



2021

CAMBERWELL HIGH SCHOOL

Prospect

AGG



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Principal's

REPORT

Jill Laughlin



It was a great relief after the restrictions of 2020 to be able to commence 2021 with 2 days of staff professional learning, all together as a group. Little did we know that the year ahead would feature interruptions and lockdowns.

We were delighted to hold Year 7 and 12 camps. It was a pleasure to visit Year 7 students at Portsea and participate in activities. Our Year

12 students had their Kickstart camp on site this year rather than at Queens, College, Melbourne University.

We postponed our High Achievers assembly due to the circuit breaker lockdown and rescheduled to celebrate the success of our highest achieving VCE students on 23rd February in our assembly hall.

On March 26th, we celebrated 80 years of education at Camberwell High School. The twilight event saw us welcoming back hundreds of ex- students and many invited guests. Our student guides escorted visitors on tours of the school, sharing stories of their time at CHS. We were thrilled that Professor Kwong Lee Dow, his daughter Pippa and her son Roy presented their reflections. What better way to conclude the event than with a sausage sizzle in the courtyard organized by our PFA?

Student led conferences were once again a highlight of the year at all year levels. These were conducted remotely using Zoom to minimize the numbers on site. The importance of students reflecting on their learning growth and areas for improvement continues to be strengthened across the school. We had parent teacher and student conferences on site in Term 2 and trialled using Zoom in Term 3. This was well received by families.

We concluded the first week of Term 2 with our Anzac Assembly on Friday 23rd May. It is always a solemn and respectful event and this year was especially so. The format was revised with the input of Richard Geddes and highlighted the school's origins, demonstrated in the names of each of the House names of WW2 leaders. Images were shared from the many theatres of war and our symphonic band played with skill and emotion.

On Tuesday 27th May we held the annual Open Night. At 6pm our enthusiastic student guides returned to school in large numbers to lead guided tours, showing families around and introducing many of our teachers who could speak directly to interested families. We concluded the evening with presentations in the Assembly Hall. It was a night of immense pride for me.

This year we commenced our Launch program with 25 Year 9 students enrolled in this select entry STEAM program. Our Year 10 students have had a great year in P-Tech, engaging with our industry and tertiary partners despite the challenges, focusing on the important growth area of cybersecurity.

On Thursday 27th May, we held the first performance of the musical, Addams Family. This production has been in preparation for more than 18 months. The decision to proceed was made after much consultation, including with the cast. I was impressed by the students' passion for performing and their respect for the health and safety of our community.

A selected group of Year 9 students had the unique opportunity to attend the Alpine School for Student Leadership for all of Term 2 at Gnurad-Gundidj Campus in Glenormiston. Our 6 students lived and learned alongside students from across Victoria and developed a community project focused on raising awareness of our indigenous history.

Year 9 and Year 10 students attended the Kinglake Camp. Our Year 10 students had missed the chance with lockdown in 2020 to participate so it was wonderful that this could be rescheduled for 2021.

On Thursday 29th July our PFA organized a wonderful lunch for staff. In such a difficult year, it was an expression of gratitude from our parent community which was appreciated so much by the staff.

2021 was a year of review for CHS. During Terms 1 and 2 we completed a Self-Evaluation. In Term 3, the principal team were joined by Katrina Whelen (School Council President) our Senior Education Improvement Leader (SEIL), Eva McMaster and 2 challenge partners; Stephen Gniel (CEO of VCAA and a CHS parent) and Erika Bienen (SEIL). This important work was led by an independent reviewer to evaluate our work and set goals for the next four years.

Our Achievement and Recognition Assembly which takes place each year in Term 3 and is a celebration of success and excellence across all facets of learning ran remotely. We were delighted in our 80th anniversary year to have one of our esteemed alumni, Professor Lyn Gilbert AO join us to speak about her accomplishments in becoming a leader on Infectious Diseases. Her passion for medical science and sheer hard work was inspiring for students.

Another assembly held remotely this year was Moon Festival led by the International Captains. We enjoyed performances from our students who are living locally, and from students studying remotely. 22 of our International students are learning overseas in Vietnam, Cambodia, China and Malaysia. Their reflections on festivals in their home countries and the challenges of remote learning or conversely not being able to return home were an inspiration to us all. Jerry Yan who is one of our International Captains and the recipient of a Victorian Global Learning Award this year did a great job hosting the event.

It was wonderful to hold our Athletics Carnival and Swimming Carnival as well as many other House based competitions this year. Congratulations to Montgomery in their achievement of the House Cup for 2021 followed by Macarthur, Roosevelt and Churchill.

It was a delight to have our Year 12 students back at school commencing with the GAT on 5th October. They have made the most of this opportunity to reconnect with their teachers and classmates. In addition, they have celebrated the conclusion of their schooling with a virtual valedictory assembly where prizes and awards were presented. We concluded with an outdoor picnic lunch and a farewell through the school gates. A special part of celebrations was the Year 12 Virtual Arts and Technology exhibition. The winner of the Principal's prize Alessia Grigg's art work is the cover of Prospice 2021.

As I reflect on 2021, I am amazed at what we have achieved as a school and deeply grateful for the support of our community.

Assistant PRINCIPALS



Looking back on 2021, one of my fondest memories is of something that occurred in early November. I was coming down Prospect Hill Road at lunchtime and delighted to see and hear the colour and noise of our students playing and interacting on the oval, basketball courts and their surrounds as they celebrated the freedom and opportunities to renew friendships and just have fun playing together in the sunshine.

2021 has reinforced the need for everyone in our community – students, teachers, support staff and parents – to look after themselves and those closest to them. Our vision and experience of our day to day lives has brought about massive changes, some of which we have welcomed and will hold onto as we have value added to what we are doing, but there will have been others which we have struggled to come to terms with.

The school's focus on our students being able to build their resilience and themselves as self-managed independent learners has had many opportunities to be put into practice. The collaboration that has occurred this year has been not just between students and their teachers and students and other students but has also involved parents and other family members who have been forced by circumstances to play a much greater part. In one of my roles in mentoring my Year 12 students whom I have got to know so well over at least the last 3 years, I have seen the various ways that the students have responded to remote learning, returning to on site learning and again returning to learning at home. Some have loved having the opportunities to speed through videos created by teachers or to go back over them at their own pace to reinforce their understanding and learning. It



There are years in the life of the Junior School students, families and teachers that will be memorable and worthy of reflection. In considering 2021 we may be tempted to dwell on the challenges of the pandemic, however, it is the way in which students have responded that inspires a positive outlook.

The Year kicked off with information assemblies and evenings that were a wonderful chance for parents and carers to hear about how they can be active participants in their student's learning. Mason Hodge (7RR) & Indiana Tooley (7RR) are examples of eager Year 7 students ready to embrace the opportunities Camberwell High School has to offer. "I am really looking forward to the house activities and swimming carnival that the school holds. Being the sports fanatic that I am, I can't wait for the interschool sport opportunities that will arise a little bit later in the year. I am also thrilled about the Talent Quest as I'm a dancing addict and love to perform" Indiana said. And Mason reflected "for me one of the biggest differences is now I am taking the train or riding my bike a lot further than to my old school. We have a lot more opportunities in comparison to primary school and now I feel more independent. I know Camberwell High School is going to be the greatest years of my school career." The Junior School captain, Oliver Wood (9SW), said "The highlight of my first week back, was being introduced to completely new and exciting subjects such as Systems Engineering, Digital Technology and Connections. Another highlight was meeting new teachers and being encouraged to do well in their subjects."

Despite the inevitable interruptions caused by repeated lockdowns it was testament to the Camberwell High School values of resilience, creativity and achievement displayed by students and teachers that ensured the education of our young people continued.

In Connections, Year 9 students researched a movement, person, idea or item that has made a difference to the world we live in. Students constructed a model that represents the focus of their research. The question of how to represent these people, items, ideas and movements in a symbolic way through a three dimensional model provided opportunities for many fascinating conversations to take place between students and their

has been wonderful to be able to come into their homes and hear them talk about their gratitude to their families – this is an extra side to students that we don't always have the privilege of seeing.

Whilst this year our extra-curricular activities have been sorely diminished, we do still have very fond memories of the Year 7 and 12 camps at the start of 2021 at Portsea for the Year 7s and here at school for the Year 12s and the Year 9 and 10 students' trips away to enjoy the experiences of the Kinglake Camp. We moved many of our other events and activities to more comfortable at home online options such as the powerful Student Led Conferences which have run so successfully across all year levels.

Other memorable experiences from 2021 were the Anzac Assembly, Achievement and Recognition Assemblies, the Talent Quest and also the Moon Festival where we had so many of our remote learning international students in China, Vietnam and Cambodia as well as our on-site international students from so many more different countries showing us what their lives have been like and how they and their families normally celebrate their autumn/spring festivals.

Term 4s highlights for me have included hearing Camberwell High School again filled with the bubbling laughter and activity of all year levels, seeing the Year 12s having such fun in their different CAMBERWELL celebratory days, dressing up as famous movie stars and in their possible future career roles. Their Valedictory celebrations also were different but made memorable in their own way because of them and their willingness to support each other and to show their gratitude to the school and their teachers and support staff.

And so we look ahead to 2022 and what excitement and challenges it may provide to us.

teachers. The staff and students presented their work via a virtual Connexhibition which gave students the chance to transform the E-Centre into a gallery space that was shared online. Students displayed admirable gratitude and good humour such as Rehanna Heenetigala (7LS) who said "During the past few days spent in remote learning, the Year 7s have been looking at different instrument families in Music ... and, in our class, there were loads of amazing instruments showcased on zoom. Speaking of which, what does a violinist say when they make a mistake? Fiddlesticks!!! Get it?" And Emily Vidalis (8CH) summed up much of what we are proud of in our students when she said, "Personally, I was quite proud to be attending Camberwell High School, knowing how amazing students have been doing academically but also how students have been representing our school dispositions of Critical and Creative Inquiry, Collaboration and Ethical Behaviour, Resourcefulness, and Resilience, Reflectiveness and Persistence flawlessly! There are many things I have taken away from this term but I think the most important thing I have learnt is that even in the most difficult situations there will always be a way to conquer it even if it seems impossible!"

Students continued to grow and progress despite the year that was and demonstrated the belief in the promise and formative experiences that education can provide.

In Term 4 the P-TECH students attended a virtual Science Gallery experience led by the University of Melbourne. The gallery facilitators guided the students through a number of artworks to explore the connections between art and science, and considered what advancements in technology have made it easier, or more difficult, to connect with others. Students heard from a variety of guest speakers as part of an online event and these presentations gave students an idea of what is involved in working in the cybersecurity field and what skills potential employers are looking for.

At the end of Term 4 students had the opportunity to reflect on their achievements and experiences their Student Led Conferences.

The experiences we have all shared provide us with the opportunities to learn and who have grow from the students of Camberwell High School displayed amazing resilience and demonstrated progress that serve as examples for all of us to admire and follow.

School Captains REPORT



It would be an immense understatement to say that we haven't had our fair share of challenges in these past two years. 2020 and 2021 were neither the years we could have imagined nor wished for, however they have provided us with once-in-a-lifetime opportunities and many memorable experiences. Despite remote learning and lockdowns, the Camberwell High School community has remained positive, and the student cohort as strong as ever.



Additionally, we were still able to have many of our beloved events throughout the year. The swimming carnival and athletics were once again highlights of the school year, and every year level was able to have fun together. It was wonderful to see all the new year sevens celebrating with the year twelves - something that we missed a lot of last year. We continued the tradition and held our famous 'Talent Quest' which saw students of all year levels performing together, and also started a new tradition and held 'Pride Day' celebrations to show our support for the LGBTQ+ community. 'Footy Colours Day', 'R U OK Day', 'Moon Festival', and 'Battle of the Bands' were all held online, yet still captured the high levels of enthusiasm as seen in previous years.

If anything, remote learning has taught each one of us how strong we are. It has taught us how to be adaptable, understanding, determined, but most of all, kind, and the smiles on everyone's faces when we come back to school each time show that! We also have the incredible efforts of our teachers, staff, and principals to thank. They have made this entire journey much easier with their constant guidance and support. We know how grateful the students are.

We are honoured to have received school captaincy this year. It has been a pleasure to work with Ms Laughlin and our house leaders, alongside SRC captains Lukas and Pearl, and we will miss the opportunities we got to lead. We are very proud to be Camberwell High School students and wish the best to everyone for the rest of their CHS journey.

Charlie Lacey and Angus Carter
School Captains 2021

Junior School Captains REPORT



Despite spending nearly two terms in face-to-face learning, us Junior School Captains have participated in many events and activities this year.

Term 1 was all about taking tours and speaking to parents about year 9. We led multiple school tours to year 7's of 2022 and celebrated the school's 80th anniversary with more school tours for past students filled with moments of reminiscing. We also spoke at the year 9 parent orientation night where we talked about how well the year was going and what was to come.



After we had learnt the ropes of being good leaders and role models for the school, we participated in more events in term 2. On a fortnightly basis we would meet with Mr. Skoutas and other teachers, parents and students, to discuss and plan for the implementation of better strategies for teaching and learning. On the year 9 open night we took a break from taking tours and instead spoke about year 9, the opportunities it offered, and how our cohort was enjoying it. Our role modelling even went beyond the school gates when we went to Camberwell Primary School during school to talk about Camberwell High to the year 6 students.

Unfortunately, during term 3 and at the start of term 4 we were in lockdown and had to work remotely. This meant that we did not get to experience any events during this time. However, on our return from lockdown, we addressed the year 8s about the role of school

captain and the duties and responsibilities of holding a leadership position, and involved mentioning our accomplishments as school captains. In addition, we talked about the opportunities that the leadership roles hold and the benefits of it such as practising your public speaking skills and general communication skills. We hope we encouraged and inspired some students to run for leadership positions next year and in future.

Representing our school and the student body as Junior School Captains has been an honour for which we are grateful. It has helped us to develop our characters, enabled us to learn new skills, and we gained wonderful experiences. Our participation in events allowed us to experience different perspectives which is always helpful in improving our decision making, confidence, and overall leadership skills.

Artemis Galazoula and Oliver Wood
Junior School Captains 2021

School

LEADERS

Junior School Leaders

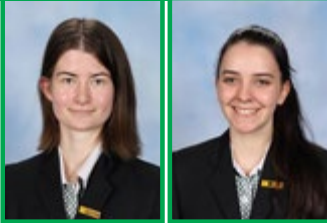
Junior School Captains	Artemis Galazoula & Oliver Wood
Junior Music Captains	Oliver Clarke & Madeleine Davies
Junior House Captains	Churchill - Peter Austin & Jacinta Lawrence Macarthur - Oscar Eberbach & Cynthia Saw Yoon Nwal Montgomery - Nick Glenn & Talei Spowart Roosevelt - Sara Demoitie & Max Paten
Junior School SRC Representatives	Nicholas Rowe & Sarah Tobin

Camberwell High School is fortunate to have such a large population of student leaders, both those who are elected to a particular role and those who innately fulfill the roles of a leader. This is certainly something we encourage in our students and we look forward to seeing them take on leadership positions as they move away from Camberwell into other spheres.

Senior School Leaders

Senior School Captains	Angus Carter & Charlie Lacey
SRC Presidents	Lukas Battey & Pearl Madan
Senior Music Captains:	Elly Burns & Eleanor Attwood
International Captains:	Jerry Yan & Olivia Yin
Senior House Captains:	Churchill - Grace Maxwell & Tim Voevodin Macarthur - Ty Johnstone & Abigail Newman Montgomery - Jordan Ierardo & Anieke Ten Harkel Roosevelt - Maxwell Griggs & Hannah Lockwood
Senior Arts Captains:	Churchill - Isla McKissock & Harriet Smolarek Macarthur - Renee Crump & Austin Walsh Montgomery - Emma Pervan & Brigitte Pilakis Roosevelt - Ned McKenna & Pamela Paniagua Salcedo
Senior Sports Captains:	Churchill - Jacqui Ellis and Zane Harrington Macarthur - Emily Bartlett (abs) & Charlie Clarke Montgomery - Ashleigh Arnold & Tom Valentine Roosevelt - Liam McDermott & Anna Vrsecky
SRC International Representative	Chris Zhang
SRC Representatives:	Tilly Craven, Phillip Georgiou, Eliza Hobbs, Eleni Keramidas, Kirsten Lawrence, Declan Minett, Georgie Nancarrow, Brigitte Pilakis, Ben Robinson, Pim Rubens & Archer Weston

Churchill Arts Captains



Harriet Smolarek
Isla McKissock

Churchill House Captains



Grace Maxwell
Tim Voevodin

Churchill Junior School Captains



Jacinta Lawrence
Peter Austin

Churchill Sports Captains



Jacqui Ellis
Zane Harrington

Macarthur Arts Captains



Austin Walsh
Renee Crump

Macarthur House Captains



Abigail Newman
Ty Johnstone

Macarthur Junior School Captains



Cynthia Saw Yoon Nwal

Macarthur Sports Captains



Charlie Clarke
Emily Bartlett

Montgomery Arts Captains



Emma Pervan
Tyler Stone

Montgomery House Captains



Anieke Ten Harkel
Jordan Ierardo

Montgomery Junior School Captains



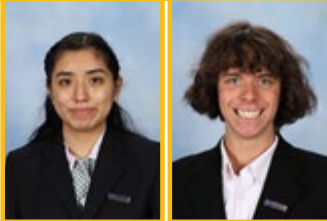
Talei Spowart
Nicholas Glenn

Montgomery Sports Captains



Ashleigh Arnold
Thomas Valentine

Roosevelt Arts Captains



Pamela Paniagua Salcedo
Ned McKenna

Roosevelt House Captains



Hannah Lockwood
Maxwell Griggs

Roosevelt Junior School Captains



Sara Demoitie
Max Paten

Roosevelt Sports Captains



Anna Vrsecky
Liam McDermott

International Student Captains



Feiyue Yin
Jiarui Yan

Junior School Captains



Artemis Galazoula
Oliver Wood

Junior School Music Captains



Madeleine Davies
Oliver Clarke

Music Captains



Eleanor Attwood
Ellen Burns

SRC Junior School



Sarah Tobin

SRC Presidents



Nicholas Rowe



Pearl Madan



Lukas Battey

School Captains



Charlie Lacey



Angus Carter

Awards



Major Awards

Senior Writer's Award	Lucy Bui
Don Anderson Award	Max Efron
Chess Award	Pamela Paniagua Salcedo
Chess Award	Ned McKenna
David Collins Memorial Award	Maxwell Griggs
International Student Award	Jiarui (Jerry) Yan
Jurgen Tauchert Award	Charlie Lacey
Don Farrands	Thomas Bonwick-Fyfe
Zivco Micich Award	Lukas Battey
Australian Defence Force Award (Long Tan)	Anieke Ten Harkel
Australian Defence Force Award (Future Innovator)	Kevin Tran
Principal's Award	Pearl Madan
University Of Melbourne Principals' Award	Max Efron
Citizenship Awards 2021	Churchill - Eleanor Attwood Macarthur - Abigail Newman Montgomery - Emma Pervan Roosevelt - Anna Vrsecky
Learning Area Awards 2021	Arts/Technology - Charlotte Stavrou Languages/Humanities - Tim Voevodin Maths/Science - Julie Leung Health/Sport - Georgia Nancarrow
VCE Outstanding Academic Achievement Award	Max Efron
VCAL Outstanding Applied Learning Award	Darcy Sinclair

Academic Excellence

Media	Max Efron
Music Performance	Max Efron

ONE SUBJECT

Accounting	Luke Kuflik (Yr 11)
Art	Hugo Arnott
Biology	Toby Stewart
Business Management	Luke Hastings
Chinese First Language	Lucy Lyu (Yr 11)
Computing: Software Development	Ethan Boudlev
Economics	Tim Voevodin
English	Maxwell Griggs
English Language	Charlie Lacey
Literature	Lucy Bui
French	Eloise O'Neil
Health and Human Development	Hannah Skoutas
Legal Studies	Thomas Bonwick-Fyfe
Product Design & Technology	Jack Alsop
Visual Communication and Design	Harper Reilly (Yr 11)

TWO SUBJECTS

Specialist Mathematics	Alex Wang
Physics	Alex Wang
VCAL Literacy	Darcy Sinclair
VCAL Work Related Skills	Darcy Sinclair
VCAL Numeracy	Meg Trist
VCAL Personal Development	Meg Trist

THREE SUBJECTS

Chemistry	Julie Leung
English as an Additional Language	Julie Leung
Mathematics - Methods	Julie Leung
Further Mathematics	Anieke Ten Harkel
Physical Education	Anieke Ten Harkel
Psychology	Anieke Ten Harkel

FOUR SUBJECTS

Drama	Max Efron
History - Revolutions	Max Efron
Media	Max Efron
Music Performance	Max Efron

These awards are made to students who have represented the school with distinction in a range of sporting activities during the year.

SPORTING RECOGNITION

Emily Bartlett
Charlie Clarke
Adam Davies
Liam McDermott
Anieke Ten Harkel
Anna Vrsecky

These awards are presented to students who contribute significantly to school life, and are involved in co-curricular activities

PERFORMING ARTS

MUSIC

Elly Burns
Renee Crump
Nick de Weger
Ned McKenna

PERFORMING ARTS RECOGNITION

Eleanor Attwood
Max Efron
Emma Pervan
Amy Wright

International

REPORT

Phoebe Low and Cathy Addison
International Student Co-ordinators

The International team is very proud of all of our international students for their resilience, discipline and diligence shown this year. Despite spending many school days in lockdown during the year, our students have continued to do well in their studies and more importantly they have become mature independent learners. We know our 27 Year 12 graduates will be very well prepared for life's challenges that they will face beyond school.

