

Montmorency Secondary College NEWSLETTER

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MONTMORENCY
SECONDARY COLLEGE

14 May, 2025 Newsletter No. 2

STUDENT FREE DAYS

CURRICULUM DAY— Thursday 29 May, 2025

KING'S BIRTHDAY PUBLIC HOLIDAY—Monday 9 June, 2025

REPORT WRITING DAY—Friday 13 June, 2025

FROM THE PRINCIPAL

Welcome back for Term 2!

Term 1 was a whirlwind term, with most of the College events conducted - Sports Carnivals, Student Progress Interviews, Open Afternoon... and much more... So, we settle into Term 2 with a few more things on the horizon, but fewer whole school interruptions. We look forward to Year 8 Camp, Work Experience, the planning for Subject Selections in Term 3, Year 9 City Experience, Year 9 Morrisby Counselling, Year 12 Formal, lead into Year 10 & 11 Exams, The GAT, Semester Reports and the changeover for Semester 2 in Week 9.

Student Dress Code changes

We would like to inform parents and guardians that we are currently reviewing our Student Dress Code Policy, in line with the changes highlighted by the Victorian Government regarding 'non-branded' uniform items for students to wear to school. This important matter will be discussed with the School Council at our upcoming meeting on Wednesday 18th June, where input will be sought from our parent representatives on College Council.

We aim to finalise and communicate any expected changes to the policy before the beginning of **Term 3**. We appreciate your support and will keep you updated as this process progresses.

2025 College Council

We are pleased to welcome and acknowledge the members of our **2025 College Council**. These dedicated individuals will play a vital role in guiding the strategic direction of the College, supporting school improvement initiatives, and representing our school community throughout the year.

Dannielle Smith – President
Mary Koukourikis – Vice President
Jenny Young – Treasurer
Mary Vescio – Parent Representative
Tammi Sheppard – Parent Representative
Leighton Vivian – Parent Representative
Hosein Gharavi – Parent Representative

Rosemary Vescio – Student Representative
Hugo Sheppard – Student Representative
Brayden Dimmack – Student Representative

Mark Lohrey – DET Representative
Michael Weeding – DET Representative
Daniel Boulton – DET Representative
Rachel Short – DET Representative

FROM THE PRINCIPAL Cont...

We thank all members for their commitment and look forward to a productive year ahead.

If families wish to communicate with the parent members for discussion, please email the College email account montmorency.sc@education.vic.gov.au and they will be forwarded on.

What's going on in our classrooms at Monty?

We are committed to fostering a safe, respectful, and inclusive learning environment. Our **Behaviour Framework** outlines clear expectations for students and staff, promotes positive behaviours, and ensures consistent responses to inappropriate conduct.

The framework is built around our core behaviours that underpin our expectations:


- **Respect** – for self, others, and the learning environment
- **Responsibility** – for actions, choices, and learning
- **Resilience** – in facing challenges and working through setbacks

We believe in proactive support, restorative practices, and a whole-school approach that encourages students to take ownership of their behaviour while feeling supported to grow and succeed.

We have a series of **Golden Expectations** that articulate specific learning behaviours designed to create calm, orderly classrooms:

1. **"Eyes Up, Devices Down"** - Device management in the classroom
2. **"Classroom Entry"** – a calm, controlled entry into the classrooms
3. **"Last Minute"** – a teacher directed ending to the lesson

The MSC Behaviour Matrix feeds into our framework of expectations that will continue to guide our interactions, expectations, and school culture across all areas of the College.

