Welcome to Term 3. Two weeks into the term and already the pace of the school is keeping all members of the school community busy. The students, especially the Year 12s, have returned with increased focus on their studies; however, the equally important non-academic pursuits of our students has also continued apace.

Last Friday I had the pleasure, along with ten Year 9 students and Mr Nick Cummins, to be present at the Plain English Speaking state finals. Karen Chow, of Year 12, was one of the six state finalists. A ‘reluctant’ public speaker, Karen came second in the final. Karen’s ability to speak, without notes, for eight minutes, without ‘ums’ or ‘ahs’ on her prepared topic would put most adults to shame. And her response, after four minutes of planning, to the impromptu topic was equally impressive. As well as individual achievement, a number of sporting teams have also been competing.

Each year the Department of Education and Training conducts a parent opinion survey. Over 100 parents are randomly selected by the Department to participate in the survey. If you are one of the lucky one hundred, I would encourage you to complete the survey as quickly as possible and return it to the school. We do not see your individual responses; however, once the surveys are returned we receive a report that reflects your responses from the Department. The more surveys that are returned the more rigorous the data and we as a school use this data to inform our decision making.

I have previously mentioned that we will be implementing a new platform to communicate more effectively both within the school and to the wider school community. Called Compass, this student and learning management system will improve many of our practices and ultimately provide all members of the school community more timely and more comprehensive information. We have already rolled out the initial modules, including the attendance system and we are using the new SMS absence notification system. Later this term you will receive access to the parent portal and we will conduct information sessions to assist you in using this system.

Selecting subjects for 2016 will soon be taking place and for the soon-to-be VCE students, next week the school will be conducting a subject expo and VCE information evening for both students and parents. In particular I would like to encourage the parents to attend the information session.

In December 2016 we will be involved in the Asia Pacific Youth Forum. Last term we held information sessions for both students and parents and we are now in the position to start asking for a commitment from students and their parents. An email will be sent to those families who registered their interest last term; however, if you are interested please contact the school. The email will be asking for a refundable deposit. Once we have sufficient numbers (a minimum of ten) to send a group to Cambodia, we will conduct an additional information session with staff from the APYF. After that session we will then ask for a final commitment and the deposit at that point will be non-refundable. I am looking forward to a group of our students, and staff, being involved in this program.

Colin Axup
Principal
Important upcoming events & dates

• VCE Parent Information Evening for Year 10 parents

Date: Wednesday, 29 July 2015
Time: 6.30pm—8.00pm
Venue: School auditorium

This information session is an important opportunity to find out more about VCE and the subjects on offer to your child in VCE in 2016 at Suzanne Cory High School.

Earlier in the day all Year 10 students will participate in a VCE expo at the school which will develop their understanding of the various VCE subjects and enable them to make informed subject selections. Students are welcome to join the parent information evening as well, with one parent—please note that the capacity of our auditorium is 400 individuals and so only 2 people per family (including the student if they choose to attend) can be accommodated for the presentation.

Early next week, before the VCE parent information evening, students will be advised in writing about whether they are approved to accelerate into a Unit 3/4 VCE Study in 2016. At the VCE parent information evening there will be presentations by the principal class, leading teacher of curriculum and VCE, and our careers counsellor. The domain leaders of English, Maths, the Humanities, the Sciences, Art, Design and Technology, LOTE and Health & PE will be in attendance.

• 2016 Subject Expo for students in Years 9 and 10

Wednesday 29 July

On Wednesday, 29 July 2015 all students in Years 9 and 10 will participate in the 2016 subject expo at the school during periods 5 and 6. Year 9 students will have an opportunity to learn more about the various options offered in each subject area at Year 10, and Year 10 students will learn more about VCE subjects to be offered in 2016.

Please note that Year 11 and 12 students will be dismissed at lunchtime (12.05pm) on the day in order for the 2016 subject expo to proceed after lunch.