This year, we have 50 on site international students and 23 remote learners studying online from China, Vietnam, Cambodia and Indonesia. Learning is even more challenging for the remote learners due to internet connection disruptions and early starts (3 or 4 hours' time difference between Melbourne and their home country). To further support these students, has worked closely with all remote learners and their teachers.

In early February, the school gave a welcome New Years celebration party for all international students and provided red packets to signify blessings for the New Year.

In March, the Vietnamese Consular Representative visited the school and met with our Vietnamese students and distributed Covid-19 well-being packages to them. Additionally, in April the Malaysian Consular Representative visited the school and met with our Malaysian students and distributed Covid-19 well-being packages.

In March, 6 of our Year 12 international students received Monash University EAL awards from the University Representative.

Most Mondays after school International students attend "After school club". These sessions provide support and further enrich the experience of our students as they study in Melbourne. In May a University of Melbourne Representative came to speak about opportunities at Melbourne University. During the year students have also attended sessions about sleep hygiene and wellbeing, exam/revision techniques and tips, about student safety from our local Police Liaison officer and recently from Lifesaving Victoria about beach/ water safety and learning resuscitation

We farewelled Ms Jessica Yin, the ISP Co-ordinator in early in July and thanked her for her service to our international program for the past three and a half years.

Since her departure, the International Office has been lucky to have Ms Cindy Zhou on board to help and support our students.

In August, our International Captain, Jerry Yan was presented with a Victorian Global Learning: Resilience and Innovation award from the Department of Education & Training. What a remarkable achievement by Jerry!

In September, some of our on-site and offshore students came together remotely to produce an amazing video to mark the annual Moon Festival celebration in their respective home countries. The countries represented by the students were China, Vietnam, Malaysia, Cambodia, Thailand and Japan.

On 13th October, the International Office hosted a Year 12 International Student Celebration Lunch to farewell the Year 12s and they were joined by three remote learners namely Bonnie Nguyen, Sophie Vo and Rachel Cui on Zoom. Jerry Yan, Olivia Yin, Hugh Ma and Grace Zhuang gave their heartfelt and eloquent Thank You Speeches.

We would like to wish all our Year 12 international students all the very best with their VCE examinations and future plans.

For all the rest of the students, we hope that they will stay safe and well and will finish the school year smoothly.



My name is Jerry Yan. As a Year 12 student who completed the VCE course at Camberwell High School in 2021, I can say that this year's graduates have probably had one of the toughest high school experiences out of any other years' graduates. Having spent the entire Year 11 and Year 12 constantly going in and out of lockdowns, every student's studies were severely impacted, which made staying motivated a huge challenge. However, everyone, perhaps more so the international students who were unable to see their families for two years, took these challenges in their stride with herculean effort. By tuning in to online lessons and forming remote study groups, the students worked hard to achieve success in their studies and enrich their high school lives. The international support staff, teachers and Principal class also played an important role by providing tireless support and organising events such as the moon festival and talent quest to boost morale. All in all, despite the hardships, the celebrations we held upon finally returning to school and the complex emotions we felt as we walked out of the school gate surrounded by the applause of our teachers made every second at CHS worth it. I will forever be grateful to the amazing people I have met at this school and will forever cherish the precious memories they have created together with me. Thank you!

Jiarui (Jerry) Yan International Student Captain



My name is Olivia Yin, and this is my memoir for Camberwell High School (CHS). Back when I first stepped on to the campus of CHS, I would never have thought I could take up the role of a leader. During my time in CHS, I have grown a lot with much support from my teachers, friends and the international office. In such an environment, I grew from an introverted little girl to a high school student who dared to speak out. Although we had 262 days of lockdown in 2020 and 2021 and missed out on plenty of experiences at CHS, we have always kept in touch with each other online. The people in CHS and all my experiences here are three-years of memories that I will never forget. The good times with my friends and teachers and the fun memories we created together are unforgettable. From the first drama performance to the dance performances with students for the Moon Festival and the Lunar New Year Party, and the every 'Thank you! Ms/Sir. Have a nice day!' These are all the precious gifts for me from CHS! I am very glad and grateful to have met friendly and interesting students and serious and responsible teachers at CHS. I will miss you all!

Feiyue (Olivia) Yin International Student Captain

SRC

Hi I'm Nick, I'm one of the Junior SRC Presidents this year. Throughout 2021 the SRC team helped to organise a few events. While this year had many gaps due to the lockdowns we were still able to organise a portion of the normal activities. This year Harmony day was one of the events that was able to be run at school. Like every year we had a massive sausage sizzle where (nearly) everyone got a sausage. It was a good opportunity for us as Junior SRC Presidents to help out and learn some of the ropes while being on sauce duty. It was also a great event for some of the music students to perform throughout lunch to show off their musical skills.

One of the big events this year was the school's 80th anniversary. At this event many past students came to visit and look at how the school has changed. As one of the leaders I helped with touring some of the groups. Displays of previous uniforms, posters and Prospice Magazines were spread throughout the school for the ex-students to look at. It was a great opportunity for ex-students to see how the school has changed. As one of the tour guides it was interesting to see what the former students thought of how things have changed. I think it was also fulfilling for some of the ex-students to reconnect with fellow classmates.

Hi I'm Sarah, and I'm the other Junior SRC President this year. Throughout the year I also was able to organise events and help out the school where I could. One of the other opportunities that we were able to do this year was going to Camberwell Primary School and being able to talk to the Year 6s about our time at high school and answer any questions they had. It was one of the many opportunities where we were able to improve our public speaking and get comfortable talking to many people at once.

Another moment we were able to improve our public speaking and get comfortable talking to many people at once was when we were able to talk to many of the Year 8 classes about any of their doubts or concerns of going for a role like ours for next year. We, as well as the Junior School Captains, went around to all the Year 8 classes to tell them a little bit about our roles and responsibilities as well as things that we do around the school. It was good fun talking to them and answering their questions as well as hopefully giving them a little insight into what we do as well as why they should go for our roles.

Nicholas Rowe and Sarah Tobin Junior SRC Presidents 2021





House & SCHOOL EVENTS

Roosevelt Captains Report

Throughout the year, we have had the privilege of working alongside our fellow Roosevelt Captains to lead the Roosevelt community through the house activities that we were able to attend this year.

Our role as House Captains has entailed responsibilities such as meeting with our staff House Leader, Mark Hollebone, to discuss upcoming house and school events, and how the Roosevelt leadership team can make them even more fun and exciting.

Despite the challenges that everyone has faced this year, we are so proud of the efforts and results of the members of Roosevelt. We think that the Roosevelt community's house spirit and dedication to house events will go down in Roosevelt history!

We can all be inspired by the persistence and perseverance that the Roosevelt community has exhibited during the classic Camberwell High School house activities. When faced with challenges, such as coming up with on the spot dances at swimming carnival and creating a short performance for our end of year chorals celebration, the members of Roosevelt should be proud of what was accomplished.

The members of Roosevelt showed a passion for teamwork, care for one another and, most importantly, house spirit during the house events that we got to enjoy this year, such as athletics and the swimming carnival.

Highlights of the year include Ned McKenna's inspirational speeches, winning the dance competition at the swimming carnival and seeing the members of Roosevelt partake in numerous events at the school athletics and achieve outstanding results.

We are so proud of the efforts of all of the Rooseveltian's this year, and believe that the Roosevelt community will continue to shine throughout the coming years. Go Roosy!

Maxwell Griggs and Hannah Lockwood
Roosevelt House Captains





Montgomery Junior Captains Report

With 2021 coming to an end, I would like to give you an insight into the School Sporting events during the year at Camberwell High School.

Our year in School Sport opened with the Swimming Carnival. We had many students from Year 7 to Year 12 participate in a range of events including backstroke, freestyle, relays just to name a few. Students participated and cheered on their friends from the sidelines.

Our next event was the Athletics where students had many track and field events to participate in. Students cheered on their friends just as passionately as the swimming. Many students were lucky enough to advance to Division Athletics, but sadly, that had to be postponed due to the lockdowns.

This year for Year 9 camp, we went to Kinglake camp. There was a variety of categories we were able to choose from. Challenge, community and hiking. In each group, we did specialised activities and learnt a lot from our instructors. We also came together after dinner every day to participate in larger group activities such as the hunger games. Not only did we learn to work together in groups but we also learnt about some of the Aboriginal culture and did some African drumming. This camp was very beneficial for so many people.

There were also a range of other sporting events that we participated in including School Sport Round Robins, Netball and cross-country.

2021 has been another successful and fun year at times at Camberwell High School, through sports and the normal curriculum. Even though it has been unfortunate towards the end with lockdowns and cancelled school/sporting events, it will make 2022's events even more exciting!



Nick Glenn and Talei Spowart Montgomery House Captains



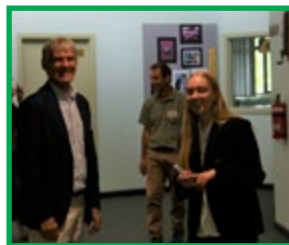
House & SCHOOL EVENTS

Churchill Junior Captains Report

Although this year has been a tough one for event arrangers, Camberwell High has still found a way to push through. This year had many spectacular events despite the stay at home order for what felt like forever. Some of these events included the Battle of the Bands, which consisted of many acts that covered a variety of bases such as singing, dancing and playing an instrument. Camberwell high found a way to improvise and adapt while still participating in our favourite school events. This is clearly seen from the talent quest. Despite the covid restrictions the event team strategized and improvised. Zooming in the rest of school to watch the talent show live from their classrooms. Year 9 also got to participate in the connextibtion which is an event for the year 9 to showcase their connections work to teachers and parents. The night was one to remember being held in the enterprise center and was a great way for students to showcase their hard work and efforts from the term.

All together 2021 was a hard and challenging year but it was amazing to see how teachers and students connected to improvise and make good of the situation we are in.

Peter Austin and Jacinta Lawrence Churchill Junior House Captains





Macarthur Junior Captains Report

2021 has been a big year for us Macarthians! Being the House Captains has allowed for us to continue and preserve the lively energy Macarthur is best known for. Starting the year off with the most points awarded in the swimming carnival definitely gave us the motivation we needed to push ourselves in Athletics. From chanting Macca, Macca, Macca on the sides to jumping in the pool and playing water polo, the swimming carnival was a fun event to showcase our pride and talents. Macarthians were so supportive in cheering on their friends and dressing up in costumes that screamed HOUSE SPIRIT. We then had Athletics where we brought the same energy we had in the water to land. We did running relays, high jumps and long jumps. It was truly mesmerising to see our fellow friends in green taking home so many ribbons. Most of them would also agree that the cheers from the stands helped them in reaching one step closer to the finishing line.

Another big event for us House Captains was the Year 7 house activities. This allowed us to welcome our newest members of Macarthur! We played fun short carnival games like beanbag-throwing and number toss. We taught them iconic chants and explained to them how important it was to participate in events to keep up in our winning streak.

Being the House Captains this year has allowed for us lead and connect our house community which is an environment like no other as we are all of different ages from different year levels, but we have one thing in common: We Are MacArthur!

Cynthia Saw Yoon Nwai Macarthur Junior House Captain

To all Macarthurians,

First things first, thank you for helping make this year so enjoyable. Myself and the other captains have loved being able to work with every single one of you across our 2 events we got to take part in this year. We kicked the year off with a massive win at swimming, where it seemed like every single person in green had hopped in the water. After that, we got to Aths, taking home the 2nd place. We couldn't credit your participation anymore this year even with interruptions by COVID. Sadly, our dominant streak came to an end as we didn't get to partake in Chorals, leaving us in 2nd for the year. Don't let that break your spirits though. I'm sure the next captains will take us back to the top. Again, thank you for all your passion you've shown through the year, hopefully carry that in to what will be an action packed year in 2022.

Thankyou Macarthur!

Ty Johnstone Macarthur Senior House Captain

Arts TECHNOLOGY

Martin Blake

Teaching and Learning Lead Teacher for Arts and Technology

2021... It is a year that has been a journey with highs and lows. In Arts and Technology students had to juggle between learning remotely, on site and a hybrid model of both. Teachers had to adapt to teaching in the ever changing environment and I want to thank my team for providing innovative and engaging lessons throughout the year. It required students and teachers to think quickly, adapt even quicker and yet the results the students have produced this year have still been exceptional. What a year of creative upheaval, what a time to really get the benefits of pressure and its interaction with design, technology and art. Making puppets in drama, Cooking at home for food studies, creating amazing pieces of art at home, interesting design in visual communication, performing in a band via zoom are the examples of what our amazing students at CHS completed this year. It was a year of flexibility, creativity, heartache and triumph.

Technology

In the technology area students had a chance to create amazing pieces at school as well as prototypes at home out of household materials. In Product Design and Technology students used the design process in a creative and unique way, by producing prototypes at home using household materials and then creating the actual pieces at school when they were back on site. In systems and engineering students were able to use Arduino remotely to plan their working electrical circuit and then complete the practical component when back on site. This combination of remote and on line teaching whilst difficult, enabled students to learn in both settings which will become a more common place in the workforce in the future.

Arts

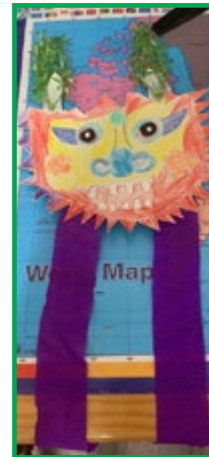
Once again the art room has transformed itself this year, expounding into student backyards, computer screens, walking routes and recycling bins. Students have adapted to great material challenges and have developed a powerful understanding of how art and everyday life are so inextricably entwined. Students have vlogged their daily rituals, made wire sculptures for their veggie patches, crafted Wearable Art from their own upcycled garments and produced eye-catching abstract videoscapes to explore Art Elements and Principles. Students have learned how to infuse their artworks with symbolism and hidden meanings and engaged with artistic practice that is both revolutionary and stylistic.

Zoom has allowed for artists and ex Art students to visit our classrooms and we have made endless trips to virtual exhibitions to keep the inspiration flowing. A big congratulations to our Year 12 Art students whose resilience is evident in the exceptional collection of Final Artworks across video, sculpture, sound, painting, drawing, assemblage, installation and digital mediums.

Music

Music was an avenue for students to really focus on in a time of uncertainty. Having lessons via zoom whilst different and unusual provided an opportunity for students to enhance their musical knowledge and improve their skills in an ongoing basis. 2021 felt a bit like Groundhog Day for the CHS music students. In all years, students started out strong with a group of new year seven musicians, who did a great first concert in front of their excited parents, and planned a busy schedule of concerts and events. Whilst we ultimately weren't able to go ahead with all of these, we saw some excellent progress made on an individual basis by many of our students who used their time at home to practice their instruments and develop some great skills which will stand them in great stead as we return to the thing we love the most - playing together! Our VCE students were lucky enough to get back into the band room towards the end of third term to prepare their programs for what turned out to be some exceptional performance exams. We're very much looking forward to getting back on stage in 2022!

The subjects in Arts and Technology are very hands on and the majority of skills are learnt through making. I want to again thank the staff in Arts and Technology team who have been so adaptive this year in providing the best educational opportunity for our students. Thankyou to our students for taking up that opportunity and providing some exceptional pieces of work both from home and at school. Lastly thankyou to the community for going through the journey with us this year at Camberwell High School.



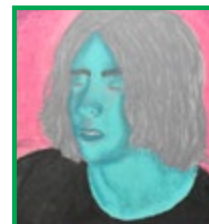
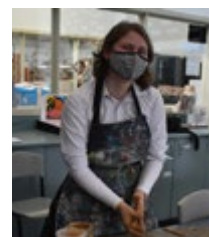
Angus Ward Yr 8



Ned McKenna Yr 12



Peter Wang Yr 8



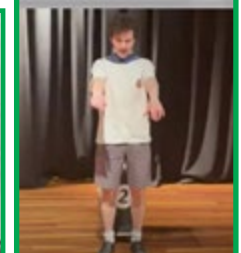
Mackenzie Salder-Tew
Yr 11



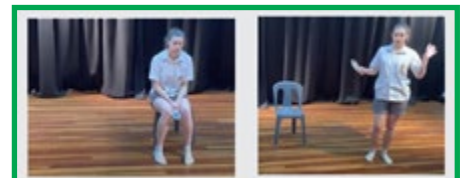
Chiara Corsini Yr 11



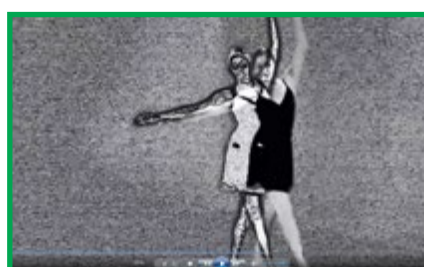
Magnus Brenchly Yr 11



Luke Hastings Yr 12



Elly Burns Yr 12



Estelle Lawrence Yr 10



Will Van West Yr 10



Campbell Leishman Yr 9



William Balchin Yr 9



Stella Yr 10



Hayden Hsueh, Kenrich Polduwage Don, Oliver Wicki, Tyler Nguyen, Josh Mai, Mike Skantzos



Leo Efron, Sid Venkatesh, Hugh Bishop, Ronan McShane, Luke Bass



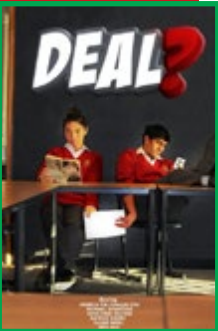
Callum Wright Yr 8

Year 9 Product Design and Technology

Remote learning has thrown up a variety of challenges for the CHS community. It still amazes me how resilient and innovative our students have been in this timer. In Year 9 Product Design and Technology students had to design and create a prototype for an interior light. Using the design process and self managing their home learning, these students have created some high quality prototypes. These skills can be transferred to a variety of careers including architecture, design and construction management

Year 9 Product Design and Technology

Students have just finished following the design brief to design and create their clocks. They have learnt a variety of new skills using a wide range of materials to make these unique designs. These four students have produced high quality projects this term, Well done.



Year 9 Systems Engineering

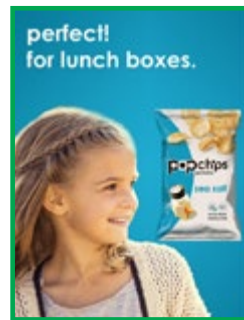
Students in systems engineering are completing there Arduino LED design. The lights on these boxes light up displaying a variety of movement. The students have soldered the LED to an Arduino and coded the design to display the lights. Well done

Year 10 Product Design and Technology

I want to congratulate the outstanding quality of pieces that the Year 10 students produced in Product Design and Technology this term. The design brief was to design and create a bedside table. The four students below have created industry standard pieces and should be commended on their efforts. Each student has also created a portfolio with each piece that documents the design process. The four students from left to right are Ella Hilton, Ned Sargeant, Abby Sharrock, and Tom Hunt.



Dashiell Healy Yr 10



Nieve Bates Schilling Yr 11



Bookcase
Blackwood and Mild Steel
Product Design and Technology

Matthew Ferreira Hughes
Senior School Award



Rhiannon Parera Yr 8



Giancarlo Villis Yr 10




Chiara Corsini Yr 11




Exhibition

The following virtual exhibition will display work from students in the Arts and Technology subjects at Camberwell High School. This year has been such a roller coaster for our Year 12 students and yet, they have delivered some of the most exceptional pieces of work I have seen in my 10 years of teaching. From the amazing art works, to the designer pieces of furniture to our amazing music pieces and everything in between. Our students need to be congratulated on their resilience, determination, character and passion for their chosen Arts and Technology subjects.