 BEHAVIOUR MATRIX				
EXPECTATIONS	LEARNING SPACES	DIGITAL	OUTSIDE AREAS	COMMUNITY
RESPECT MEANS	<ul style="list-style-type: none"> • Actively listening • Following teacher instruction • Being inclusive • Engaging positively • Using equipment safely 	<ul style="list-style-type: none"> • Using technology safely • Maintaining privacy • Behaving appropriately • Seeking permission to share 	<ul style="list-style-type: none"> • Placing rubbish in bin • Sharing outside spaces • Being kind • Acting safely 	<ul style="list-style-type: none"> • Being polite • Being caring • Using manners • Keeping public spaces tidy
ACHIEVEMENT MEANS	<ul style="list-style-type: none"> • Attempting set work • Sharing responsibility • Being on-task • Taking initiative 	<ul style="list-style-type: none"> • Bring charged device • Using software for learning • Using AI appropriately • Creating authentic work 	<ul style="list-style-type: none"> • Being responsible for facilities • Participating positively 	<ul style="list-style-type: none"> • Actively participating
RESPONSIBILITY MEANS	<ul style="list-style-type: none"> • Bringing materials • Arriving on time • Using planner • Asking for support • Regulating behaviour 	<ul style="list-style-type: none"> • Accessing phones outside school • Using devices appropriately • Staying on task 	<ul style="list-style-type: none"> • Managing time effectively • Staying at school • Regulating behaviour 	<ul style="list-style-type: none"> • Modelling MSC values • Wearing uniform

FROM THE PRINCIPAL Cont...

We are also working on our Instructional Practice, and focus on learning within our classrooms. Teachers are planning and sequencing learning with our instructional model that provides a consistent, evidence-based framework for high-quality teaching and learning across all classrooms. It ensures that every lesson is purposeful, engaging, and designed to maximise student growth.

The **Montmorency Secondary College Instructional Model** includes:

1. **Setting Goals: Learning Intentions and Success Criteria**

Where Lessons begin with clearly articulated goals so students understand *what* they are learning and *how* they will know they've succeeded.

2. **Activate: Prior Knowledge and Engagement**

Teachers activate students' prior knowledge and connect new learning to existing understanding. This stage sparks curiosity and prepares students mentally for the lesson ahead.

3. **Teaching and Learning: Explicit Teaching**

Teachers deliver clear, structured instruction, model processes, and guide students through new concepts and skills, using a gradual release of responsibility model (such as "I do", "We do" You do") to develop independent learners, whilst checking for understanding and ensuring scaffolding and support as needed.

4. **Recap & Review: Reinforce and Clarify**

Key concepts are revisited and misconceptions addressed. Students have opportunities to summarise, reflect on, and consolidate their learning, strengthening retention and understanding.

Mobile Phone Expectations

To support a focused and respectful learning environment, Montmorency Secondary College follows the **Victorian Department of Education's Mobile Phone Policy**:

- ✱ **Phones Off and Away:** Students are **not permitted to use mobile phones during school hours**, including recess and lunchtime. Phones must be switched off and stored in lockers from the first bell until the end of the school day.
- ✱ **Storage Requirement:** Students are responsible for securing their phones in their locker each day. Phones should not be carried in pockets or bags during school hours. There are exemptions, in some cases, for students who require access (such as for medical device monitoring)
- ✱ **Breaches of Policy:** If a student is found using a mobile phone without permission, an escalation of consequences will be implemented depending on incidences – such as the device will be confiscated and held at the front office.
- ✱ **Emergencies:** Parents who need to contact their child during the school day should call the front office. Students needing to contact home can do so via the school office.

This policy helps ensure a safe, productive learning environment and encourages positive social interaction during breaks.

Attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important...

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day. Students develop good habits by going to school every day – habits that are necessary to succeed

FROM THE PRINCIPAL Cont...

after school, whether in the workplace or in further study.

Did you know...? *Being away from school for 1 day a fortnight equals missing 1.5 years over 13 years of school...*

Missing school can have a big impact on students academically and socially. It can affect their test results, including VCE & VM, and, just as importantly, it can affect their relationships with other students, and lead to social isolation.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes. Each missed day is associated with falling behind in subject topics and assessment tasks, and lead to fewer subject choices and may impact on achievement in years 11 and 12 and post-school pathways.

