5/6: Ms Friswell, Mrs Doyle, Ms Beardsley and Ms Doggett. Not forgetting Mrs Ridd – Art, Mrs Maher – PE, Ms McDonald – PE and Mrs Barri – Science. I need to also acknowledge the ongoing support and contribution from our dedicated ES staff, Cherie Watson, Rachael Nicol, Lil Wall and Kelly Quigg, as well as the many others across the College that provide support.

Unfortunately, we have not been able to have many whole school events, excursions or incursions this year, understandably! However, the ones we squeezed in at the beginning of the year were a huge success. The students had a great time at the Swimming Carnival and the Athletics Day. Hopefully, we will be able to participate in more activities next year.

I wish to take this opportunity to acknowledge and thank all the staff in the Primary Sector and the Seymour College school community as a whole, for their support of our students not only for this year, but the two wonderful years that I have spent at the college. They are all amazing, dedicated educators and role models to your children. However, it is with great regret that my time at Seymour College has come to an end, I have had the privilege and honour to work with some amazing people and be involved in all your wonderful children's lives. Seymour College will remain close to my heart and hopefully our paths will cross again in the future.

All the best and thank you for the memories.

**Dean Bush – Assistant Principal**

# Foundation News

This year has certainly flown by! It seems only a few short months ago the foundation students were entering the classroom for the first time, ready to begin their learning journey. All of the students have grown taller, smarter, wiser and more caring than I could have ever imagined.

Not only did they have the challenge of starting school for the first time, they also tackled remote learning. They showed resilience and understanding while learning from home and adapted very well with support from all of their family at home.

Over the year we watched butterflies hatch, listened to stories from firemen, heard from the Mindful Monkey and made some monkey puppets. We visited many places around our school like the woodwork rooms and science vegetable gardens. While we were learning at home, we celebrated 100 days at school by having an online WebEx disco.

Oh.... and we did lots of learning too. We have been busy developing our counting, addition, subtraction and sharing skills in mathematics. In English we have learnt to read and recognise letters and sounds and tackled comprehension strategies like making connections, predicting, and questioning.

It has been a busy, crazy, fun filled year and we thank all of the families who helped support us to get there. Well done preps! We can't wait to see you grow up through the years, as Seymour College supports you to achieve all that you want too.

**Jessica Cubbin – 0OC**

## Reading Recovery at Seymour College

At Seymour College we believe every child can learn, given the right opportunities. As a result, we have a continual focus on improving the literacy outcomes for all of our students. Being able to read enables students to become independent life-long learners across all curriculum areas.

Early intervention for those students who struggle with reading and writing is one of the ways we can provide an opportunity for those students. At Seymour College we invest in Reading Recovery -the most effective early intervention.

We have two Reading Recovery teachers - Katherine Cook and Ben Hardman - who work with our early years' teachers to provide students with individualised lessons that accelerate their learning. Students receive one on one Reading Recovery lessons every day in order to accelerate learning; so that students are able to read and write at their grade level.

Reading Recovery teachers work with classroom teachers and parents as partners to assist students to learn to read.

In a typical lesson, students; read books, do word work, letter work and writing. Students' writing is copied by the teacher onto a strip, cut-up, and reassembled at home. Students also practise reading familiar texts at home to help reinforce their learning and develop good reading habits.

Teachers use the information provided by each student's reading and writing to design lessons that are focused on precisely the next thing that the individual child needs to learn.

Throughout remote learning in 2020 Reading Recovery students were able to continue learning through one on one sessions over Webex.

**Ben Hardman**

# Look at You, Grade 1/2!

WOW!!! What a strange and wonderful year 2020 has been. We started off the year with very positive attitudes, however 2020 had a very different plan for us.

The first term saw us attend the St Kilda Footy Day Clinic at Kings Park. It was a great day that provided our only excursion for the year. The students had so much fun learning new skills from the footy players and their helpers.