Martin Blake
Teaching and Learning Lead Teacher
for Arts and Technology




Alex Glomberg
Reversible Seat
Jarrah
Product Design and Technology




Amy Wright
Solo performance
Drama




Archer Weston
Hierarchy
Oil pastel and acrylic paint on found ironing board (Mounted on wall)
300cm x 300cm




Angus Carter
Custom 3 piece seat
Jarrah and Mild Steel
Product Design and Technology



Bec Wigg
Bath time at Mary Eleanor's no.2

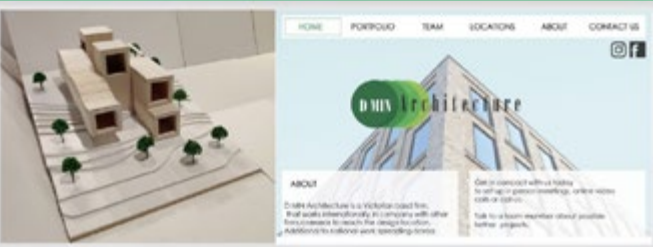


Ben Inglis
Overtime Sports Design

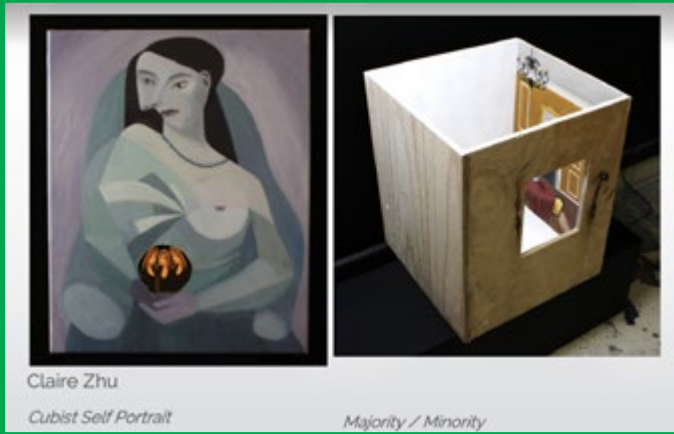


Charlotte Stavrou
Farewell - Series 2
'Circularity'

Charlotte Stavrou
Farewell - Series 3
'I AM'



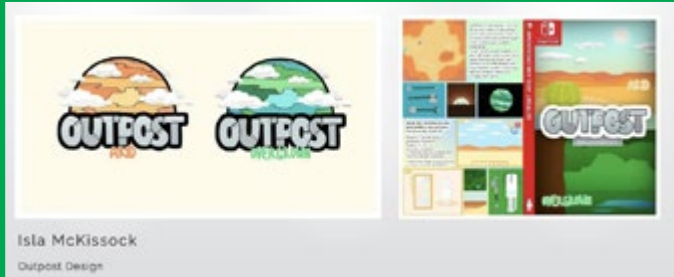
Declan Minett
D Min Architecture



Claire Zhu

Cubist Self Portrait

Majority / Minority



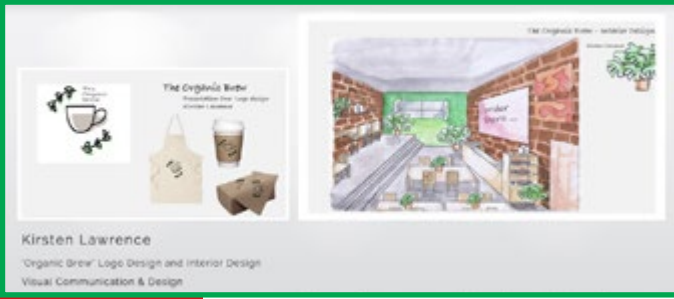
Isla McKissock

Outpost Design



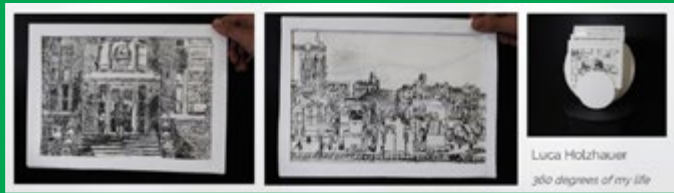
Jack Healy

Nova Logo Design and Building Design
Visual Communication & Design



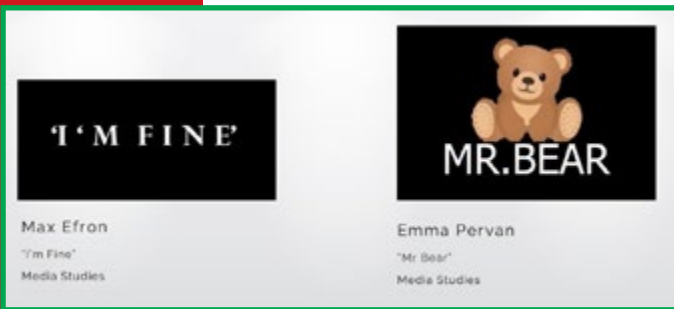
Kirsten Lawrence

'Organic Brew' Logo Design and Interior Design
Visual Communication & Design



Luca Holzhauser

360 degrees of my life



Max Efron

'I'm Fine'
Media Studies

Emma Pervan

'Mr Bear'
Media Studies



Ethan Boudiev

'Flight booking service'
Computing Software Development

This software solution will be an opportunity to provide a flight booking program for consumers. It will initially be solely operating on Windows 10 based computers and will have functionality such as account creation, viewing available travel options and printing order confirmations. Employees will then be able to confirm or deny orders, forwarding the accepted order to airlines for relevant arrangements to be made, before finally sending the details to the customer. In order to ensure my program is effective, and achieves its functional and non-functional requirements, I will need to refer back to the features I have outlined in this design brief. In relation to the next step of design, I will need to be cautious with what look and feel that my program has. This is because the user experience can decide the difference between successful and unsuccessful software.



Hugo Amott

you are the only person I've talked to today besides people on the computer

Mixed Media Sculpture with audio (1m x 1m, topless)
Approximately 1cm wide, 70cm height



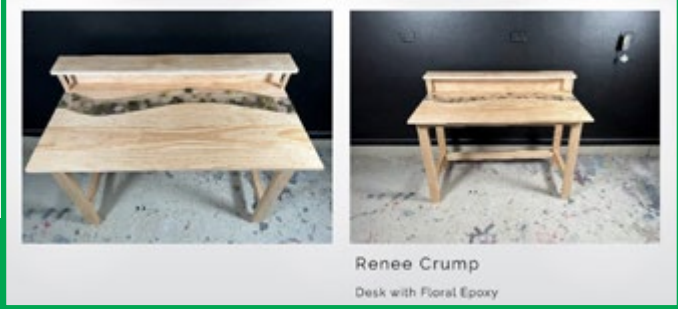
Music Performance

- Julian Howes
- Renee Crump
- Marcus De Weger
- Max Efron
- Ned McKenna
- Elly Burns
- Gabriel Kennedy
- Oliver Archer



Rebecca Wigg

Surf Habitat Design
Visual Communication & Design



Renee Crump

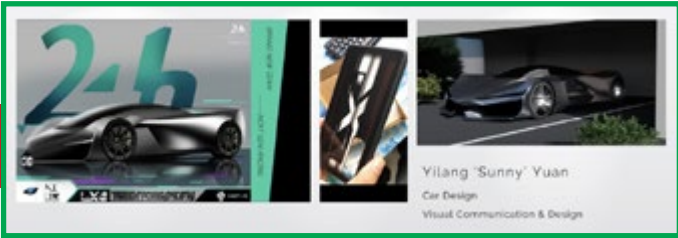
Desk with Floral Epoxy



Ruby Kelly

The Stages of Grief

"The work intends to create an emotional reaction for viewers, as grief is an unsettling yet familiar experience in life. This work is a personal portrayal of my own grief, and invites viewers into this shared experience. Sharing grief can be a beautiful thing."



Yilang 'Sunny' Yuan

Car Design
Visual Communication & Design

Humanities and

ENGLISH

Mamoun Scally

English, Languages and Humanities Learning Team Leader

The start of the year saw us back at school, the Year 7 students excited for the year ahead and the Year 12 cohort preparing itself for the challenges of its final year of schooling.

The Year 7 group had been introduced to Humanities and Languages during its Orientation Day in 2020, and was now leaping into full time learning at secondary school level, stepping into four different classes a day.

The Year 12s attended the Kickstart Conference on site, where tips from VCE teachers were shared with them for the year ahead. One piece of advice, from Mr Geddes (English Language) is something that all of us could do every day to enrich our language experience. Indeed, we can all "Try to notice different language use in daily life. 'Language' is all around us. Spoken mode is so familiar and spontaneous that its unique features can easily be overlooked. Try to become more conscious of it."

At Years 8-11, the English, Languages and Humanities teachers welcomed students into the world of their subjects. From junior French and Chinese classes and the new Launch English and History studies at Year 9, through to commerce subjects at VCE, it was evident that for each period of the day, students at Camberwell High School step into a new world of learning, being immersed in its language and ways of thinking.

Anyone lucky enough to walk through the school in Term 1, 2021 would have seen this learning on display with students having their minds opened to the creative and critical thinking possibilities that the faculty offers. Albert Einstein would be proud to see a school where "the value of an education is not the learning of many facts, but the training of the mind to think something that cannot be learned in textbooks".

Students were also lucky enough to take their learning out of the classroom, with Year 8 Humanities classes thinking about sustainability at the Docklands, Year 10s running their Business Enterprise Day and Year 12 French students enjoying croissants in St Kilda during a French Immersion Day at the Alliance Française.

COVID-19 in 2021 has meant that much of the learning for students had to continue online again this year. The impacts and challenges of this are well known, but it is also worth celebrating the great successes in learning that occurred for students in Humanities and English.

Teachers allowed students to explore the world and grow their understanding of it in a myriad of ways. From virtual museum

and court tours, and exploring French and Chinese Speaking communities on Google Earth, through to attending webinars for VCE subjects online, students were able to escape their home virtually and continue their growth of skills and understanding.

Other highlights for students were the Jewish Holocaust Centre Zoom session for Year7s, deepening their understanding of the novel Pennies for Hitler and having the chance to meet and ask questions of a Holocaust survivor. Ms Xanthopoulos once again prepared students brilliantly for public speaking events throughout the year, and Ms Wang led the senior Chinese students to victory in the Victorian High School Chinese Debating Championship 2021, defeating Scotch College in the final.

Indeed, the rich learning that started in Term 1 continued throughout the 2021 year. The reading program that started this year is an example of this.

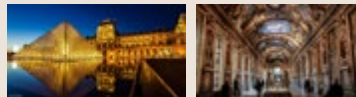
As a faculty, we currently have a focus on students developing better reading habits. In all classes at Years 7-9, students start classes with ten minutes of silent reading. It was great to see this continue online, taking students away from their screens and enjoying the escape that novels offer.

We are very lucky to have such a dynamic staff at Camberwell High School, that is always looking to enrich the learning of students. In English, Languages and Humanities, we hope this is transferring to the experience of students outside of school, where they can use their curiosity to deepen the learning that occurs in the classroom.

1^{er} arrondissement de Paris !

Sightseeing?

THERE ARE MANY DIFFERENT SIGHTS TO SEE IN THE FIRST ARRONDISSEMENT! MANY OF THESE PLACES HAVE BEEN IN FRANCE FOR CENTURIES! THE FIRST AND PERHAPS MOST FAMOUS PLACE TO GO VISIT WOULD BE LOUVRE MUSEUM! THIS FAMOUS LANDMARK IS HOME TO THE MOST FAMOUS ARTWORK; THE MONA LISA PAINTED BY LEONARDO DA VINCI. LOUVRE MUSEUM WAS ACTUALLY A ROYAL PALACE FOR MORE THAN TWO CENTURIES. TODAY THERE ARE OVER 11,000 ARTWORKS ON DISPLAY AT THE MUSEUM.



ANOTHER VERY FAMOUS LOCATION IS THE SAINTE-CHAPELLE. IT IS A ROYAL CHAPEL, IT WAS THE RESIDENCE OF THE KINGS OF FRANCE UNTIL THE 14TH CENTURY! IT IS WHAT IS KNOWN AS A GOTHIC STYLE CHAPEL. IT WAS COMMISSIONED BY KING LOUIS IX OF FRANCE TO HOUSE HIS COLLECTION OF RELICS!



IF YOU WOULD LIKE TO DO A BIT MORE OUTDOOR ACTIVITIES THEN MAYBE A VISIT TO TUILERIES GARDEN WOULD BE WHAT YOU NEED! THE TUILERIES GARDEN IS A PUBLIC GARDEN THAT IS LOCATED BETWEEN THE LOUVRE AND THE PLACE DE LA CONCORDE. IT WAS STARTED IN 1564 AND WAS FIRST OPENED TO THE PUBLIC OVER 100 YEARS LATER AFTER THE FRENCH REVOLUTION.



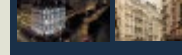
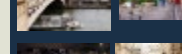
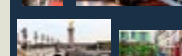
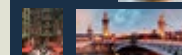
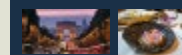
Emily V Yr 8

BIENVENUE AU 8TH ARRONDISSEMENT DE PARIS

BUDGET.

How much you need to visit the 8th arrondissement.

Depending on how long you are staying, you need to make sure that you have a good amount of money that will help cover food, stay, tourist attractions, transport and etc. Whilst the budget can vary, for seven days it is recommended that you have a budget of at least 1200€ (around \$2000) as the 8th arrondissement is quite an expensive area.



USEFUL PHRASES.

French phrases that will help you get around in the 8th arrondissement.

- Bonjour - Hello Good Morning
- Pardon, excusez-moi - Pardon, excuse me.
- Parlez-vous anglais? - Do you speak English?
- Je ne parle pas français - I do not speak French.
- Merci! Merci beaucoup - Thank you/Thank you very much.
- Pourriez-vous m'aider? - Can you help me?
- Je ne comprends pas - I do not understand.
- Parlez lentement, s'il vous plaît - Speak slowly, please.
- Répétez, s'il vous plaît - Repeat, please.
- Où sont les toilettes? - Where are the toilets?
- Où est un bon restaurant/un bon café? - Where is a good restaurant/a good cafe?
- Je cherche le métro/le gare l'aéroport - I am searching for the metro/train station/airport.
- Je cherche l'hôtel - I am searching for the hotel.
- Pourriez-vous prendre ma photo/notre photo? - Are you able to take my photo/our photo?
- La carte, la monnaie, s'il vous plaît - The menu/food-price menu, please.
- Je voudrais de l'eau - I would like some water.
- L'addition, s'il vous plaît - The bill, please.
- Est-ce que je peux payer avec une carte de crédit? - Can I pay with a credit card?
- Combien ça coûte? - How much does it cost?
- Quelles chambres avez-vous de disponible? - What rooms do you have available?
- A quelle heure est-ce qu'il faut régler la note? - At what time should we check out?
- Je voudrais acheter un billet aller simple/aller-retour pour Paris - I would like to purchase a one-way ticket/a round-trip ticket.

Rhiannon Perera



Charlotte Bomford



Ellen French



Public Speaking and Debating

This year was an interesting one. Due to Covid-19 restrictions and lockdowns, we had several cancellations of events, including Legacy. Nonetheless, students had the opportunity to participate in several events.

In Term 1, the very enthusiastic Year 7s were part of a debate that anticipated a topic that has recently been very much in the spotlight: Australia should do more to protect the environment. Over several recess sessions, the students researched, prepared and debated what Australians could do to protect 'our precious planet' and 'its great species and fragile ecosystems' (students' words). They considered this both from a local and national level, and whilst the negative team passionately acknowledged what Australians already do, all students recognised that we have a greater role as they eloquently argued: 'This is an ethical issue and it affects us because we are the future.' The affirmative won and the best speaker was Naomi Lawrence. Having said this, the students of both teams were the united victors because they all extended themselves, be it in debating or adjudicating.

In May, Shalini Bala Krishnan of Year 9 participated in the Heats of the Ainger Peck Award 2021. She spoke with great courage and determination on the topic: Is the royal family significant? Shalini researched and prepared her speech with great diligence, addressing key concerns centred around Australia's changing identity and the role of its First Nations people. Using this as the foreground of her speech, she was able to then address the demise of the popularity and relevance of the royal establishment within Australia.

In Term 3, during the study of the Australian novel, *The Bone Sparrow*, the Year 7 English students were asked to create a podcast on the human rights of asylum seekers, especially children. Using supporting evidence from the text, they examined life in a detention centre and linked this to one of the 30 articles of the Universal Declaration of Human Rights. Insightful and compassionate podcasts were created during this activity, that demonstrated what critical, creative and authentic voices can be found in our school.



Ekaterina Xanthopoulos
English and Humanities Teacher



Maths and

SCIENCE

Ursula Parker

Mathematics & Science Teaching and Learning Team Leader

Is there more to Maths and Science than facts and figures?

How has our current knowledge and understanding of Maths and Science developed from Archimedes to Hawking's?

What are the benefits for society to have a rich culture of scientific inquiry?

Is it OK to do anything in the name of science?

These are some of the questions that the inaugural Year 9 Launch students were challenged to answer this year in the newly created course "Science as a Human Endeavour (SHE)" developed by Ms De Garis. At first, they wondered why they were being required to study two science subjects in their course, but they quickly worked out that SHE was no ordinary subject.

Some of their reflections are below:

"SHE is essentially a mix of humanities and science as it goes into depth about society and the scientific affairs regarding humanity. Topics such as experimentation, ethics and climate change are explored and discussed with the basis of educating people on how these ideas affect society."

"I like this subject because it is in a way a mix between humanities and science. In SHE we look at significant people and moments in history from a scientific point of view."

"This is a subject unlike anything I have done before. It has opened my eyes to science in a whole new light. It has shown me the ethical and social side of science, as well as the scientific side."

At the same time the Years 10 to 12 Biology students and teachers were in fierce competition to name the new skeleton in C20. Some of the entries were:

- *Skully McSkullface* from Ms Griesser
- *Captain Jack Marrow* from Mx Hatcher
- *Sticks* from Ms Bormanis

Congratulations to Anna Vrsecky (Year 12) for the winning entry "Pelvis Presley". Next time you pass by C20, pop in to say hello to Pelvis.

In Year 11 Specialist Maths students weren't left out, and used Bezier Curves to create amazing pictures using their ever expanding knowledge of functions.

"A Bezier curve is defined by a starting point, at least one control point and an ending point. These curves are frequently used in computer graphics, animation, modelling and other related fields. Bezier curves are curves created from the de Casteljau algorithm. Bezier curves are a parametric function, parametric functions are functions of coordinates where each coordinate is expressed as another function." Jordan Cao 11BI

During lockdown our Year 8 students became scientists at home and used everyday items in found in their kitchen cupboards to create lava lamps and tie dyed milk. On return to school they worked collaboratively to explore forces by designing, building and testing Rube Goldberg machines and the Rock Cycle in Geology. Who knew science could be so much fun!

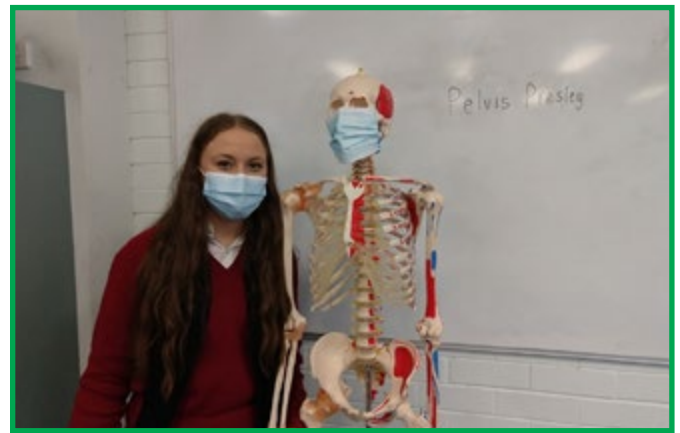
From Physics to Biology and Mathematics, students led investigations allowed students to act as researchers to explore a wide variety of topics and present their findings in poster format. Some of the investigations undertaken were:

- The effect of musical knowledge on ability to learn whilst listening to music
- The effect of carbon dioxide concentration on the rate of photosynthesis
- How does varying surfaces and mass affect rolling resistance on an incline plane?

- What influence does the effect of cooking and manufacturing processed have on the acidity of pineapple?
- How does the level of exposure to oxygen affect the rate of oxidation in apple slices?

Throughout the year, both on site and studying remotely students have been supported by the amazing Maths and Science team to challenge themselves, question their thinking and persevere when the going has got tough.

Isaac Asimov once said *"The true delight is in the finding out rather than the knowing"* and the students studying maths and science at Camberwell High School are a testament to this.



Introduction

Obtain sets current chemical energy? electrical energy. This current energy can be used to do work. The electrochemical cell is a device that converts chemical energy into electrical energy. The electrochemical cell is a device that converts chemical energy into electrical energy. The electrochemical cell is a device that converts chemical energy into electrical energy.

AIM
To identify the effect of various concentrations of electrolyte on the rate of current production.

Method
1. Prepare the cell with various concentrations of electrolyte.
2. Measure the current produced by the cell.
3. Record the current produced by the cell.

How does the concentration of electrolyte at the cathode affect the production of current?

Introduction
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Method
1. Prepare the cell with various concentrations of electrolyte.
2. Measure the current produced by the cell.
3. Record the current produced by the cell.

Results & Conclusions
The results show that as the concentration of electrolyte at the cathode increases, the current produced also increases.

References and Acknowledgements
Reference: [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100]

How does the level of exposure to oxygen affect the rate of oxidation in apple slices?

Introduction
The experiment aimed to investigate the effect that varying degrees of exposure to oxygen had on the rate of oxidation of apple slices. This experiment is important as it is a real-world application of the scientific method. The experiment is important as it is a real-world application of the scientific method.

Method
1. Prepare the apple slices.
2. Measure the rate of oxidation.
3. Record the rate of oxidation.

Results
The results show that as the level of exposure to oxygen increases, the rate of oxidation also increases.

How does the level of exposure to oxygen affect the rate of oxidation in apple slices?

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The results show that as the level of exposure to oxygen increases, the rate of oxidation also increases.

Conclusion
The results show that as the level of exposure to oxygen increases, the rate of oxidation also increases.

Student Drawing

The drawing shows a circuit with a 9.0V battery, a 10.0Ω resistor, and a light bulb. The current flows clockwise from the positive terminal of the battery.

Investigating the Relationship between Internal Pressure and Restitution

Introduction
This project will be a record of the findings on how the coefficient of restitution changes in the % of different balls measured. The coefficient of restitution is the ratio of final velocity of a drop, divided by the initial velocity of the rebounded bounce.

Method
1. Measure the height of the ball.
2. Measure the height of the rebound.
3. Calculate the coefficient of restitution.