Getting in early

It's never too late to improve attendance. Even in the middle years, when school can seem the most challenging for students and when attendance rates can be at their lowest, going to school more often can make a big difference. **Every day counts.**

We are here to help – if you're having attendance issues with your child, speak to your Year Level Coordination Team and/or Student Wellbeing about ways to address those issues.

Let's work together to support your child's success.

Frances Ibbott
Principal

TERM 2, 2025 AT A GLANCE

Thursday 29 May	Curriculum Day
Monday 2—Thursday 12 June	Year 10 & 11 Exams
Monday 9 June	King's Birthday
Friday 13 June	Report Writing Day
Friday 4 July	Last Day of Term 2—Early Finish 1:22pm
Monday 21 July	Term 3 Begins

Vaccination updates and catch ups!

The 2025 Year 10 Vaccination is taking place at the College on Monday 15 September during periods 1 & 2. Banyule City Council Immunisation service will provide this opportunity. More information to follow.

Adolescent catch-up vaccinations:

Students who missed the school-based Year 7 vaccination in Term 1 or miss the Year 10 vaccination in Term 3 are still eligible to receive free adolescent immunisations. Your local council immunisation service can provide the opportunity to deliver any catch-up vaccines to students or, alternatively access vaccines at a community pharmacy or GP. There are no out-of-pocket costs associated with adolescent catch-up vaccination in a pharmacy setting under the [National Immunisation Program Vaccinations in Pharmacy \(NIPVIP\) Program](#). GPs can also provide adolescent catch-up vaccination, however a consultation fee may apply.

It is important that parents/guardians/students communicate to the immunisation provider about any catch-up vaccines the student has received prior to the school-based immunisation clinic.

Jo McNamara
College Nurse



Every day counts

Missing **one day per fortnight**
adds up to missing
four weeks of school a year.

YEAR 10 JOURNALISM

Upcoming Japan Trip

By Rania Zimmermann and Shiona Jones

Year 10 students studying Japanese at *Montmorency Secondary College* will have the exciting opportunity to go on a trip to Takakura High School. Students will experience Japanese culture firsthand through the school and other activities over two weeks.

The trip commences on Monday the 15th of September and continues for two weeks until the 27th. It allows students the chance to assimilate the Japanese way of life and learn about different traditions and customs originating from Japanese culture.

According to Mila van Wyk, one of the many students attending the trip, she stated that she is “looking forward to going.” She hopes that in attending she will be able to “experience the wonders Japan has to offer” and gain the opportunity to hone her “[understanding of] Japan and Japanese culture,” as well as being able to gain a deeper knowledge of the Japanese language.

Another student, Rosemary Vescio, shared her excitement about the exchange, citing that she was “extremely excited for the exchange and is especially looking forward to seeing her exchange student from last year again.”

While in Japan, students will experience many new things such as the diverse wildlife, extreme summers and the fascinating array of traditional shrines.

The Japan trip is an event following the Japanese exchange program where 14 students attending Takakura High School, came to Montmorency Secondary College to immerse themselves in Australian culture through the school.

Overall, students are eagerly anticipating and excited to experience the life of a Japanese high school student.