By the end of March, teaching and learning took a new turn and a new approach. By April many students were getting involved with remote learning and talking to teachers on the phone or via WebEx's. We had several 'show and tell' sessions with all the 1/2 classes and many students showed us lots of different things that they had at home. Some students even showed off new siblings that joined their families during this time.

We got to spend 5 weeks of term 2 together, before restrictions halted our learning again and we did all of Term 3 as remote. More WebEx sessions with the class and groups were offered and many students took up this opportunity to take part. Mr Hardman and Mrs Cook worked very hard, along with all the teachers, to provide stimulating lessons.

As we returned to school in Term 4, we were all so happy to see each other again. Smiling faces filled our classrooms and we began to settle back into school routines. Footy colours day (GO TIGERS!) children's week and end of year activities finished this strange, extraordinary year off on a high.

We hope you all have a safe Christmas and summer holidays and here's hoping for a COVID free 2021.

**Nicole Barri, Tracy Brooks, Katherine Cook, Ben Hardman, Rebecca McLarty, Leah Saunders & Cherie Watson**

# Primary Science

## Foundation explored:

Living and nonliving things / Movement: rolling, sliding, bouncing, spinning and swinging.

## Grade 1/2 explored:

Light and sound / Life cycles

## Grade 3/4 explored:

Push/pull forces such as friction, gravity, air resistance and static electricity / Plants and their needs to survive and grow.

## Grade 5/6 explored:

Energy sources / Growth and survival of living things and how they are affected by the physical conditions of their environment

**Nicole Barri**

# Grade 3/4 Report

What a year it has been! No one could have guessed how it was going to roll out.

This year, our review of 2020 is very different from past years. We have not been able to go on any excursions or camps. We have had two terms of remote learning. The program we have delivered has been very different to what we had planned.

Term one started off so well but now seems such a long time ago. The students participated in team building activities to help develop their collaboration skills and work to develop class expectations. Everything was going so well. Then COVID-19 hit during terms two and three and teaching and school changed. No students at school! Students were learning from home. Work packs, emails, phone calls and Webex meetings were the new normal.

Term four starts and we are all back at school. It almost feels like we are starting the year over again, however everyone has started to settle back into routine. It is nice to get back to some sort of normality. Now we have to get ready for the end of the school year.

The 3/4 teachers would like to thank all of the families for the support they gave us during remote learning. Your understanding, patience and support was greatly appreciated. We hope everyone has a fantastic Christmas holiday and look forward to a great year in 2021!

**Julie Sawyer, Amanda Caig, Adrian Reeders**

## *Contributions from the class.*

### A SIMILE POEM

She is like a guard dog, always keeping me safe.  
She is as loveable as my teddy, she always gives good hugs.  
She is like a star in the sky shining brightly over me.  
She is as smart as a doctor, she makes me feel better when I am sick.  
She is like a chef, she is always making me yummy food.  
She is as precious as gold, she is very special to me.  
She is my one and only mum.

**Max Christensen – Year 4, 3/4S**

### HAIKU POEM

RAINDROPS  
They drop hard and fast  
They are blue just like the sky  
It's wet and raining.  
**Lilly Ball – Year 3, 3/4S**

### CINQUAIN POEM

NIGHT TIME  
Night time  
Darkness, quiet.  
Snoring, sleeping, dreaming.  
Perfect time for wonderful dream.  
Bedtime.  
**Lexi Nelson – Year 3, 3/4S**

### A SIMILE POEM

My Mum  
She is like a warm hug, making me feel safe.  
She is kind and loving which makes me smile  
She is gentle, but firm guiding me in my journey of life.  
She is strong, keeping me safe from life's troubles.  
She is funny, bringing a smile to my face when I am sad.  
She is my mum.