The elephant drawing has letters A through Z and numbers 1 through 12 placed on its body, likely representing different trials or data points.

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The graph plots the Coefficient of Restitution (Y-axis) against Internal Pressure (X-axis). The data points show a clear upward trend.

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The graph plots the Coefficient of Restitution (Y-axis) against Internal Pressure (X-axis). The data points show a clear upward trend.

Sport and PE

David Wyatt

Health, Physical Education and Sport Teaching and Learning Team Leader

In 2021, Camberwell High School's Health and Physical Education Department was eager to get back to normality after the strange year that was 2020. As the year began, so many achievements were made, and incredible memories created in a sporting sense for the students at the school until the lockdown unfortunately came back. As 2021 continued, it started to feel all too familiar with teacher and students attempting to adapt in the physical realm to heavy restrictions enabling safety to the community, our curriculum delivery remained strong and new innovative moments that had not been anticipated were experienced.

Early in the year, CHS was fortunate enough to be able to participate and have success in our division round robins with wins coming from; year 10 AFL, year 8 AFL (both of which remained undefeated for the year), both the year 8 and senior boys basketball teams only suffered 1 loss each by less than 4 points each. Our intermediate netball girls' team were winners of the divisional round while the senior hockey team also picked up divisional championship status. Finally, the senior AFL team were successful and won their initial round on the way to progressing through the SSV competition. The possibilities of these teams were high however with the shutting down of interschool sport throughout term 2 and 3 and the beginning of term 4, competitions were cancelled for these teams.

Remaining with the lens of sporting accomplishments and highlights, CHS was fortunate enough to be able to run an extremely smooth school Athletics Carnival filled with individual and team success stories where Montgomery was declared the eventual winners of the day amassing the most points from all competitions. Under the bright sunshine for much of the day with potential clouds coming in early afternoon on the forecast, the CHS Swimming Carnival was a phenomenal success with a huge thankyou to Justin Sharp and the entire Health and Physical Education team in the running of this event. On the day, Macarthur were able to have the highest total points and declared the 2021 swimming carnival champions. These events set up for a tight finish to the cup at the end of the year which was presented to the overall winner of Montgomery, congratulations to everyone who participated and shared success on these days.

For the first time ever, CHS decided to run the Cross Country event within year levels during sport time on site at Camberwell High School. The winners and top placed students were then sent to

the next level of this competition of Division Cross Country. We are very proud of all students who participated and represented the school incredibly well against rivals from other schools with a special mention to our 2 champions of their age groups at the divisional event, Emily Bartlett, and Todd Jacob.

The school community continued to give feedback on the implemented subject guides which are accessed through the Compass management portal. As teachers worked in the background to continue to refine and better deliver the most effective curriculum, subject learning plans were finalised and are in the process of auditing before going live to the community. These documents have allowed staff to continually enhance their practice in relation to better understanding how the learning journey from year 7 through to 12 might look for a student in the subject of Health or Physical Education. Teachers focused on language within the discipline, command prompts, reading and interpreting tables and graphs in HPE subjects and incorporating effective uses of data to inform next steps in the teaching and learning process.

Year 11 Health and Human Development students and teachers were so pleased to be able to give the learners an experience of a lifetime bringing back from a year off the electronic babies' project for students as they integrated into the curriculum a hands-on experience. Physical Education and Sport and Recreation students were given excellent feedback on their behaviour from Hardrock Climbing after a successful excursion to better understand how to keep individuals active in life.

One of our Health and Physical Educators at CHS, Chris Jung, run a hugely successful Respectful Relationships seminar for not only different year levels of students within the school, but opened this up to members of the community and the feedback from the learning and experience was fantastic. We are proud of all the work and effort he puts into his role as Respectful Relationships coordinator each year.

I would like to sincerely thank the ongoing amazing efforts, commitment and passion of the entire Camberwell High School Health and Physical Education team for this past year.



Senior Badminton & Table Tennis Teams



Emily Bartlett

Junior Girls ALF



Year 7 Baseball



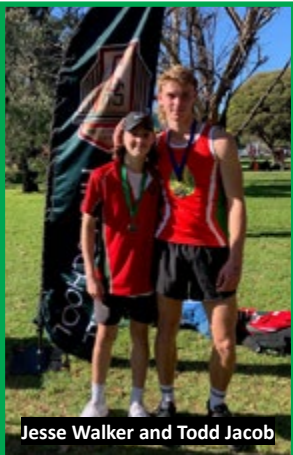
Senior Hockey



Senior Girls Netball Team



Jesse Walker and Todd Jacob



Year 10 Football (AFL) Team - Division Champions



Year 7 Boys soccer team



Year 7 team building



Intermediate Baseball



Year 7 team building



Music

Towards the end of 2020, I was asked to write my annual report for the school magazine. Having spent much of the year in lockdown, I didn't have my usual array of stories to tell about the wonderful events, camps, concerts and tours that fill the music department calendar. Instead, I talked about playing over zoom, making recordings and all the other challenges that come from working in isolation. Oh well, I thought...at least we'll be back to normal next year...

2021 certainly started out looking more positive. We began the year with a great recruitment of a new generation of year seven musicians who hit the ground running and did a super first performance back in February, ably supported by the Symphonic Band. Little did we know that for both groups, that would turn out to be their only live performances until the final weeks of the school year. We felt very fortunate to have been able to get our beginners started with their lessons before we were locked down - many students in other schools weren't so lucky.

Our Wind Ensemble made a great contribution to CHS early in the year. The 80th anniversary celebration of the founding of our school took place in March, and the revamped Anzac Day assembly in April. To hear our senior students performing for the first time in over a year was wonderful, and despite such a long time between shows they stepped right back into their roles and provided some beautiful and moving music to these important CHS events.

May saw what we all hoped would be the return of music festivals and competitions in Victoria with our Senior and Intermediate Stage Bands playing in the inaugural Victorian All-State Jazz Championships. To walk onto the site and hear live music coming from all directions was quite wonderful, and something we realised we had missed very much. Both groups did a superb job and came off the stage excited about the year ahead with our packed schedule of gigs.

As we now know, things don't always go as planned. Our term two camps were cancelled and our midyear concert postponed as a sudden lockdown sent us all back to the land of screens and remote learning. Never mind, we said, we'll be back after the holidays, and a plan was hatched that included three camps and four concerts in the first three weeks of third term. Week one started strong, but by Friday we were back at home and once again cancelling and postponing. This one turned out to be really serious, and it wasn't until midway through term four that we finally made it back into the rehearsal room.

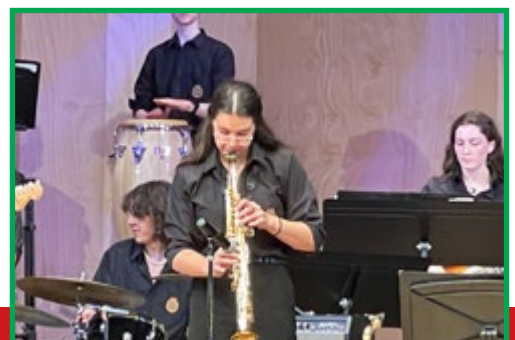
As was the case in 2020, whilst we couldn't do everything we'd planned, we did see some extraordinary work from our incredibly resilient students. They were used to it by now, and many of them spent their time wisely, practicing hard and developing their skills. When we did finally get together, the level of playing was extremely impressive, and it didn't take long to get our groups fired back up. At the time of writing, all our bands are back on site and rehearsing hard for our forthcoming End of Year Concert. With restrictions lifting by the day, we're feeling pretty confident that after so many cancellations this one will actually happen!

A real highlight for this year has been the extraordinarily positive attitude that our VCE students have displayed. Despite having every right to feel robbed of the rights of passage that they've earned through years of hard work, they somehow managed to support one another, lead their peers, laugh and cry together, and play some of the most beautiful music we've heard in a long time. The quality of their performance programs was exceptional, and we very much look forward to seeing and joining them on stages in the coming years as they move on to continue playing at university and beyond.

Most importantly, they established a culture of excellence that will live on into the future. We'll very much miss their daily visits, hysterics in the music corridor and constant pressure on us to continually raise the bar. They made us a better music department, and for that we'll be eternally grateful. Thank you.

Bring on 2022!

David Hirst
Head of Music



The start of this year was hopeful. After many lockdowns and letdowns in 2020, we started 2021 with the promise of many more music performances. As we travelled deeper into this year, we found our musical hopes and dreams taunting us from the other side of Mount COVID. Many music events had to be postponed and were eventually cancelled. However, we did manage to fit in some jazz concerts and competitions at the start of the year, as well as the beginner band's first concert in March. The Camberwell High School Musical, postponed multiple times throughout 2020 and early 2021, was without doubt one of the biggest highlights of the year for all involved. The end result was amazing, not a dry eye in sight. Participating students, teachers, musicians, tech, and organizers all had something to be proud of. From the courage and persistence displayed when the show was postponed, to the amazing show produced when all the tiny parts were brought together. Many friendships and skills were made during the entirety of the production of the show. For a couple of hours, lockdown didn't exist, and we were back to normal.

Despite our teachers' monumental efforts, the rest of the year was pretty ordinary. Band teachers tried their best to keep students engaged during the lockdowns. This was done in several ways such as quizzes and sight reading competitions with a virtual chocolate bar awarded to the winner that looked so good we could almost taste it.

We finish this year celebrating the return to school with a few concerts and the exciting news that we will soon be able to perform live and to live audiences - time for a few haircuts. We can't wait for the music department to fully reopen again and blast the cobwebs and raise the roof of the performance spaces once again. All musicians and families extend their extreme appreciation and thanks to the music staff for keeping the music alive throughout the COVID Dark Ages.



Max, Elly and Ned (Year 12)



Oliver Clarke and Maddie Davies
Junior School Music Captains



Senior Stage Band

Musical

Wednesday Addams has fallen in love with Lucas Beineke (a normal human being!) and it's time for them both to meet the parents! Hilarity and heartache ensue as the Addams and the Beinekes attempt to reconcile their 'irreconcilable' differences through song, dance, and the occasional use of a torture rack. The Addams Family musical ultimately celebrates the generative power of love, diversity, and acceptance.

This production was originally conceived in the distant memory of pre-Covid 2019, when myself and David Hirst (Musical Director) sat down and imagined what the possibilities could be... David, having an intimate knowledge of the musical talent in our school, soon suggested that The Addams Family was a perfect fit for our soon to be cast. Anna Bourke was enlisted as Choreographer Extraordinaire, and so we began. Casting for this musical was a breeze, enthusiasm from students was infectious, and rehearsals got off to a roaring start with difficult harmonies mastered and an outstanding camp at the start of 2020. It was important that we made this musical our own, so we decided to make the Addams an Australian family, and swapped out most of the American references for those much closer to home.

We hit a hiccup last year with some uncertainty over the fate of our production. Bringing the production forward to 2021, David and I pondered - would we still have a cast? Fortunately, most of our cast were excited to resume from where we had left off (with gusto), and some new faces joined the line-up. It was a long and bumpy journey to get this musical off the ground - but through collaboration, elbow grease, and sheer determination we made it. We had a fabulous cast of extraordinarily talented year 12s and 11s, the return of recently graduated student Will Clarke to retain his role of Gomez, and an incredibly ghoulish Chorus of Ghosties as the beloved Addams Ancestors.

A big thank you to all staff, students and the wider Camberwell High School community who enabled this production to happen.

Shamira Armstrong Director

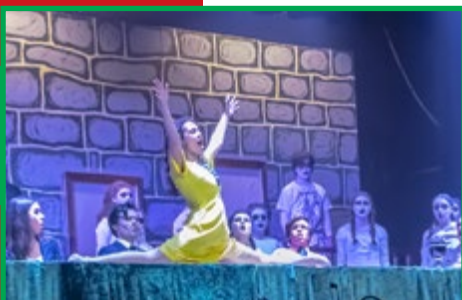
Performing in the musical was definitely a highlight of my year. It was an amazing way to meet likeminded people from all year levels and make new friends who shared my interests in music. I was able to learn and grow while creating a wonderful show that everyone could enjoy. After almost cancelling the show completely, it was a true honour to be able to perform. Our lovely teachers made everything fun and engaging, and taught us everything from choreography to makeup and harmonies. Every person in the production had a unique character, which made our show even more spectacular. The leads are extremely talented, and I could've listened to them sing over and over again. Everyone was lovely and we all worked hard. In the end, the show turned out amazing and I am extremely proud of what we achieved. The musical will continue to be a highlight in not just my year, but my whole high school experience.

Valeria Paniagua Saledo Addams Family Ancestor

The Addams Family has been a lot of fun to be part of, but what a journey it has been. Two years ago we started rehearsals for The Addams Family, and finally got to perform in May and June this year after multiple lockdowns and other COVID interruptions. It's been an absolute blast being part of this fantastic production, with some amazing people. It has been a lot of hard work to get it together, but I have been blown away by what we have all accomplished. I have loved being able to get to know students from various year levels and I have made so many close friends during this show and I have enjoyed every single moment of it. Thank you to Will Clarke for coming back to Camberwell after graduating in 2020 and to the other leads for juggling year 12 while still being amazing. Thank you to our incredible chorus who've been so much fun to work with. And thank you to Mr Hirst, Ms Armstrong, Ms Bourke, other members of staff, parents, and other members of our school community for making this musical possible.

Julian Howes Lucas Beineke





Library AND STAFF

Megan Tulloch-Nasir Library Manager

During 2021 the Brereton Library has been utilized as a multi-purpose space for our school community to teach, learn and relax. Classes are conducted in teaching spaces, students are able to focus in quiet study spaces and recreational reading has blossomed with the ongoing CHS reading program.

Our library team has changed this year and consists of myself - the new Library Manager, and two Library Technicians: Linda Jowsey and Emily Lee. The team has been busy at work all year providing students and teachers with the very latest physical and electronic resources that align with the curriculum for research assignments. As the new Library Manager, I wish to personally thank Linda and Emily for welcoming me to CHS and for their dedication during the transition period and beyond.

Towards the end of the lockdown period the library was delighted to welcome the return of our Year 12s for exam preparation in the lead-up to final VCE examinations. Students were able to access past exam papers for test preparation, photocopy/print and Mathematics students had their examination reference materials bound.

CHS Readers Cup Challenge

Term 3 marked the commencement of the 2021 CHS Readers Cup Challenge for years 7 and 8. This challenge purposefully aims to encourage students to read widely from a variety of diverse and exciting books with the object of finding a class who has collectively read the most. There are 18 reading challenges for students to choose from with a wide selection of new books and young adult favourites for students to borrow.

The winning class this year was 7RR (Ms Rennie's Mentor Class). Their class name was engraved on the Perpetual Readers

Cup Trophy, immortalising them in CHS reading history and commemorating their diligence and hard work. 7RR collectively read 243 books with a total of 968 books read by the year 7 and 8 cohorts. I must make a special mention of the top individual reader award which went to Veronica Green. The top three books read over the course of the challenge were class texts - *The Bone Sparrow*, *Pennies for Hitler* and *The White Girl*. I would like to thank all students who participated in the challenge and read widely.

Photographic and Bookface Competition

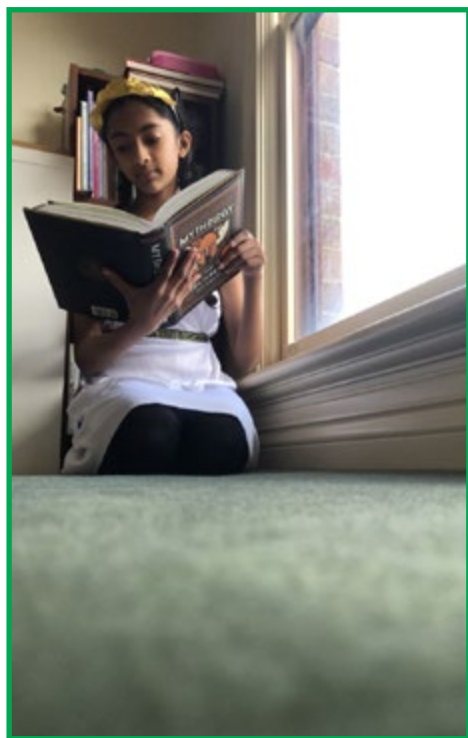
The library ran a Photographic and Bookface competition with a focus on physical books during lockdown to connect with our students and encourage creativity. We had some wonderful images submitted, with Library staff selecting five winning entries from: Hugo Braun, Johannes Gniel, Rehana Heenetigala, Bella Ju and Sienna Nicholls. These students received Dymocks book vouchers and are proudly featured on library screens during Term 4.

The New CHS Book Club

The library is currently seeking expressions of interest from students who would like to form a Junior and Senior School Book Club. Book clubs are a great way for students to engage with new stories, gain new perspectives, socialize in a safe environment, develop critical thinking skills and share their own thoughts.

Students who have responded, have already selected their own texts to read and will be meeting to discuss their ideas in early December. It is hoped to give our two book clubs a name and meet once a term to discuss a mutually agreed upon text.





★ CONGRATULATIONS! ★

2021 READERS CUP CHALLENGE WINNERS

7RR

7RR read a total of 242 books!
Reward: Pizzzo party

Interesting Competition Rewards

- A total of 966 books read in Term 3.
- 90 Graphic novels read.
- 108 Australian books read.

Most popular books:

1. The Bone Sparrow
2. Pennies for Hitler
3. The White Girl

Best individual readers:

1. Veronique Green
2. Ishiah Nuth
3. Axel Morion

Most popular series:

1. Diary of a Wimpy Kid
2. Harry Potter
3. Wings of Fire

7HB

Year

7HR

Year

7LS

Year



Yousaf Alabbasi



Caleb Bickell



Fergus Carnegie



Zhengze Fei



Brandon Gamble



Eason He



Toby Jacobsen



Oliver McKernan



Toby Myers



Lachlan Poon



Jeremy Samarajeewa



William Sanders



Nathan Selvan



Oliver Sim



Jake Taylor



Michael Zarro

Absent: Zihao Lin



William Anderson



Jack Baker



Maxwell Boyd



Emilie Connor



Zoe Fisher



Cale Hemmersbach



Mason Hodge



Sean Hofmann



Cameron Itowski



Maximilian Kirkpatrick



Isabella Koumi



Sena Kuys



Angus Miller



Chloe Potts



Joel Price



Nicholas Pritchard



Isaac Shortill



Sasha Stevens



Zachary Ulanovsky



Maude Weaver



Stephanie Wedrien



Charlotte Wood



Zixiu Xu



Toby Adams



Luis Aliporo



Hudson Atkins



Conor Booth



Madison Booth



Xavier Bruzzaniti



Jade Burns



Thomas Carroll



Mimi Delatycki



Isabella Fiore



Sophia Gouzanis



Rehana Heenetigala



Harry Kapetanakis



Seraphina Kumar



Harrison Marshall



Amelia Mortimer



Ishiah Nath



Abigail Peterson



Benjamin Pidgeon



George Psarros



Lachlan Rundell



Harrison Smith

Year

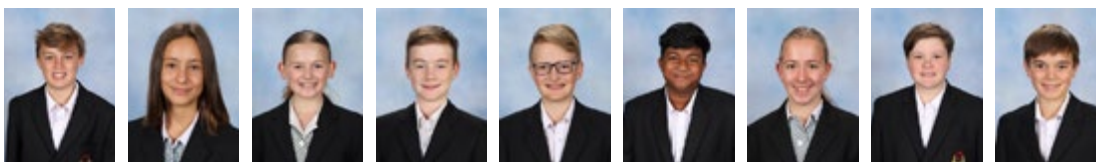
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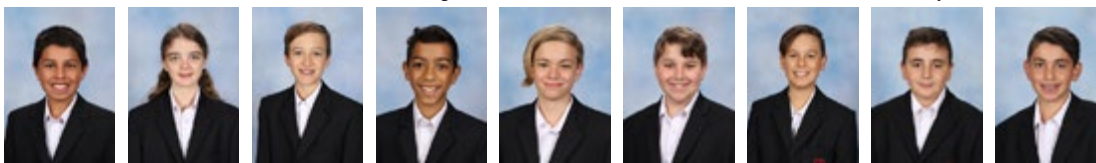
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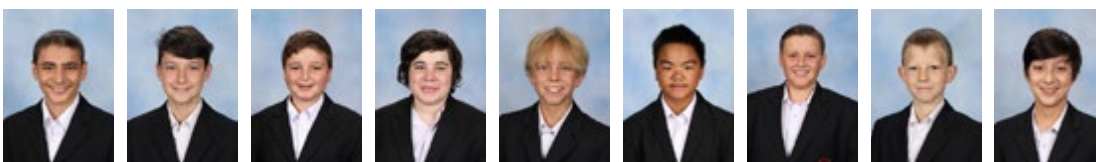
Noah Allemand Milla Barber Charlotte Bomford Ryan Connaughton Charles Davis Edward Fernando Ellen Gee Jemma Gray William Knobloch



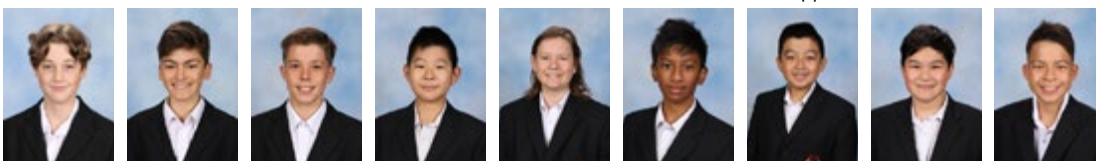
Shrinivas Kolhatkar Abbie Lawson James Lundie Axel Marion Toby Matthews Noah Maudlin William Sanderson Luca Sberna Curt Schneider