Disney Sea



Takakura High School



A Shrine in Takakura

YEAR 10 JOURNALISM

Theatre Studies Excursion 2025

Matilda Walsh & Amelia Smith

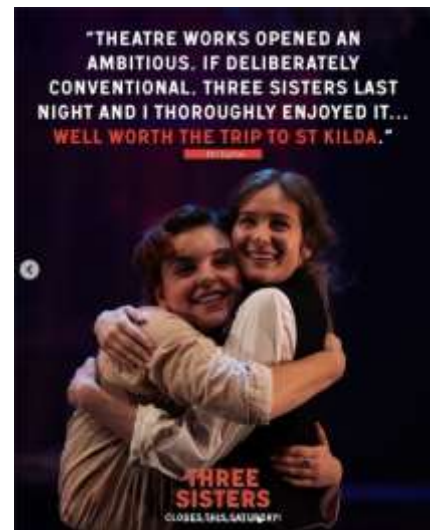
On Friday the 14th of March, the VCE theatre studies class went on an excursion into St Kilda to see Theatre Works' play of *The Three Sisters*. The play is about the sisters reminiscing about their past in Moscow and their dreams of returning, highlighting many themes throughout such as the conflict between dreams and reality and also the struggle of intellectuals in a changing society.

The theatre students' day began with a 45 minute drive from Montmorency Secondary College to St Kilda. Once they arrived they made their way to the theatre to view the play. The play went for about three hours, including an intermission, and taught the students about what they had been learning in class. Once the play ended, the class had a much needed lunch break before heading back to the theatre again to have a Q&A with the cast.

The cast answered many enthusiastic questions and explained how they cut scenes and were able to convey messages through certain characters and their experiences. The cast of the show also talked about sets and lighting, and how they can show a character's emotions.

The VCE students stated that, "it was overall a fun day out and we learned a lot about how the preparation of a play works."

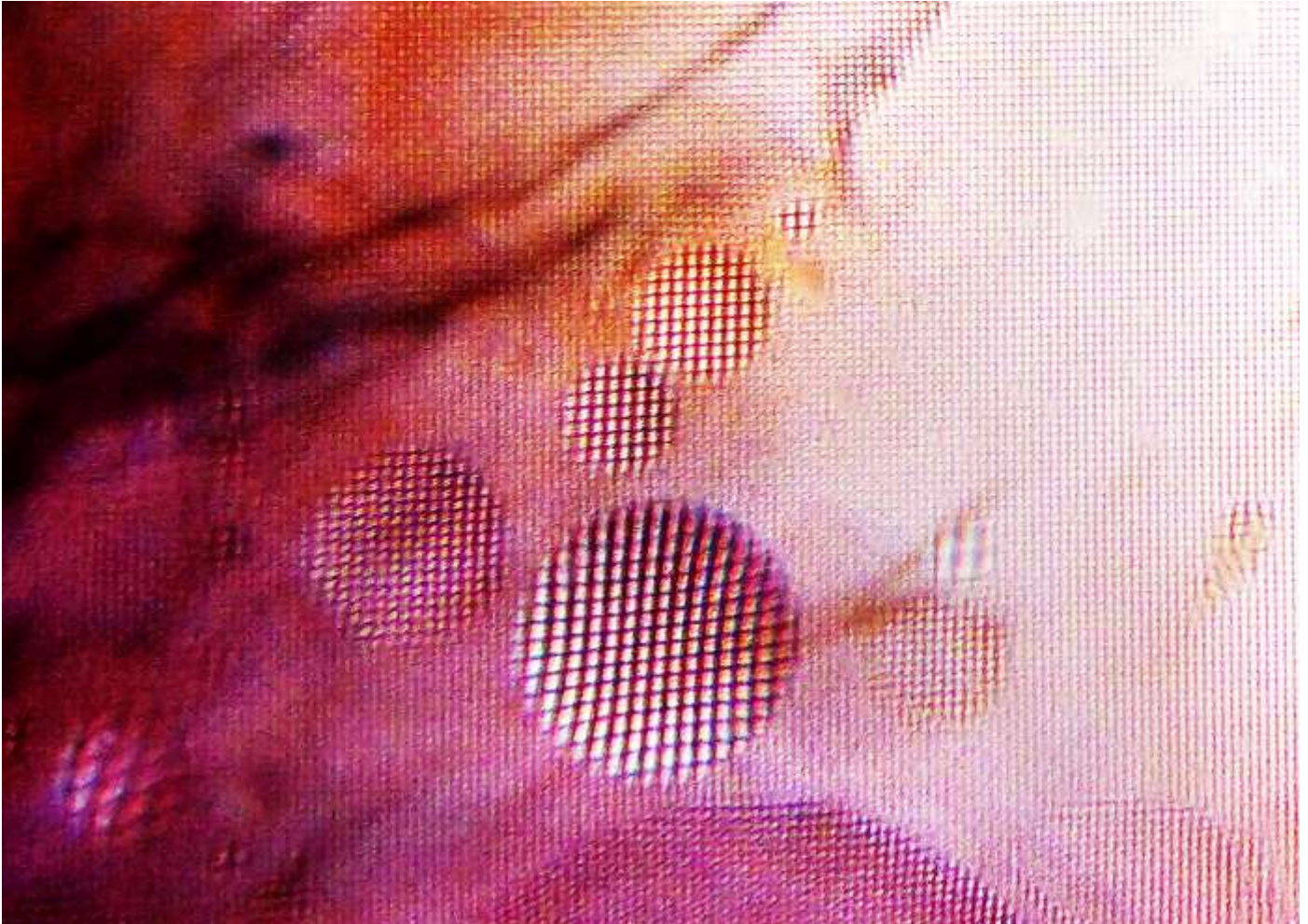
In the end, it was a fun day for all the students and it allowed them to learn about how production companies produce plays and also how they are able to embed deeper meaning into their plays through characters.