**Thomas Harding – Year 4, 3/4S**

### A VIRUS VERSE

I don't want to do home schooling today.  
I just want to see my friends and play.  
Home schooling is hard.  
I just want to be in the backyard.  
Coronavirus is such a bad disease.  
It means we can't go overseas.  
Can we go back to normal I ask?  
Because I don't want to wear a mask.  
**Emersyn Castle – Year 3, 3/4S**

# Grade 5/6 Report

It has been an incredible year. Students have worked extremely hard and should be proud of their efforts during remote learning and since returning to school. The 5/6 team would like to say thank you to families for stepping in and helping in remarkable ways during remote learning. Thank you for your dedication, support and effort, it was greatly appreciated.

## Instrumental Music Program by Blake Pepi – Grade 6, 5/6D and Talia Gencemen – Grade 5, 5/6F

This year at Seymour College, Mr Manderson has decided to open a music program for the year 5/6's. The sessions run every Wednesday during lunch time. The first lesson was held in the Junior Games Hall on the 28<sup>th</sup> October. Our first lesson was to learn how to stop, then play, and to get focused on the beat. Our latest lesson was playing percussion instruments. 5/6D played triangles, 5/6B played rhythm sticks and 5/6F played the drums.

## Swimming Carnival by Emily Hooper – Grade 5, 5/6B and Ariella Head – Grade 6, 5/6D

The swimming sports were held during the day this year. They were held on Tuesday 11<sup>th</sup> February at the Seymour Outdoor Pool. We had a lot more kids take part this year due to it being held during the day. There were some injuries, including a girl who tried to do a dive but belly-flopped instead. It hurt so much she had to get out of the pool. The under 11 age champions were Ariella Head and Fletcher Christensen. The under 12 age champions were Ella Zotti and Bailey Harris.

## School Athletics by Joshua Vearing – Grade 6, 5/6B and Sam Zotti – Grade 5, 5/6B

Athletics was a fun day. We had a lot of things going on, such as running, jumping and throwing. It was very exhausting especially since it was a really hot day, but that didn't stop the fun. For every event you competed in you scored a point for your house. If you came first, second or third you got a ribbon and there were also age champions. The under 11 age champions were Sam Zotti and Ruby Courtney. The under 12 age champions were Tina Labajo and Joshua Vearing.

## Foot Day by Cena Marshall – Grade 6, 5/6D and Bella Jones – Grade 5, 5/6F

Footy day was on Thursday 22<sup>nd</sup> October. On this day most of the students came to school in their footy colours. The teachers also came dressed up. We were very lucky to have two students from year eight come and play a little bit of footy with us. Everyone enjoyed the two activities that we played. We were also able to get a meat pie, spinach and ricotta pastry or a hot dog plus a juice box. It was a great day.

## First Day Back to School by Cloe Chapman – Grade 6, 5/6B

It was our first day back to school after remote learning. Most of the students enjoyed being back, some more than others. Everyone's favourite part of returning to school was either seeing their friends again or for the free hotdog/sausage roll we got for lunch. When we entered the school grounds our teachers were there to greet us. When we went into our classrooms there were helium balloons to help celebrate our return.

## School Captains Report by Ella Zotti -Grade 6, 5/6F and Zac D'Ambros – Grade 6, 5/6F

This year was obviously a rough year for everyone. At first, we had bushfires and then the coronavirus showed up! Everything turned into chaos. The school captains tried to turn things around for everyone. Zac wrote an encouraging letter to all the students at the beginning of remote learning, and Ella suggested some fun ideas for when coming back. Since returning to school we have attempted to make the remainder of the year as exciting as possible. We hope we can proceed with that! Thanks to everyone for trying their best while at home!

Finally, we would like to wish all our Grade 6's all the best for next year in their first year at Secondary School.

## **Miss Friswell, Ms Beardsley, Mrs Doyle and Miss Doggett – Grade 5/6 Teachers**





YEAR 1 AND 2 M  
Seymour  
College



YEAR 3 AND 4 C  
Seymour  
College



YEAR 1 AND 2 S  
Seymour  
College



YEAR 3 AND 4 R  
Seymour  
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