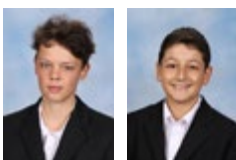
Indiana Tooley Ally Wallace Matthew Warren-Smith Joseph Wright Esther Yee



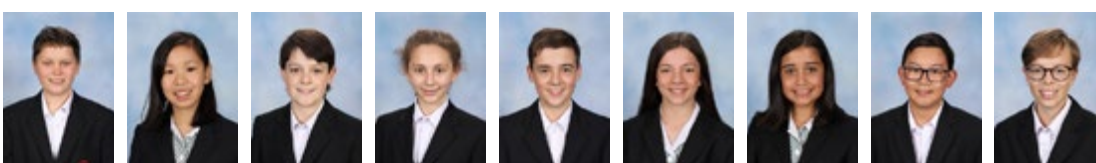
Valentino Cataldo Ethan Christensen Jordan Dernikos Keaton Foster-Johnson Zachary Howes David Hum Ayrton Lepp Jacob Leslie Daniel Mercuri



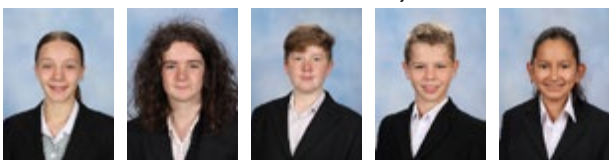
Alex O'Hara Filippos Panos Jack Phillips James Qu Wil Redmayne Ethan Samtoy Liam So Andrew Tan Lachlan Tesmer



Evan Van Der Heyden Yianni Weston



Liam Bannister Chloe Chai Max Corbett Charlotte Dajic Menon Matthew Davis Sara Guthridge Naomi Lawrence Ziyi Li Archie Marquet



Jessie Martiensen Nathaniel McQueen Oliver Townsend Edward Worthley Fernanda Yanez Villegas

Absent: Tanner Chester, Katerina Colebatch, Isabella Ju, Ching Ho Leung, Isis Mills

7XA Year



Jack Bateman



Charlie Carty-Salmon



Axel Cole



Samuel Collins



Kalan De Zoysa



Dane Fernandez



Andrew Goode



Torben Granzow



Harry Hooke



John Kelso



Oscar Knight



Blake Munro



Lucas Regos



Jordan Rowe



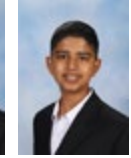
William Sando



Alex Shipperlee



John Spowart



Ansh Swami

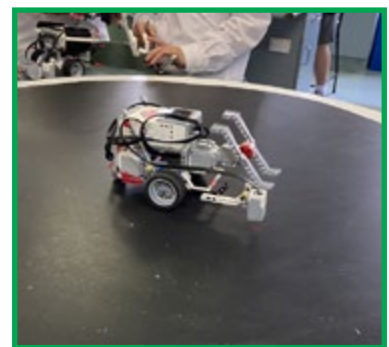
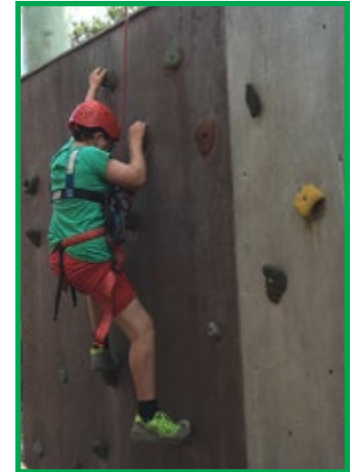


Maxwell Taylor



Henry Tran

Absent: Zaron Siddiqui



Year 7



BH

Year 8

CH

Year 8

CL

Year 8



Jade Airs



Tylisha Clapton



Hugo Clouston



Keani Di Donato



Oscar Di Medio



Jonathon Fiske



Christian Gouzanis



Kieran Greville



Fleur Kelly



Phoebe King



Rufus Lyons



Jesse Mai



Luca Mamone



Amy Mooney



Hailey Potter



William Pryer



Evander Snell



Elizabeth Stockdale



Will Taylor



Owen Worthley

Absent: Lockie Little, Charlie Newman, Kanghao Yan



Evie Castle



Edward Chipperfield



Oliver Cousins



Natasha Dowsett



Johannes Gniel



Jack Green



Charlie Johnson



Maximilian Lo



Emma Martin



Neva Mendez-Smith



Evie Moorgev



Ryan Mthunzi



Eve Parakilas



Grace Patella



Rhiannon Perera



Hamish Reinhard



Hadley Ritter



Adam Russell-Rockliff



Matilda Shay-Jones



Morrissey Talarico



Lauren Thompson



Joshua Towner



Emily Vidalis



Leonard Wolfe

Absent: Jinguang Fan



Sama Abdullah



William Bell



Archie Blue



Dominic Chen



Benjamin Estlin



Veronica Green



Lincoln Hill



Oliver Howes



Arabella Inggall



Nguyen Minh Duc Le



Jai Nankany



James Oakley



Hamish Sinclair



Cash Stevens



Jason Su



Darcy Temmerman



Ashton Teng



Abbey Tyrrell



Sophie Tyrrell

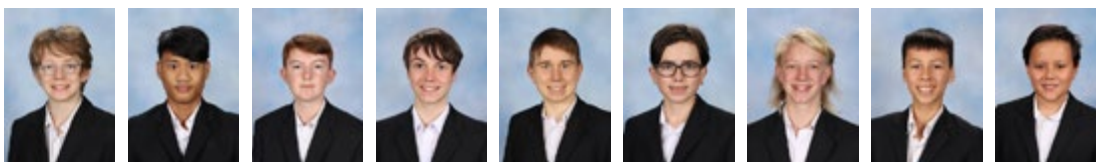


Jessicah Walch

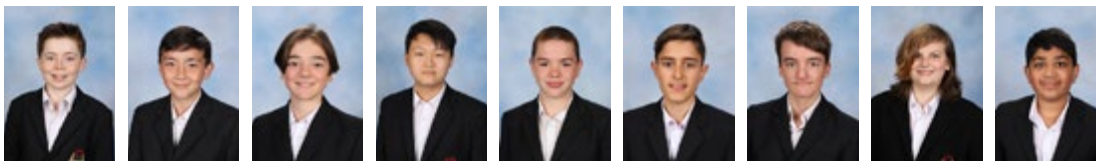


Penelope Whelen

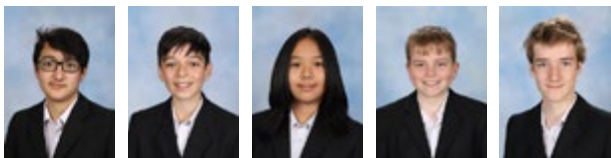
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Year 8 JD
Year 8 JY



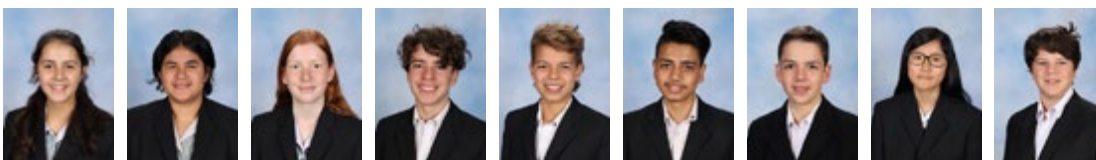
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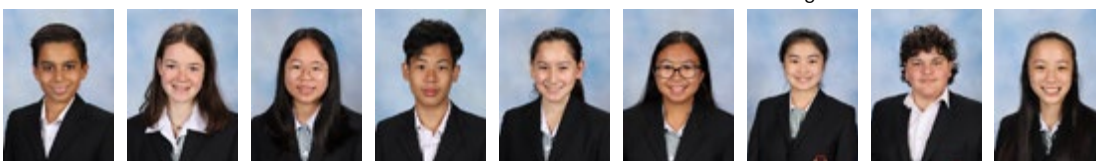
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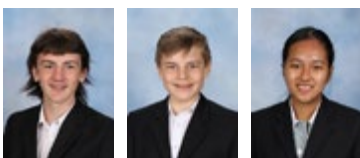
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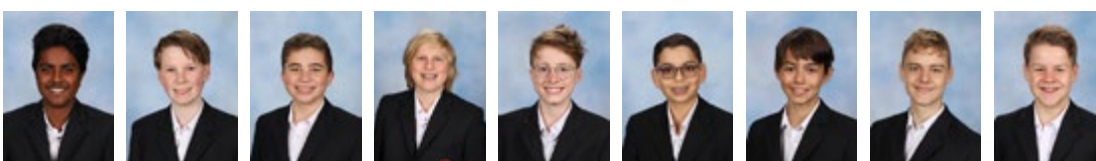
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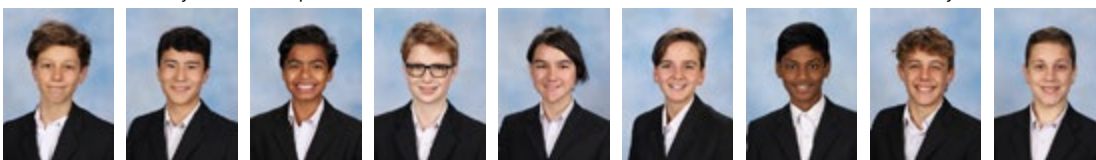
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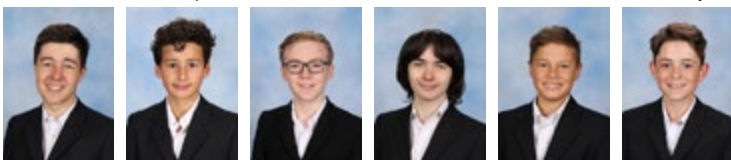
Thomas Van West Alexander Woods Jiaqi Zhuang



Satya Dheer Reddy Bisam Riley Boyle Ned Chapman Finn Dobell-Millers Sebastian Duane Daniel Elias Edouard Gontier Jacob Hartley Edward Hind

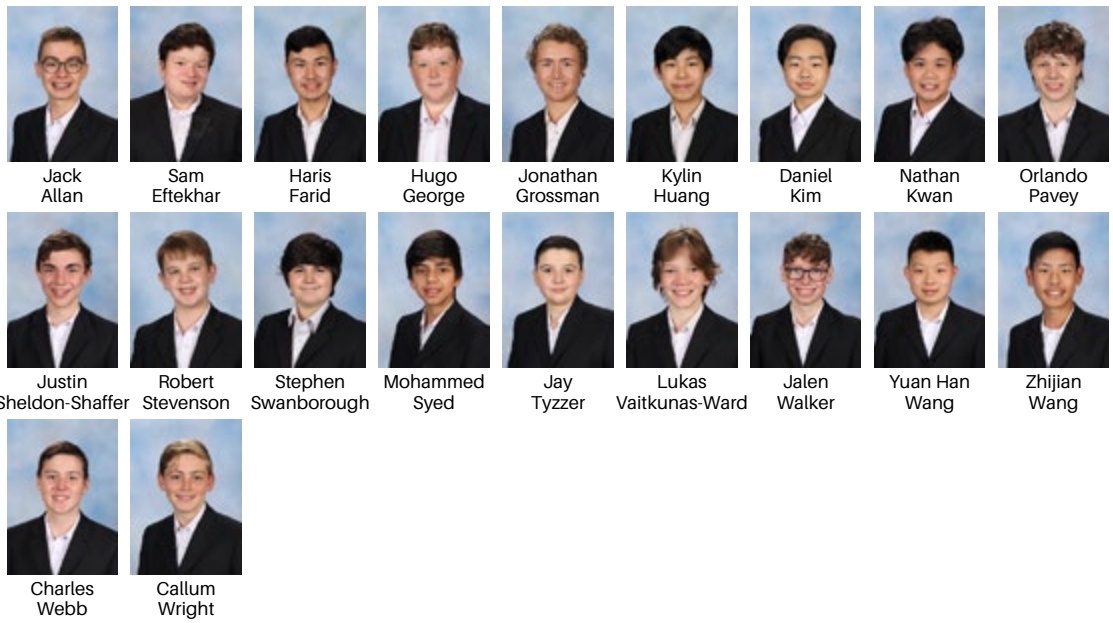


Felix Ivan Rufus Kemp Luca Marino Quinn McShane Samuel Morton Jennon Murray Achyut Tarak Ram Nallamothu Odin Ponti Orlando Pop



James Porter Xavier Roache Sebastian Roughsedge Lane Skinner William Stoll Austin Van Der Knijff

Year 8 WK 8 MP



Year 8



9 AD

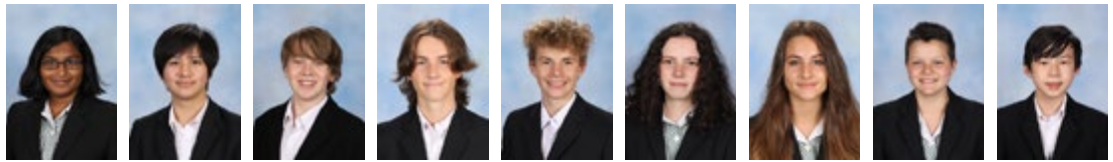
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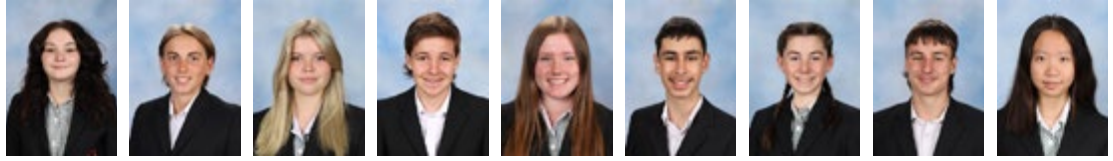
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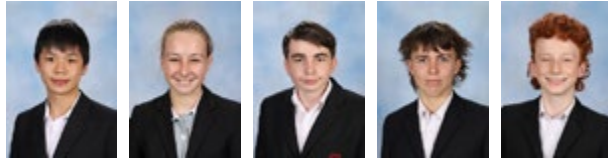
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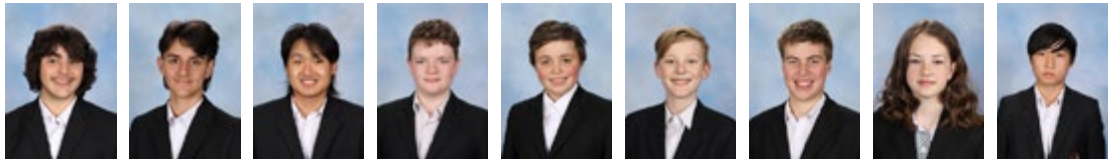
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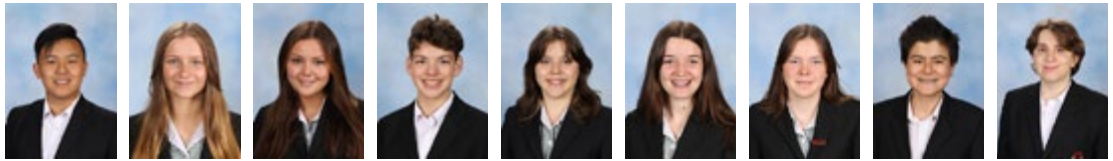
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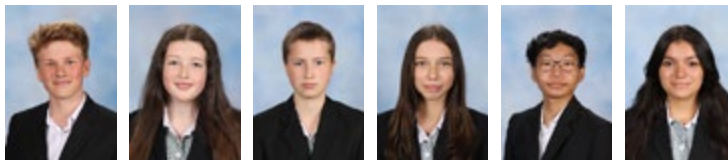
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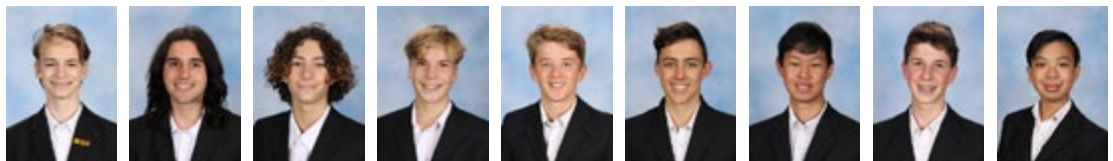
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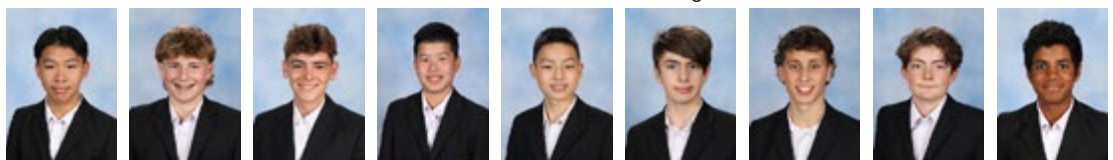
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Alexander Vandenbulcke Emily Walsh Opal Waters Genevieve Wittman Qiqi Xu Juliana Zuluaga



Peter Austin Daniel Camilleri Jed Davidson Oscar Hill Matthew Hobbs Luan Lema-Yunghanns Tong Li Gabriel Morotti Ryan Pham



Timothy Poon Samuel Porter Tarin Ross Yong Sean Sen Marlon Tao Anthony Tarras Harrison Taylor Harrison Nagendra Asuthosh Vedula



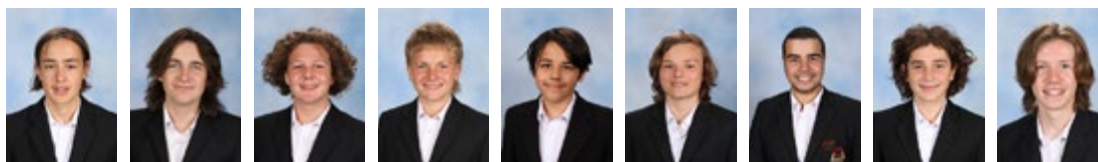
Wingki Weng

Absent: William Keyhoe, Lewis O'Brien, Angus Wilmott

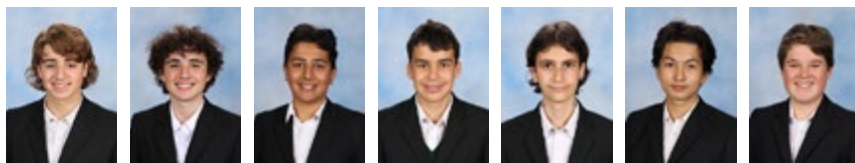
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Year 9 JU

Year 9 SW

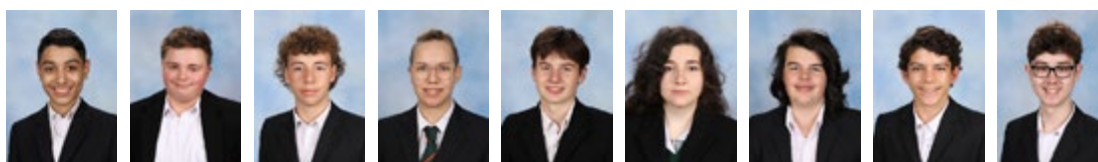


Angus Blake Xavier Burns Nikita Dalinkiewicz Harlem Gambell Thomas Harris Joshua Hart Jordan Keramidas Riley Myers Liam Neill

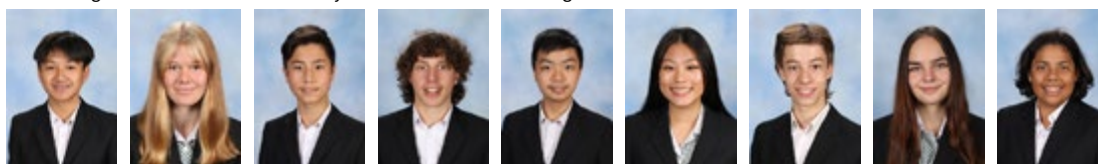


Elliot Power Thomas Rowles Sebastian Semercioglu Aaron Shipperlee Jack Szulanski Reo Williamson William Wood

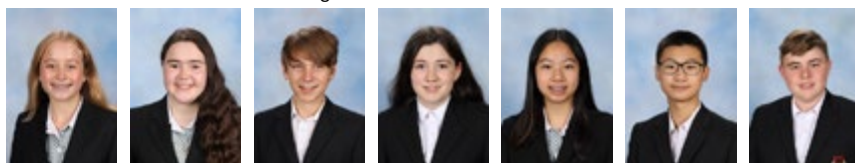
Absent: Dane Godlee



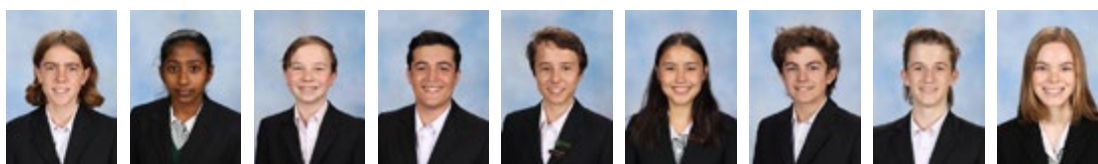
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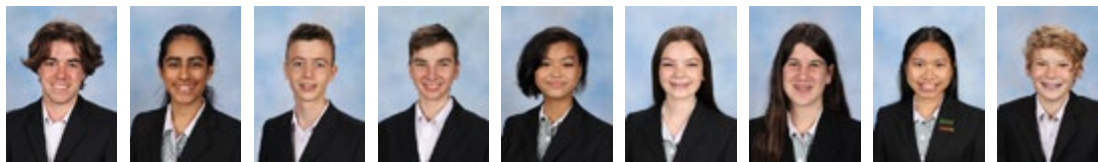
Jason Iea Ella Jamieson Tzi Ho Kong Guy Kose Nguyen Thai Duong Lan Yun Ma Rufus Marmara Charlotte McAvoy Rio Mendez-Smith