PHOTOGRAPHY CLUB

Have you ever wondered how artists make abstract artworks?

Did you know that there's a genre called 'Abstract Photography' where photographers create incredible abstract art?



What did we do to create the abstract photographic images?

1. The Photography Club had a session exploring the effects of oil on water, backlit by a laptop screen, with a colourful, abstract image as a background and came up with a series of really unexpected, interesting photos.
2. The photos were taken on a camera with a macro capable lens setting, to allow close up focus on the surface of the oil and water.
3. The photos were most effective when enlarged to a small section of the image, showing the convex distortions of the screen through the colourless oil drops.
4. The Year 10 Photography students also learnt this technique and created some highly sophisticated artworks from their images.
5. Most students were really fascinated with these oil and water art making techniques, so if you'd like to try this at home, you can do it too!

If using an electronic device, please

**do not leave it plugged in
to power**

as it poses a

**DANGER OF
ELECTRIC SHOCK**

if you spill water on the connection!

**ONLY TRY THIS EXPERIMENT WITH
PARENT OR CARER SUPERVISION**

to have a safe and
spill-free experience.

PHOTOGRAPHY CLUB

Recipe for your own 'Abstract Art Photograph'

Ingredients	Method
1. Laptop with flat folding screen <u>OR</u> tablet/iPad <u>OR</u> LED lightboard	A. Turn on your device and brighten the screen to the highest setting.
2. Flat, clear glass dish with minimal branding and maximum clear glass on base	B. Open up a blank document with a white background.
3. 1 Tablespoon of Baby Oil in tiny bowl (or other colourless, food safe oil)	C. Place your glass dish on top of your screen, making the base filled with the glow of the white light underneath.
4. Syringe/dropper tool (pharmacy or craft shop)	D. Pour enough water in to cover the entire base in water but keep it shallow.
5. Water (half a cup)	E. Fill your syringe/dropper with baby oil and carefully drop oil onto the water surface, keeping the circles of oil separate, to make it more interesting. Do this until you cover an area of at least 10cm of the dish.
6. Watercolour paint/food dye/acrylic paint	F. Drop in your food dye/paint carefully and manipulate the streaks through the water.
7. Phone with macro capable camera/camera with macro lens	G. Start photographing, making sure you are properly focussed.
	H. If you like, you can do this with an image projected onto your screen and see how that looks through the oil drops.
	I. Very carefully – move the container off your screen and clean up your materials.
	J. Download your photos and zoom in to see the great abstract art you have made!

I hope you all enjoy this abstract photographic art project.