Emilia Minett Clare Newman Jesse O'Halloran Eva Satur Cassidy Tan Jordan Tan Nathan Tavaría



Ben Alsop Shalini Bala Krishnan Jaden Bloedorn Massimo Cataldo Oliver Clarke Madeleine Davies James Egerton Joshua Faoro Emily Gray

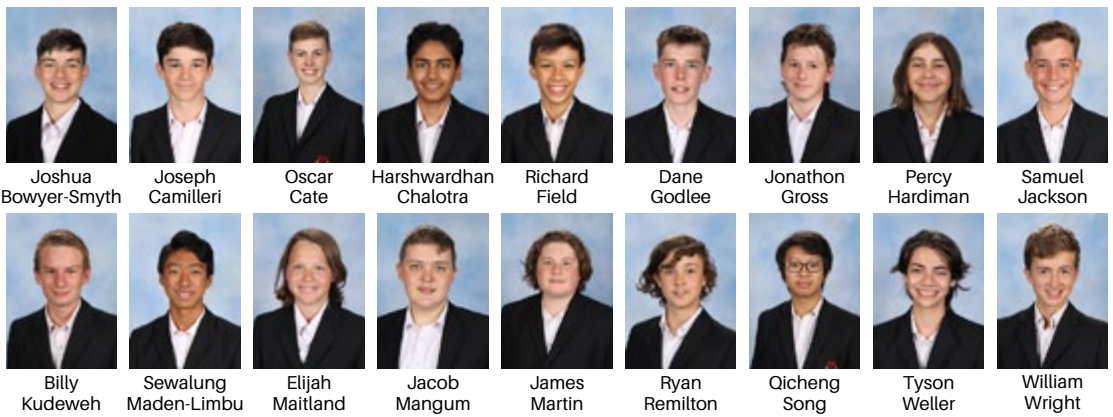
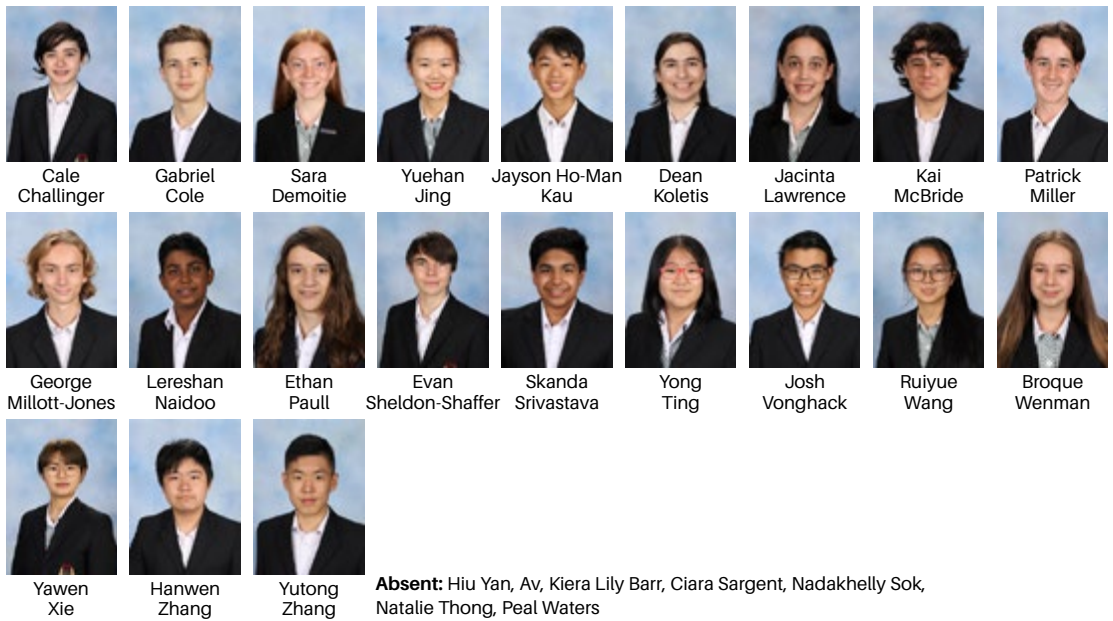


Marcus Johnson Ayushi Kaur Archie Kuflik Campbell Leishman Julie Lim Lily McKinnon Lilly Nichols Saw Yoon Nwal Benjamin Pritchard

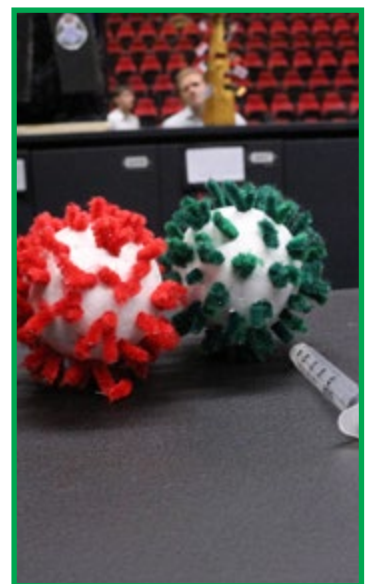


Nicholas Rowe Sarah Taylor Sarah Tobin Harrison Warren-Smith Villads Winther Oliver Wood Bangyue Zhan

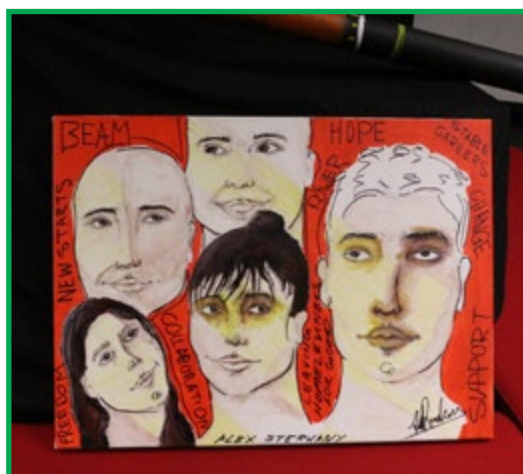
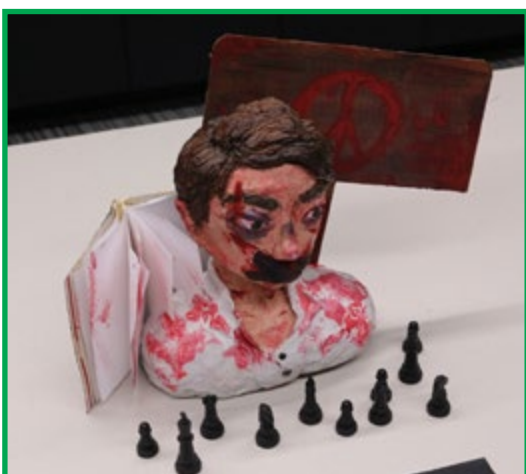
Year 9 ZA WVA



Absent: Jordan Bejatovic

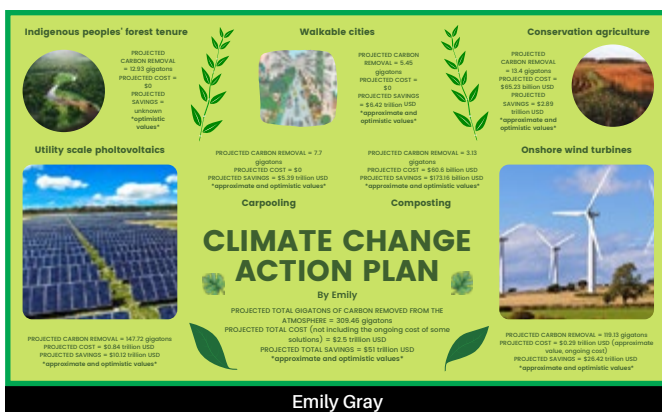
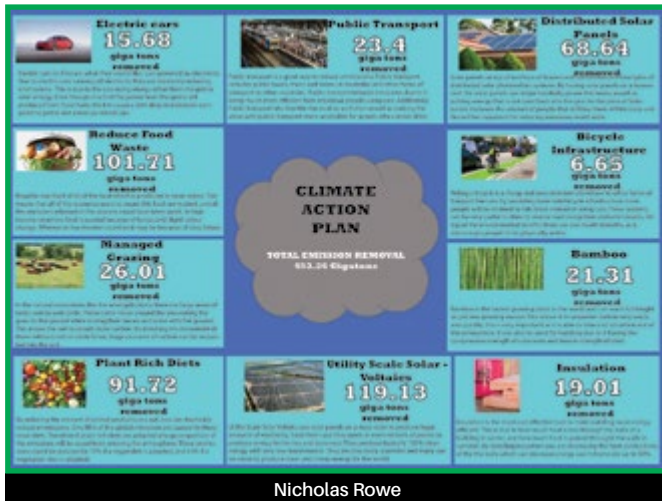


Year 9



Language

AND LITERACY



"Do we need the royal family anymore?"

Speech for the May Ainger Peck competition held at Melbourne Girls in Richmond.

At the moment, we are struggling with a global pandemic, and people are fighting to survive day to day.

Yet, if you scroll anywhere on social media, you will be inundated with trivial images and nasty tabloid stories on the royals: Charlotte's confident smile, Phillip's tragic death, Meghan's celebrity pregnancy and so on.

Yet, are the royals really important, and do they represent Australians' interests? Or should I ask, should the royal family continue to have symbolic and ceremonial influence in Australia? Isn't it interesting to note that the Australian monarch is in fact a foreign monarch? Supporters of the monarchy often argue, that the queen is not a foreign queen, but "our queen" and thus Australian. This notion is factious, not only because the queen does not reside in Australia but also because she does not focus her efforts on representing Australians. How could she? She has to represent Britain whilst simultaneously dozens of other commonwealth countries. A central argument made by Australian republicans is that a person who is resident primarily in another country cannot adequately represent Australia neither

Shalini Bala Krishnan

to itself nor to the rest of the world... As key republican member, Frank Cassidy recently put in a speech: "In short, we want a resident for President"

One cannot deny that traditions are important and that the history of the royal family since invasion day has played a role especially in the past, as they have supported indigenous culture. However, Australia is no longer dependent on England. Europeans from England may have been the first white people in Australia but First Nations people have been there for over 40,000 years. When the queen travels abroad she focuses almost all of her energies on representing British's interests. The foreign policy interests of Australia are of secondary concern and receive little attention. She does not unite Australians who have migrated from all the four corners of the world. Neither does she participate in debates about social justice, diversity and equal treatment of all. Instead she is a mere performance, and her role is to continue a legacy that is centuries old and in essence, still colonialist - something of the Old world and not today's world, PAUSE something undemocratic and not of reconciliation.

The monarchy is a direct reflection of Australia's past as a British colony and continues to symbolise Australia's subservience to the British crown. Such symbolism is irrelevant and undermines Australia's sense of independence and identity. Ending the monarchy and establishing a republic would constitute a substantial stride in the direction of creating a greater sense of independence, national pride and identity.

So I ask you, do we need the royal family anymore?



Chinese Debating Team

Creative Poetry

Title: Theme: Memories

The river is flowing calmly
 Despite the noisiness of the vehicle's "beep, beep" sound
 I wonder if it even notices
 The sorrow igniting inside my soul every time
 Thinking back about the young girl
 Combing her hair beside the river
 Humming the rhythm of southwest Vietnam.

After two years living away from the motherland,
 I thought it was as if a decade.
 This land, these people, and these thoughts
 Have shaped me into a new person.
 Despite that, I still preserve the value
 That has initially shaped me.

The land I have lived in those years!
 Every "tua hia", "tua che" and "em" I used to live with.
 And the river where I said my love words to her.
 The land is still keeping her beauty
 Despite all the changes and forces
 The beautiful delicacy cannot be broken!

Living away from the hometown
 And can only rely on me,
 That does not fade away those memories.
 The strength, the resilience, and the perseverance that this new
 land has offered
 Please remind me of the purpose of why I am here.

Hugh Ma

Letters to the editor

Dear Editor,

Australian supermarkets should ban plastic collectables. This is because it does not help with Coles' environmental campaign. Furthermore, it contributes to massive amounts of landfill. Lastly, it teaches young children the wrong idea about plastic and pollution in general. This is why all Australian supermarkets should ban these plastic collectables.

Coles' recent changes have been stated to "help reduce plastic pollution and waste." Unfortunately, this is not the case. They spread the illusion of doing the right thing by removing plastic bags but right under our noses, they advertise their *stikeez* collectables which are doing nothing but contributing to vast amounts of pollution. Coles should stop the production and start truly thinking about their reduced pollution campaign.

The plastic *stikeez* also massively contributes to landfill. Us Australians are the third highest waste producer and Coles also contribute to 100,000 tonnes of waste to landfill every year. That is approximately 274 tonnes a day. Furthermore, there are reports of these plastic *stikeez* washing up on the shores of Bali which is over 1.7 thousand kilometres away. This shows the vast spread that pollution can have on the environment.

Lastly, these 'toys' are teaching young children the wrong idea about plastic and pollution. From giving children plastic toys which, they grow to love and enjoy, it doesn't help when you take it away from them. They might also grow up thinking that pollution is not very harmful when in fact, it is. This is why not only should they be banned but they should find some way to teach children the true aspects of pollution.

From not helping to reduce plastic pollution and waste to contributing to landfill. Coles and Woolworths must stop the idea of having plastic collectables. They are harming the environment and teaching young children the wrong idea. All plastic collectables must be discontinued.

Henry Tran
 Year 7

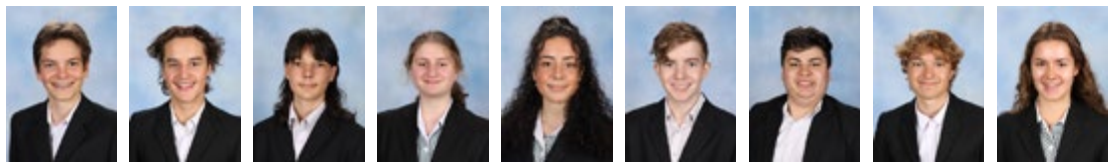
Essay

The Bone Sparrow

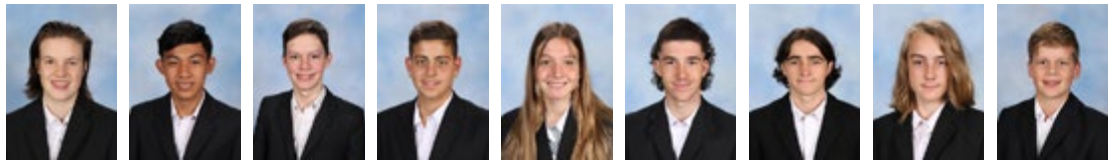
The Bone Sparrow by Zana Fraillon is about an adolescent refugee named Subhi born within a permanent detention centre in Australia, trapped, after his mother fled their homeland due to violence. Within the Bone Sparrow story telling is a defiant act, due to Subhi being born in the detention centre Subhi and many others around him don't have any memories of the 'outside world'. Subhi learns and experiences things from outside the camp through his bright and strong imagination, he does this through stories provided by his peers within the camp. Throughout the Bone Sparrow Fraillon shows how storytelling allows Subhi to use his glorious imagination, this imagination of Subhi's is what allows him to stay hopeful and optimistic for his future. Allowing Subhi and many others to speak of "someday" as the characters often do to stay positive. Throughout the Bone Sparrow story telling is important but not consistently, it helps the characters achieve many things such as staying hopeful and optimistic but Fraillon only allows it to have its place in certain times of The Bone Sparrow. Story telling being an important act in The Bone Sparrow is shown again when it helps Subhi understand the world outside the detention camp, it shows him how a life should be lived and basic human rights and standards, putting into perspective the terrible life and opportunities Subhi has, this is an act of defiance as it goes against the oppression faced by the jackets and centre itself, letting the characters leave the centres captivity via their minds.

Bill Sanders

Year 10 HA 10FO Year 10 BR

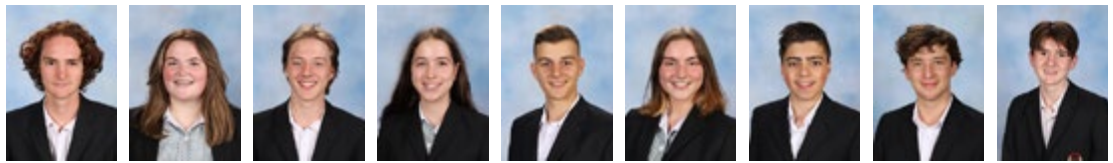


Thomas Barclay James Cavey William De Kretser Samira Efron Mietta Favata Jack Gibney Andrew Hamilton Thomas Hunt Isabella Janka

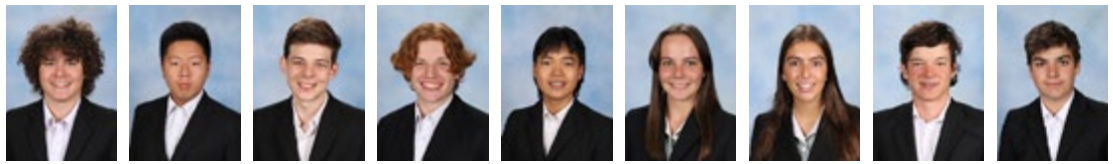


Gus Kearney Phuoc Dat Luu Nicholas Madgwick Miles Mavricos Eden Merakis Liam O'Hara Kieran Peck Maximo Serraglio Edward Whelen

Absent: James Gorman, Cassie Luo, Eillish Tran



Ben Adams Georgia Banks Thomas Borrett Katelyn Castellan Alexander Christodoulou Calista Dekas George Ganas Ryan Guilmartin Oscar Harrison

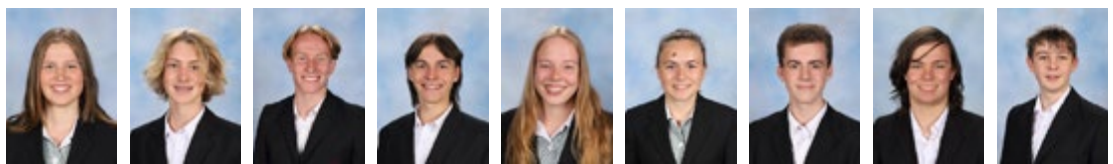


Ethan Lele Li Lin Thomas McCumiskey Samuel Moorgev Jack Nguyen Jessica Pratt Faye Skantzios Ivo Ten Harkel Benjamin Thomas

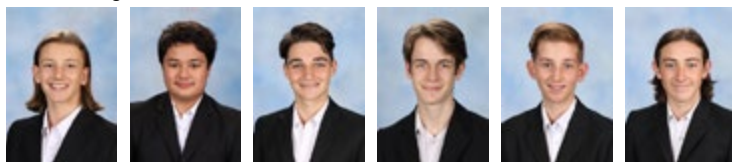


Christopher Ward Mitch Wenman

Absent: Mieke Duncan, Lachie Harkness, Freja Winter



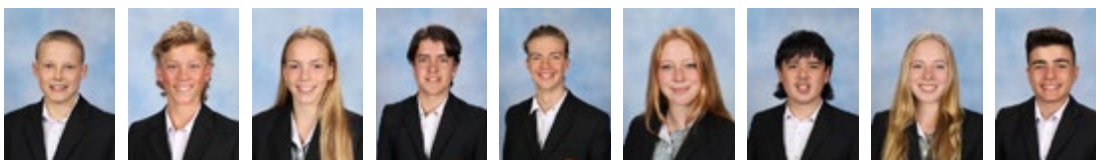
Sophie Bates Schilling Noah Burrett Robert Cliff Leo Edwards Lara Hilton Phoebe Irwin Tom Klaassen Riley Matthews Soul McNab



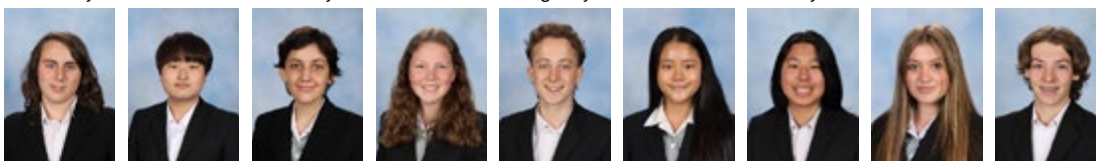
Hugo Pinkster Kai Rebic Andrew Roddam Kazimier Smolarek Marcus Turner Jesse Walker