Photography Club is on hold for 2 sessions. **The Club returns on Thursday 22 May.**

Click on the 'lesson' on Compass to check what we are up to each week.

Bring your lunch and a friend – All students and teachers are very welcome!

Current focus is on Photoshop editing skills, so come if you want to learn some new tricks, device in hand. Don't forget to download Photoshop from **account.adobe.com** with **your schools email account** to access free programs for students.

Stay focussed,

Ms Melisa Savickas
Photography Teacher

YEAR 9 CITY EXPERIENCE

City Experience Excursion – Discovering Melbourne’s Past and Present

Our Year 9 students recently enjoyed a three day City Experience excursion in Melbourne’s CBD, with excellent weather setting the tone for an engaging and enriching experience. Students began with the Koorie Heritage Walk, where they learnt about Melbourne’s Indigenous history and the enduring culture of the Kulin Nation. At the Shrine of Remembrance, they reflected on the sacrifices Australians have made in times of war.

The visit to the Old Melbourne Goal included a courtroom simulation that delved into the legal implications of sexting, prompting thoughtful discussion. At ACMI, students explored the world of media, film, television and video games through interactive exhibits. A highlight for many was the MCG tour, where students ventured into the players' club rooms, MCC areas, and then explored the Australian Sports Museum.

Across the three days, students had a fantastic time discovering the layers of Melbourne’s history while developing a deeper appreciation for the city’s modern-day cultural and civic significance.



MUSIC NEWS

Mid-Year Performances

It's an exciting time in the Music Department as students fine-tune their pieces in preparation for a series of upcoming performances. From large concerts to intimate soirees, our young musicians are working hard to showcase their talents — and we can't wait to share their progress with the school community!

Families are warmly invited to attend these performances, which are free of charge and open to all.

One of the most anticipated moments this term will be the debut of our newly formed **Year 7 Junior Band**, marking an important milestone for our Year 7 students. Having only begun their instrumental journey this semester, it's inspiring to see how much they've achieved already.

Mark Your Calendars!

- **Monday, 26 May – Mid-Year Concert at 7:00pm**
Featuring all instrumental students
- **Tuesday, 3 June – Vocal Soirée from 4:30pm to 5:30pm**
An intimate evening of vocal performances
- **Friday, 6 June – Pizza Performance Day (Periods 3 & 4)**
Music and pizza For all instrumental students
- **Monday, 30 June – Combined Band Concert at 7:00pm**
Featuring our Intermediate Band and senior woodwind ensembles in a joint performance with local schools

And don't forget.....

August 18–22 – School Production: “In Your Dreams”

An original adaptation of Shakespeare's A Midsummer Night's Dream.

We are incredibly proud of the hard work and dedication shown by all our music students and look forward to celebrating their accomplishments with the wider school community. Stay tuned for more updates and see you at the concerts!



Congratulations Will Sharp!

We are thrilled to share the exciting news that one of our talented students, **Will Sharp**, has been selected as a band member in this year's **Victorian State Schools Spectacular** – an incredible achievement!

Following a highly competitive audition process conducted by the Department of Education's Performing Arts Unit, Will earned his place in the Spectacular as a drummer, showcasing exceptional skill, dedication, and passion for music. This achievement places him among the most accomplished young performers from schools across the state.

Congratulations Will on this well-deserved recognition!