Absent: Sebastian Douglas Tranter, Ava Eshraghi, Ginger Perri, Campbell Stevens

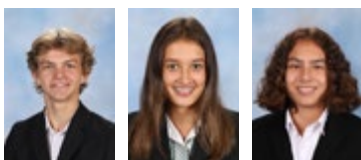
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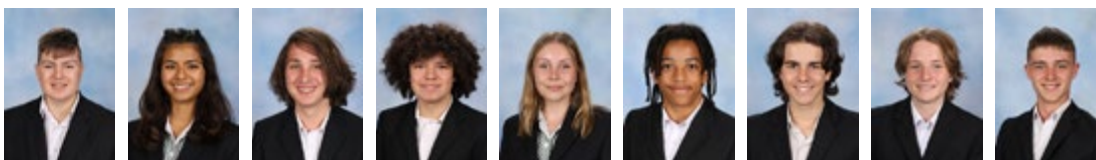
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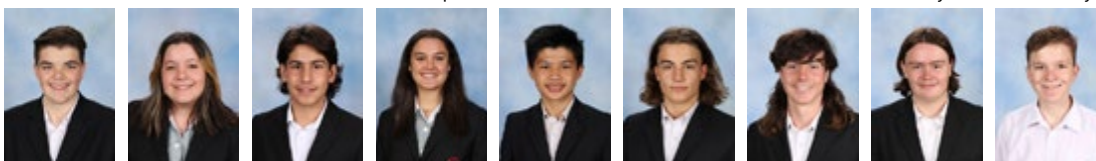
Nickolas Karadimos David Kim Estelle Lawrence Amy Matthes Aaron Minett Tram Nguyen Jerry Qu Mia Robinson Rhodes Snell



Zack Thurman Jaime Vandersteen Thom Wolfe Absent: Henry Lyons, Charlize Sharp



Marley Arnott Stella Bruno Joachim Dalinkiewicz George Diamantopoulos Hannah Estlin Nathan Gill Corbin Howes James Kelly Harry Mc Carthy



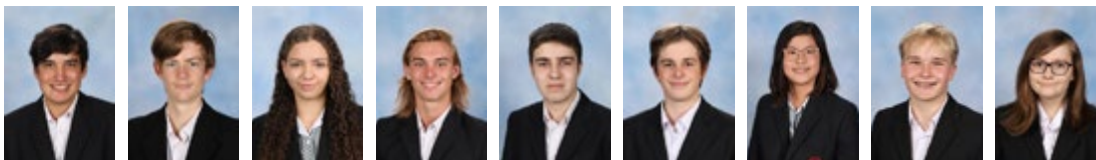
Benjamin Mitchell Charlotte Nolan-Jones Paul Parakilas Alison Pelusi Huy Le Phan Oscar Sahin Rory Sinclair Sam Tralagga Zachary Van Dijk



Changheng Yao Absent: Aidan Fitzgerald, Charlotte Kerr, Santiah Lay



Conory Attwood Angelina Avram Thomas Balzat-Fuller Joshua Castellan Thomas Clouston Samantha Crump Toby D'Amico Richard De Melis Marcus De Weger

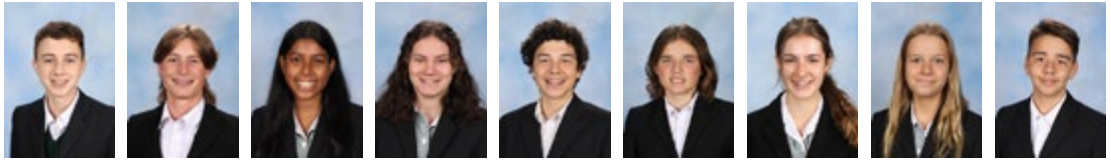


Pierre-Louis Demazy Harry Deroitie Grace Elias Todd Jacob Noah Keramidas Harrison Mummery Regina Pang Joshua Pincus Elsie Satur



Hayden Thompson Patrick Vaitkunas-Ward Dang Vo Yuhan Wang

Year **10** Year **10** Year **10** Year **10**

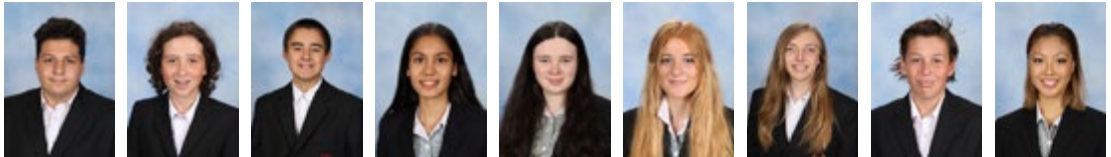


Kaidan Babbage Ben Bartlett Auroi Chaudhuri Clare Dixon Nicholas Gouzanis Alexander Hobbs Sophia Janka Grace Johnson Jarod Lang



Owen Malarkey William McQueen Miakoda Murray Alistair Peck Ned Sargeant Abby Sharrock Yibo Wang Daniel Yanlee

Absent: Chris Campbell, Toby D'Amico, Rosa Sato

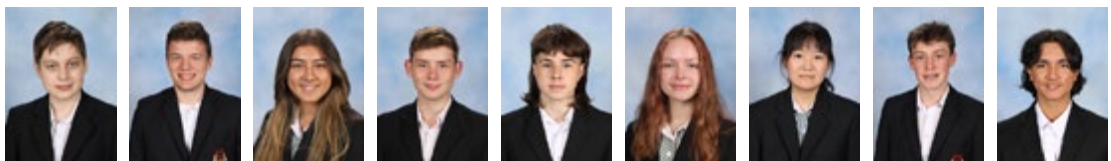


Jaafar Al Saadi Samuel Bellamy Christian Ch'ng Maya Christodoulou Bella Gunn Madeline Harkness Dashiell Healy Gabriel Izzard Ivy Li



Eve Marquet Rocco Meunnusit Charlie Nancarrow Kane Peart Ernest Rodgers Spencer Taylor Matts Ten Harkel Willem Van West Orla Weaver

Absent: Sophie Baker, Angelina Keramidas, Rhyley Wain



Ben Bratanavicius Arian Duraku Ana Ferrari Sebastien George Alexander Karpathakis Ebony Lees Yuning Li Lochlainn McCormick Mauricio Payan Martinez



Daniel Pincus Rebecca Reid Hayden Senior Ben Tyrrell Giancarlo Villis Eddie Walker Thomas Wells Sophie Zarro

Absent: Martin Ma, Marco Nguyen, Jennie Pham, Xavier Te Tai

Year 10



11BI

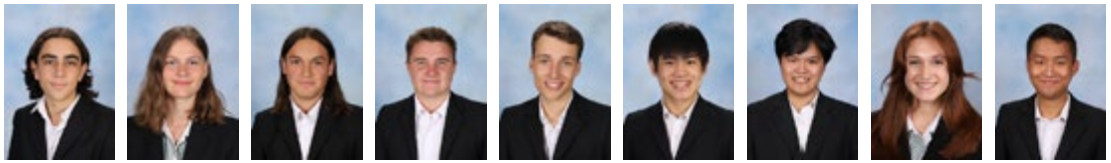
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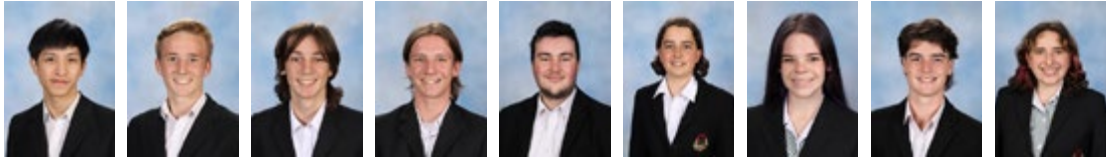
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11DD

Year



Samuel Anderson Nieve Bates Schilling Jackson Bremner-Giles Preston Burns Luke Caddy Jordan Cao Qi Cao Felicity Carnegie Cheng Chen

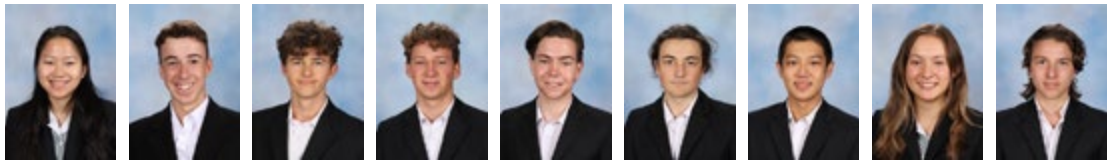


Ryan Cheng Maximus Chudasko Mathew Commens Sam De Matteo Lochlan Degenhardt Gabriel Denham-Blau Liandra Du Preez William Elliott Charlotte Gross

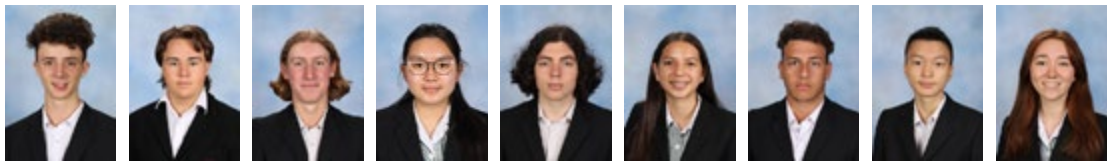


Julian Howes Zackary Lukic Joshua Mai Yufan Wu

Absent: Gabriel Kennedy, William Li



Patrida Anankatham Bill Angley Oliver Archer Aidan Di Medio Presley Dimitrievski Samuel Fitton Xuyao Huang Kiara Johnston Giannias James Jones Nicholson-Smythe

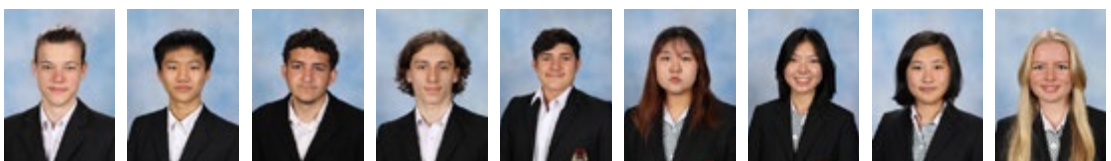


Luke Kuflik Charlie Lambourne Ciaran Loel Haorui Lyu Oliver Malki Aurelia Marion Connor Neofytou An Nguyen Jacqueline Tobin

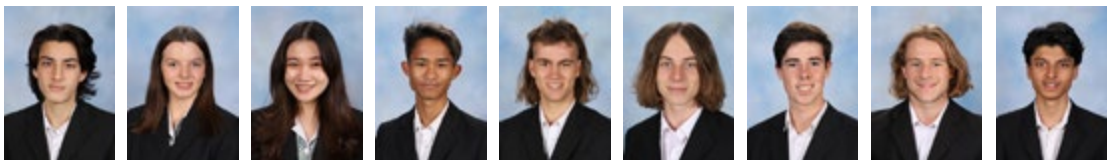


Fitzwilliam Wood

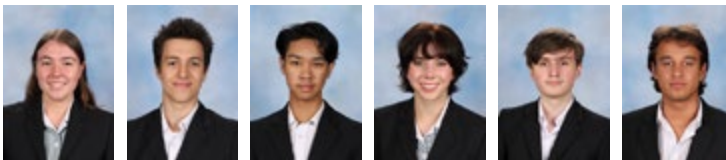
Absent: Lydia Chang, Cathy LI, Julie Sok, Quoc Viet Tran



Hugo Braun Po-Ying Chen Youssef Khafagi Oliver Koch Marko Koleb Zhuo Liu Hong Luu Lan Ning Ma Carena McGeehan



Luca Misaipon Hannah Newton Athena Pongriyawattana Bintang Qodri Charles Quartel Mackenzie Sadler-Tew William Sandy Logan Stevens Ehsanuddin Syed



Keisha Tavaría Alexander Temmhoff Khoi Thai Adeline Thorpe Kevin Trevascus Noah Vandersteen

Absent: Vick Hoang

Year

11MU

Year

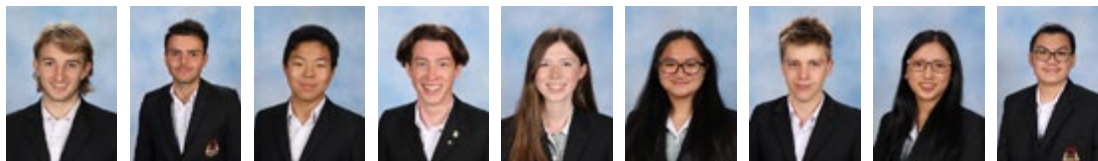
11RD

Year

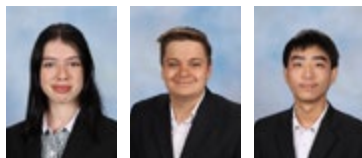
11RE



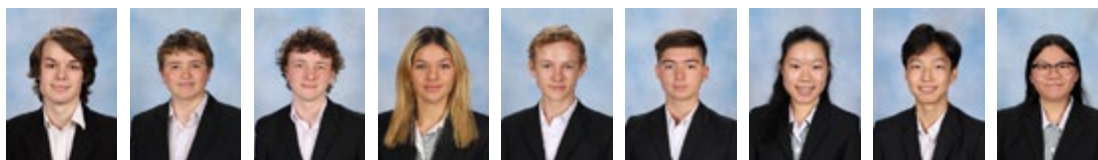
Luke Bass Declan Berry Magnus Brenchley Yunyi Chen Bharadwaj Chetan Davine Davine Lance Davine Layne De Josselin Anastasia Deligiannis



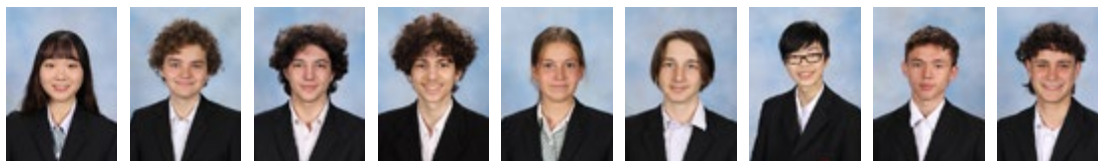
Angus Dixon Dilan El-Hennawi Mohan Fang Cooper Fletcher Skye Godlee Jessica Ilea Matthew Itowski Hieu Nguyen Hong Phuc Nguyen



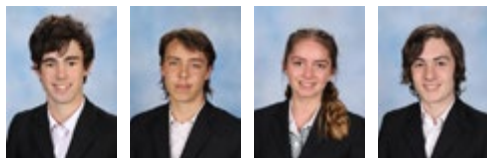
Ashleigh O'Donnell Oliver Wicki Dingcheng Yang



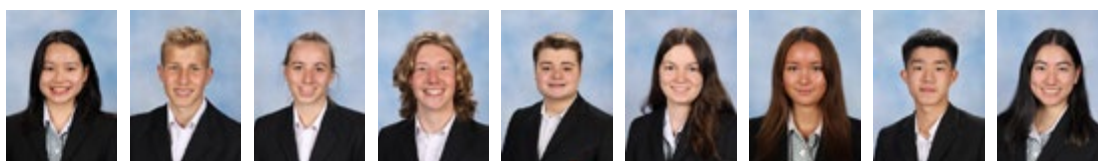
Hugh Bishop Ryan Grant-McInnes Liam Hanrahan Alaska Harvey Luke Johnson Aiden Khoury Yurika Konishi Kong Li Jade Lim



Yuyu Liu Aspen Lovelock Michael Maidment Iason Mantamadiotis Ruby McKinnon Finlay McNeil Michael Mercuri Thomas Mulholland Jared Myers



Scott Newman Alex Noblet Chloe Potter Willison Satur **Absent:** Marcus Ayers, Peggy Liang, Sky Richardson



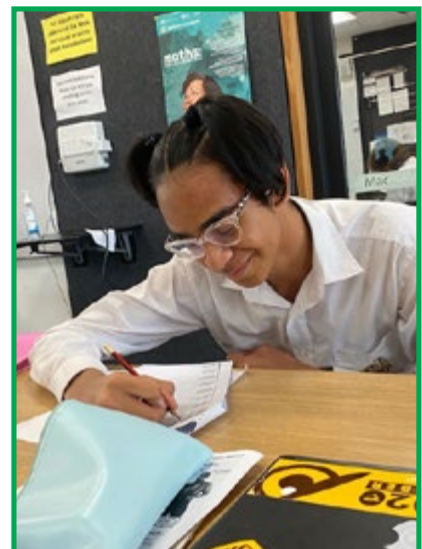
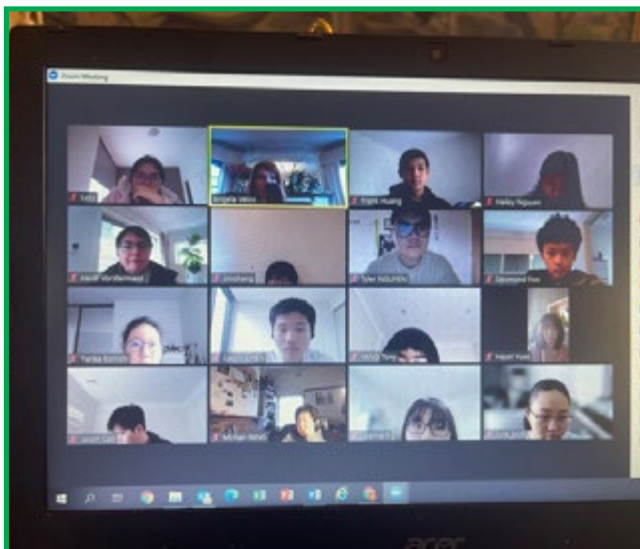
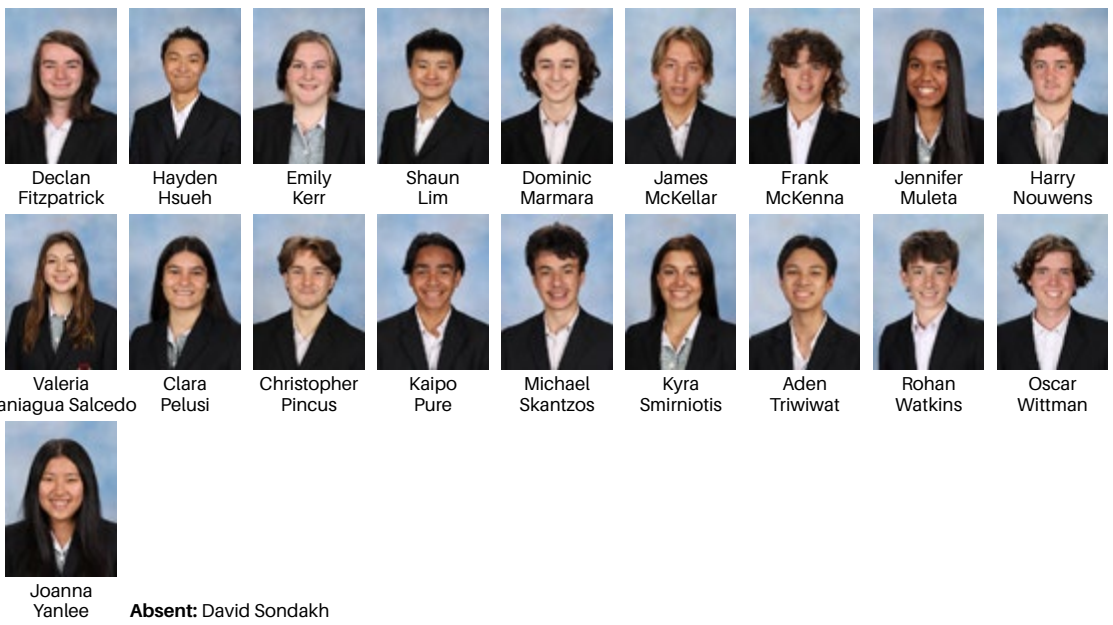
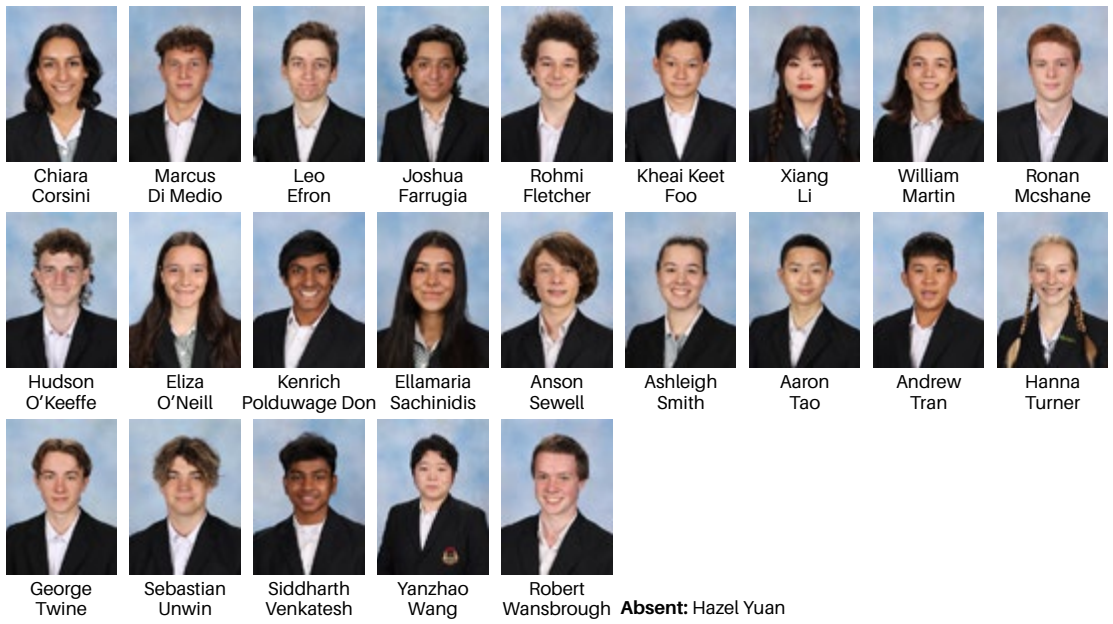
Yen Nguyen Riley Nicholls Sienna Nicholls Devlin O'Neil Darcy Power Harper Reilly Sky Richardson Han Tan Sophie Tan



Edward Taylor Jackson Venn Dylan Welford Malachy Wright Luyuan Yang Xiaming Zhang

Absent: Jay Martiensen, Hok Chou, Ethan Castellan, Reak Pitch, Jane Vo, Jordan Wenman

Year 11 ZA SH



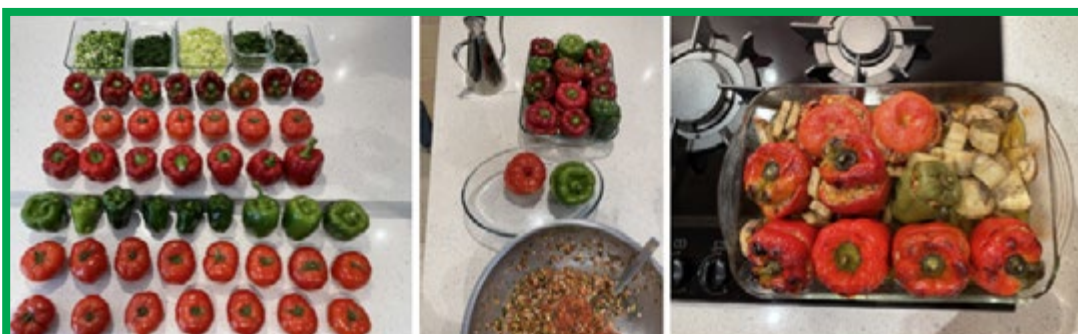


Hello, my name is Jennifer Muleta.