ATHLETICS CARNIVAL



Brooke Cooper 8G (Javelin and Running) ***"Just because you lose, doesn't mean you give up."***



Clover Keyt 8G (Running and Track and Field) ***"Try new things because you might enjoy them."***



Owen Glover 7F (1st in 100m Sprint) ***"It was pretty hard and a lot of people were pretty fast!"***



Jayden Hudleston 7B (1st 100m sprint) ***"I'm proud that I accomplished my win because I was 4 milliseconds away from the next racer!"***



Xavier Lo 7C (Shotput) ***"Shotput was fun!"***



ATHLETICS CARNIVAL



Tadg Anver 9B (1st Shotput, Discus and Javelin) "I got the record for the day for shotput and discuss." And ***"You stand behind me – I'll protect you. You stand beside me – I'll defend you. You stand against me – I'll show no mercy."***



Liam Bichard 8D (1st Shotput, 2nd 100m & 200m sprint) ***"Throwing is easy if you do it right!"***



Marissa Bonacci 8G (3rd in Long Jump) ***"Always put yourself out there and try your hardest."***



Neve Ryan 7F (High jump, Javelin, 100m , Long Jump) ***"Just do it and commit to your event".***



VCE Art Creative Practice - Top Arts Excursion

In Term 1, the Year 10 and Year 12 Art classes were taken on an excursion to the National Gallery of Victoria, where we visited **Top Arts**: an inspiring showcase of 40 of the best Year 12 artworks and folios from across Victoria in 2024. This excursion was a truly motivating and eye opening experience. We were able to see the different creative journeys that young artists took to bring their ideas to life. No two works were alike and each one told a story in its own distinctive way.

The day began with a talk by one of the exhibition's curators, who gave us an insightful overview of the works on display. This was followed by a discussion with the curator and other students from different schools, where we shared thoughts on artistic inspiration and process.

One of the highlights was being able to explore the students' visual diaries. Seeing their step-by-step creative process, and how they developed their final pieces gave me a new perspective on planning and building my own work. It really shifted the way I think about my own creative process.

Finally, we visited the exhibition itself and I was blown away. The gallery was beautifully curated, filled with works exploring a range of different ideas, materials, techniques and forms, all tied together by the passion and purpose expressed by the students.

This experience was deeply inspiring, and is only one small part of the whole creative experience of VCE Art at Monty. I would strongly encourage anyone with an interest in art to embrace everything Year 12 Art has to offer. The learning, growth, and exploration I've gained through this subject have been unforgettable.

If you're interested in being creative, I highly recommend selecting Art as a subject in senior years. It's not just about making "good" drawings, it's about discovering your own style, experimenting with different materials, and learning how to express your thoughts and identity in powerful ways. VCE Art Creative Practice gives you the space to think freely, explore deeply, and create work that truly means something to you. Through this subject I have learned how to express myself more authentically and confidently. I've always known I loved to create, but during my time in the Year 10 Art and VCE Art Creative Practice subjects, I've had the chance to experiment with a wide variety of ideas, themes and materials, and to choose the ones I'm interested in exploring; from clay sculpture and realistic painting to watercolour, collage, and digital art. Through this I've been able to discover and develop a style and way of making art that feels uniquely mine.

Matti Angel

Year 12 Art student



Visual Communication Design (VCD) Excursion

On March 31st, Year 10, 11, and 12 Visual Communication Design students took part in a design-focused excursion to explore two significant design exhibitions in Melbourne. The day began with a visit to the MPavilion in Queen Victoria Gardens, where students experienced the architectural work of renowned Japanese architect Tadao Ando. The minimalist concrete structure, designed for community engagement, allowed students to observe and reflect on the interplay between geometry, light, material, and the surrounding landscape. This immersive experience deepened their understanding of spatial design and the role of architecture in public spaces.



Following this, students visited *Top Designs* at the Melbourne Museum, an annual exhibition showcasing outstanding student work across Victoria in fields including Visual Communication Design, Media, and Product Design. Students viewed exemplary folios and presentations from previous VCE students, allowing them to see how the design process is applied at a high level. The exhibition inspired students to think critically about their own design work, offering insight into successful strategies for concept development, refinement, and visual communication. The excursion gave students a valuable connection between classroom learning and real-world application.