I am a proud Lama Lama woman whose family is from a remote community called Coen, right up top in the Cape York peninsula, far North Queensland.

Today I stand on the lands of the traditional custodian owners of the Wurundjeri people, and would like to acknowledge and pay my respects to them and their elders, past and present and also emerging.

Thank you.



Alaska Harvey

Learning to make and cook Yiyia's Yemista recipe made me feel more connected to her and my culture.



12BE

Year

12BT

Year

12CL

Year

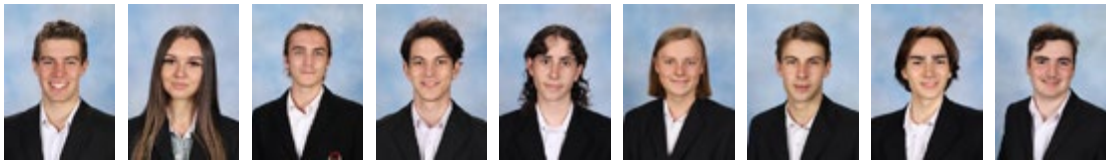


Hugo Arnott Lachlan Collins Jacqueline Ellis Ruixuan Gong Samuel Herbert Lachlan Irwin Tian Lang Li Ruihan Liu Isla McKissock

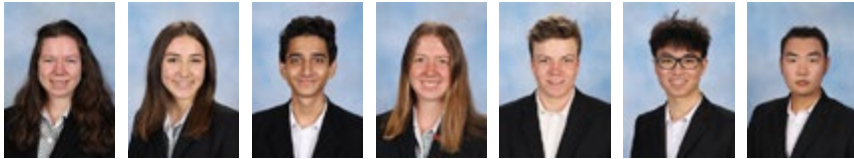


Marco Misaipon Samuel O'Reilly Oskar Pinkster Pim Rubens Harriet Smolarek Zoe Vassalotti Zixu Wang Feiyue Yin

Absent: Bonnie Nguyen



Jack Alsop Chloe Besselas Maximus Brookes Weston Calver Ashton Coronica Lucas Farrimond Alexander Glomberg Benjamin Inglis Stephen Moutsos

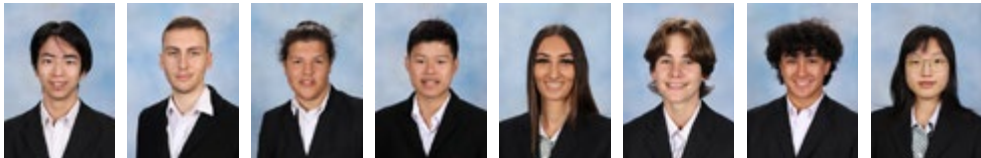


Eloise O'Neill Brigitte Pilakis Shaheer Shahid Anieke Ten Harkel Thomas Valentine Yuhan Wang Shuchen Zhang

Absent: James Cupit



Eleanor Attwood Thomas Bonwick-Fyfe Liam Campbell Luca De Matteo Philip Georgiou Alessia Grigg Xinqing Hao Saskia Hollenkamp Chuan Jiang



Zhenglong Kang Flinn Lawrence-Macdonald Jordan Moragiannis Yong Han Sen Charlotte Stavrou Tim Voevodin Amara Wolfe Tiantian Xu

Year

12CM

Year

12FR

Year

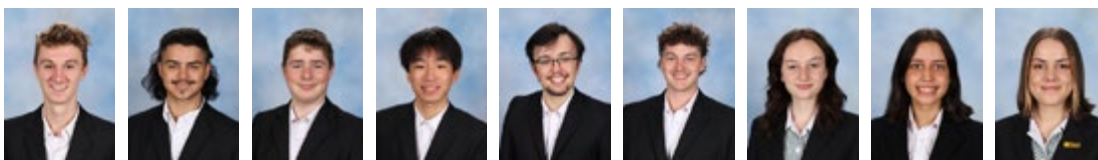
12KT



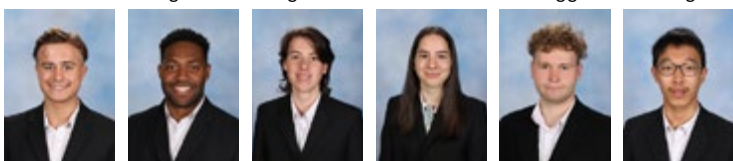
Ammar Bin Mohd Zaki Harry Bratanavicius GJordan Duraku Matthew Ferreira Hughes Angus George Luke Hastings Dimitri Kapolitsas Hannah Lockwood Charlie Martin



Annabella Minisini James Rankin Jungwoo Son Maximus Tine Edmond Ulanovsky

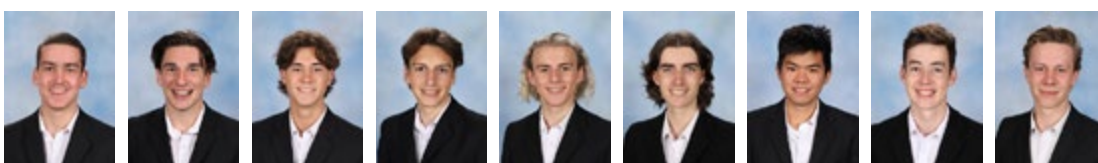


Callum Anderson George Bagiotas Luke Brightwell Jiazhi Chen Leon Grigg Zane Harrington Trinity Kent Kirsten Lawrence Grace Maxwell

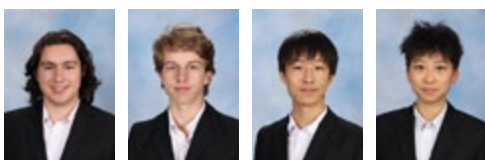


Declan Minett Joeli Niubalavu Ben Robinson Hannah Skoutas Oskar Wallace Jing Yan Wu

Absent: Yazan Aladassi



Daniel Baker Jacob Batch Ashton Castelino Miles Cowton Nicholas De Weger Jack Healey Nguy Quoc Khang Le Gerard Sheldon Hugh Thompson



Jack Varvaris Finn Whelen Jiarui Yan Chengwei Zhu

Absent: Rachel Cui

Year **12PH** Year **12OB** Year **12LU**



Ethan Boudlev



Metatron David



Jiadong Feng



Maxwell Griggs



Stephen Inverarity



Pearl Madan



Ned McKenna



Dinh An Quang Nguyen



Pamela Paniagua Salcedo



Zikun Qiu



Shae Smith



Olivia Tyrrell



Anna Vrsecky



Amy Wright



Jerry Yuong



Bingyu Zhang



Yeyang Zheng



Lukas Battey



Ellen Burns



Anderson Chiang



Aidan Filippis



Casey Gomes



Luca Holzhauser



Ruby Kelly



Nathan Lynch



Liam McDermott



Luci Morris



Darcy Sinclair



Han Long Tan



Jamie Torey-Toth



Jujhar Singh Virdi



Duy Minh Vu



Rebecca Wigg



Siyi Zhang



Daniel Adams



Jacob Amin



Emily Bartlett



Lucy Bui



Michael Corcoran



Adam Davies



Alistair Diamandis



Trong Duy Huynh



Tyus Johnstone



Wanlin Li



Trach Hieu Ma



Ellouise Marion



Rose Marquet



Ashley Moya



Aisha Samad



Jessica Taylor



Kevin Tran



Archer Weston



Enci Zhu

Year

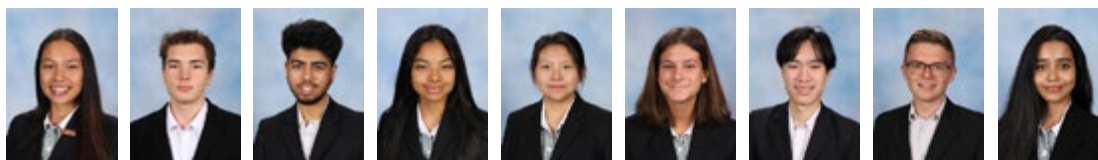
12PK

Year

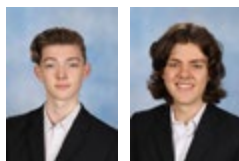
12PO

Year

12SA



Ashleigh Arnold Joseph Avram Manav Desai Hannah Hong Weiqi Liu Georgia Nancarrow Ethan Pan Callum Potter Sameen Shahid

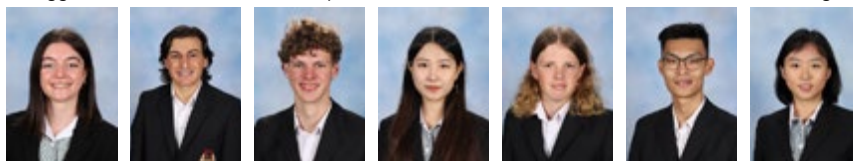


Cooper Tielen James Wilkinson

Absent: Sophie Vo



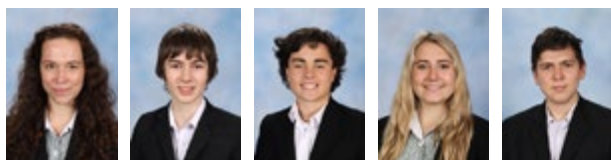
Jordan Biggins Charlie Clarke Renee Crump Max Efron Samuel Han Eliza Hobbs Kei Yin Leung Jonah Malarkey Austin Morriss



Abigail Newman John Ross Toby Stewart Yuhan Tong Austin Walsh Yilang Yuan Shuhao Zhuang



Angus Carter Mathilde Clarke Natalie Craven Matisse Evans Samuel Fezer Jordan lerardo Eleni Keramidas Charlie Lacey Thuc Nguyen



Emma Pervan Daniel Sarson Blair Templeton Meg Trist Diego Yanez Villegas

Year 12

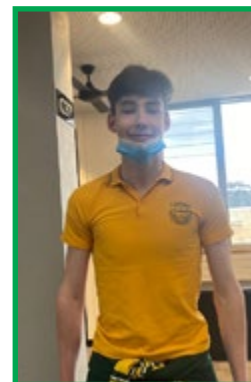
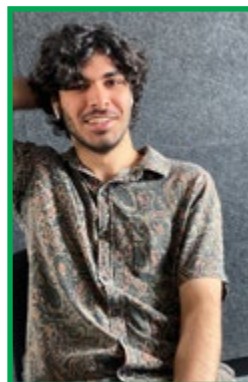
CONGRATULATIONS
CLASS OF 2021



Extract from CD review:

Kanye West's 'My Beautiful Dark Twisted Fantasy' is an amazing, inspiring story about Kanye discovering and coming to terms with his ego, with elements of a Greek tragedy, heartbreak and modern masterpiece.

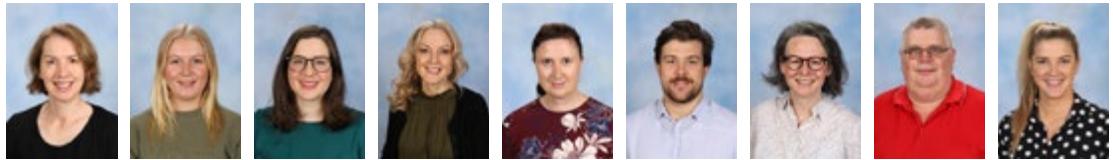
... Track 9 is my personal favourite song off all time, it is called 'Runaway'. Runaway is 9 minutes and 7 seconds making it the longest song on the album by far. It is an ode to Kanye's ego, him accepting that he is a "douchebag" and a "scumbag". The song starts with a single piano key that is hit 15 times. The piano has reverb making the listener feel like they are all alone. Then all the drums and the synth come in, along with a sample of 'Rick James' saying "look atcha" swinging back and forth from your left ear to your right, this makes the listener feel trapped and claustrophobic. Kanye comes in with an amazing and catchy pre-chorus, the lyrics are beautifully introspective. After a chorus and a bridge, you think the song is over, and it could have ended there and it would have been a 10 out of 10 song. Instead, everything stops and it goes back to the single piano key from the start of the song-, then a wailing distorted instrument starts playing and the listener doesn't know what it is, but if you listen closely you can hear that it is Kanye's voice heavily distorted to the point where you can't understand him, it is like he is saying no matter how hard anyone tries to listen to him, no one can understand him but himself



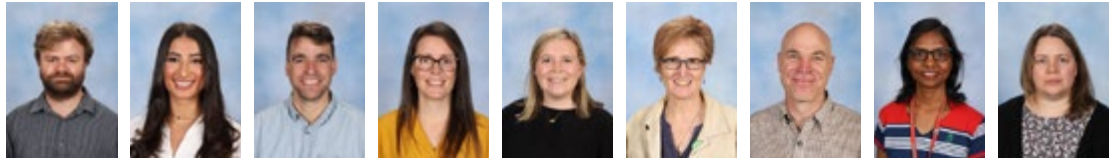
Alistair Diamandis



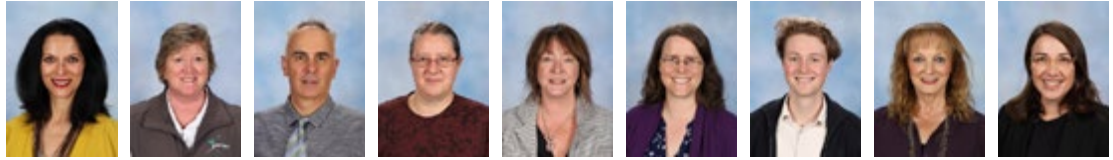
STAFF



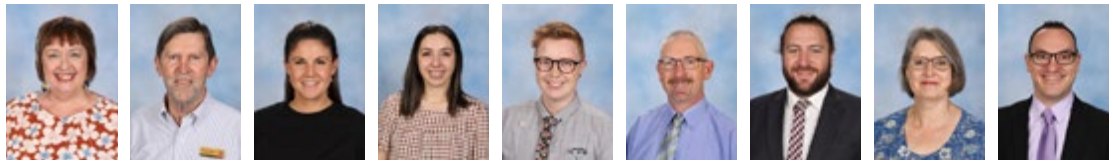
Cathy Addison Lauren Adey Shamira Armstrong Rachel Bailey Wendy Baker Samuel Barnes Jessica Battersby Robert Battey Ashlie Berchtold



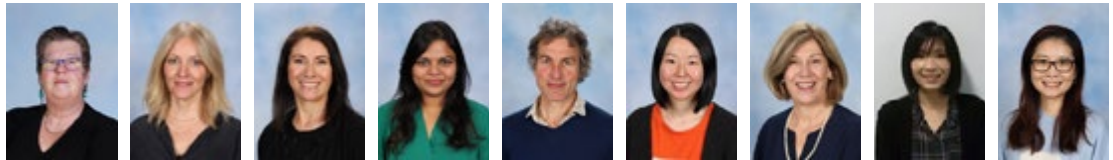
Michael Berthelsen Aminah Besim Martin Blake Zoe Bormanis Anna Bourke Lynette Campbell Peter Campbell Aadesh Chauhan Claire Chomiak



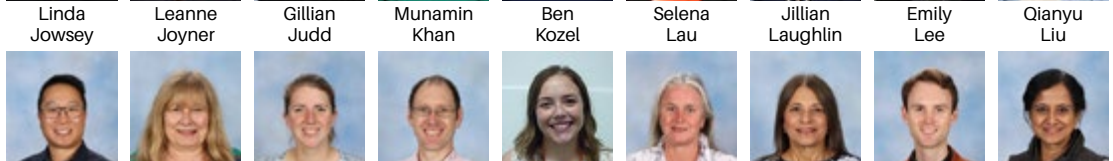
Vanessa Chopra Lynette Clarkson Bruce Coombs Kathryn Cooper Helen Cull Sarah De Garis Angus Dunn Megan Edwards Penny Fernandez



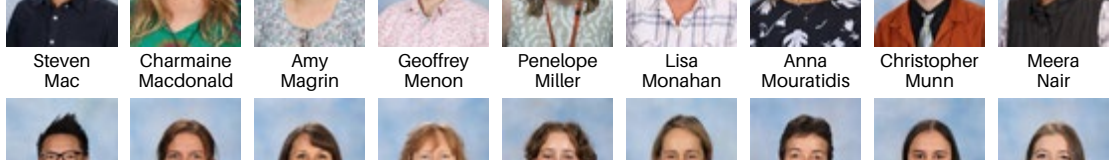
Elizabeth Foulds John Geddes Meg Harper Gabrielle Harrison Frances Hatcher David Hirst Mark Hollebhone Elizabeth Hughes Dean James



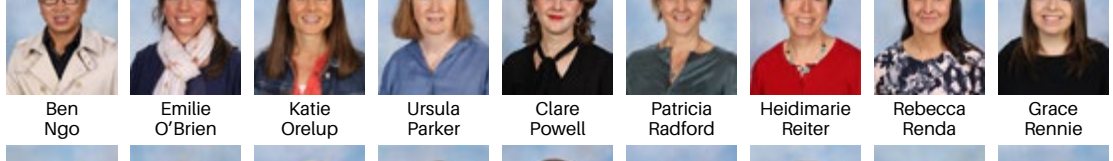
Linda Jowsey Leanne Joyner Gillian Judd Munamin Khan Ben Kozel Selena Lau Jillian Laughlin Emily Lee Qianyu Liu



Steven Mac Charmaine Macdonald Amy Magrin Geoffrey Menon Penelope Miller Lisa Monahan Anna Mouratidis Christopher Munn Meera Nair



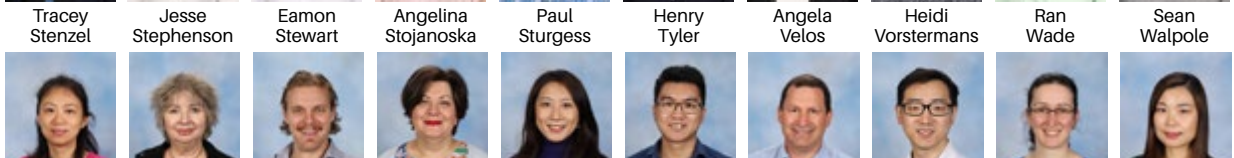
Ben Ngo Emilie O'Brien Katie Orelup Ursula Parker Clare Powell Patricia Radford Heidmarie Reiter Rebecca Renda Grace Rennie



Stacey Rolph Sarah Sage Maureen Salter Terumi Sathananthan Mamoun Scally Emmanuel Skoutas Olivia Smith Benjamin Snowdon Louise Spencer



Tracey Stenzel Jesse Stephenson Eamon Stewart Angelina Stojanoska Paul Sturgess Henry Tyler Angela Velos Heidi Vorstermans Ran Wade Sean Walpole



Hannah Wang Karin Warne David Wyatt Ekaterina Xanthopoulos Qilin Xie Eric Yan David Young Stanly Yu Elizabeth Zammit Cindy Zhou

Autographs



2021

Camberwell High School

Prospect Hill Road, Canterbury 3126

Administration office

Phone: (+613) 9836 0555

Fax: (+613) 9836 0194

Email: Camberwell.hs@education.vic.gov.au

Junior School office

Phone: (+613) 9831 8333

Email: juniorschool@camhigh.vic.edu.au

Senior School office

Phone: (+613) 9831 8353

Email: seniorschool@camhigh.vic.edu.au

International students office

Phone: (+613) 9831 8320

Email: isp@camhigh.vic.edu.au

Prospect