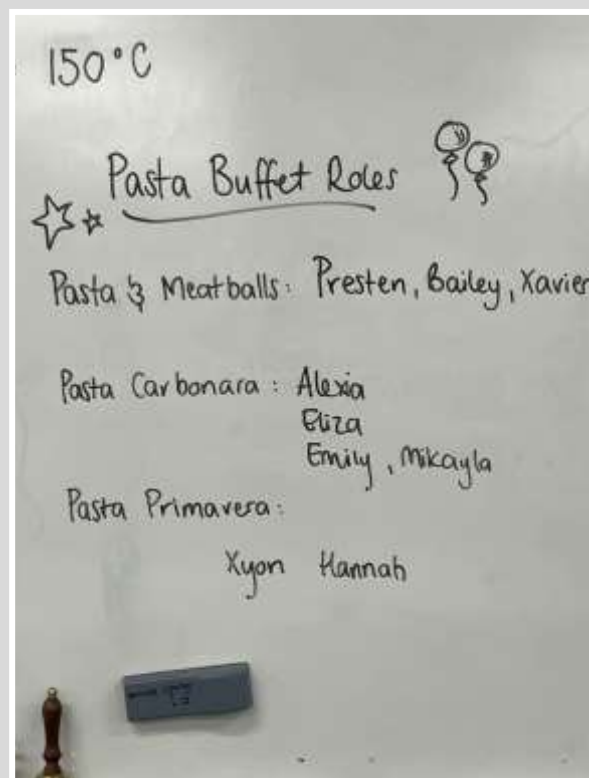
Sandra Trimble
Visual Communication Design Teacher

Year 10 Entertaining With Food - Pasta Buffet Success

On Wednesday 8th May, the Year 10 Entertaining With Food elective class enjoyed a celebratory pasta buffet during their cooking practical lesson. The class has worked hard throughout the semester, developing and refining their cooking skills. This, combined with their excellent behaviour, meant that students had the skills and knowledge to be able to undertake the formidable 'Pasta Buffet'!

This special lesson requires students to be allocated to a particular dish and/or role that they must complete in pairs, without the assistance of the teacher. At the end of the class, students get to sit down and enjoy a fun, shared meal together, and sample all of the dishes and drinks that the class has prepared. The pasta buffet included the following dishes: spirali with meatballs in a napoli sauce; penne primavera (with a vegetarian option); spaghetti carbonara; bruschetta; garlic bread and a delicious party punch with which to wash it down.

Students independently set up the room in a buffet-style for the class to sit down and eat together with a backdrop of fun party tunes playing from the television. Miss du Plessis (EWF teacher) and Mr Luckman (Yr 10 Coordinator) were also lucky beneficiaries of the buffet, and were both extremely impressed with the students' cooking skills. Every dish was absolutely delicious, however the favourite of the day seemed to be the carbonara (which requires careful preparation to get just right!). It was a super fun lesson, and a joy to see the students showcasing their talents in the kitchen.



Build the skills employers want! *Study **Arts & Technology** at Monty.*

MORE than making...

Arts & Technology subjects are not **just** about making stuff (although you get to do that too...!)



Leading innovation

Arts & Technology students learn to **think for themselves, take risks, and communicate big ideas**. These are the same skills that lead to innovation in business, technology, design, and beyond.



*Building employable **SKILLS...***

Arts & Technology subjects build the kinds of **critical thinking, creativity, and problem-solving skills** that employers are crying out for.



Any questions? Email our Arts Technology Leader

Claire Mooney Sprague - claire.mooneysprague@education.vic.gov.au

**AG
CAREER
START**
LEARN. GROW. FARM.

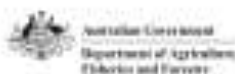


THE AGRICULTURE GAP-YEAR



- 10-12 month paid placement on-farm
- \$4,500 upskilling bursary
- Industry & location preference
- 24/7 pastoral support

**FIND OUT
MORE** →



The AgCAREERSTART program is funded by the Australian Government Department of Agriculture, Fisheries and Forestry.