• Year 10 Course Counselling

Friday 7 August 2015

On Friday 7 August 2015 all Year 10 students will be provided with a careers and course counselling interview during the day. Regular Year 10 classes will not run on the day but each student will be expected to arrive at the scheduled time for their 15 minute course counselling appointment. This is a critical step in the finalisation of VCE subject selections and the interview will be an important opportunity for students to discuss their strengths, interests and career aspirations and to receive guidance on their VCE program selections. Students are required to come into school in their uniform for their interviews. Parents are welcome to arrange a meeting with Ms Chloe Baker, our careers counsellor, to discuss subject selections. Students will receive their confirmed appointment time by Monday 3 August 2015.

• 2016 Subject selections

Due Friday 14 August 2015

The due date for students to submit their subject selections for 2016 is Friday, 14 August. Students will shortly receive information about the process for selecting their subjects online.

International Aerobic Championships

Good luck to our very own Ebony Biden 12H, who is competing at the International Aerobic Championships in San Diego next week! Ms Carina Owens
2014 school captain Isabelle Cahoy has been successful in her application for a position with prestigious international accounting firm Ernst & Young.

Isabelle was one of several Suzanne Cory students who applied for a cadetship in year 12 and learnt a lot from the process. After commencing her tertiary studies in Accounting this year at Monash, she reapplied with great results. Isabelle will now complete her first year at Monash before taking up a position in the Tax: Private Clients Division at Ernst & Young for the next two years. We congratulate Isabelle on her success so far and wish her well in her future endeavours. Here are her thoughts on the process of applying for the cadetship straight out of school.

Mr Michael Bourke

**Coming out of high school, you realize that no one is going to tell you about opportunities that are out there; you have to go looking for them.**

Applying for the Cadetship at Ernst & Young was a choice I made, as I knew it was a step into shaping my career into what I want it to become. By applying for a different cadetship last year, I was aware of what the process entailed and what was expected of me. I realized that I should not focus on stating what I thought they wanted to hear, but rather, to present who I am and to show them what I am capable of.

The road to the Cadetship started with me submitting an online application. Once I was successful, I was asked to undertake various online tests. Theses tests not only measured my verbal and numerical abilities; but they also sought to determine how I would act in real life situations. Organisations are looking past academics, as they are also interested in getting to know the person beyond the resume. A week had passed, and I received a call to be invited to the recruitment day. This day entailed an individual and group interview. I don’t think I have ever been so nervous about something before! But during the interview, I ignored my nerves and handled the interviews in the best manner possible; ensuring I answered honestly and spoke with confidence. They asked questions which really forced you to think on the spot and to draw upon past experiences. Fortunately, the interviews went well and I was offered the position!

Next year, I’ll be a full time employee at Ernst & Young.**Like my time at Suzanne Cory High School, working at Ernst & Young will allow me to be surrounded by supportive people who are continually striving to be the best they can be.**

Young whilst continuing my studies at Monash University. This opportunity will really expose me to what working life is like! It is a chance for me to learn from great people who can help shape my career into one full of knowledge and experience. I’ve always known that business is the career path for me. Due to this, I knew I needed to strive to succeed in the goals I set for myself. I am now able to start pursuing my ambitions and create a strong foundation for the career ahead of me. The Cadet program also provides support for my studies; by allocating me time to attend University while gaining experience and professional development. Like my time at Suzanne Cory High School, working at Ernst & Young will allow me to be surrounded by supportive people who are continually striving to be the best they can be.

What I have learnt from this process is that personality and confidence are just as important as academics. An ATAR or University degree does not define who you are. Just like life, your career will become what you allow it to be. At the end of the day, what is important is that you’re pursuing a career in which you are happy and are willing to constantly apply yourself to. I want to enjoy life and continue pushing myself to keep growing. The coming years will be filled with experiences and opportunities- and I can’t wait to get started! Isabelle Cahoy
VCAA Plain English Speaking Awards

Every year across Victoria schools send their finest public speaking students to compete in the highly regard VCAA Plain English Speaking Award. This is the preeminent public speaking award held in Victoria.

This year Karen Chow, who is currently studying English and Humanities in year 12, represented Suzanne Cory High School. Over the course of the year Karen developed her prepared speech to the point that she could confidently deliver an eight-minute speech without the use of notes.

Her speech on gender inequality was both highly engaging and though provoking and no doubt established the benchmark by which all the other prepared speeches judged by in the rounds that she competed in. In the state final held last Friday, Karen was announced the runner up in the competition, capping off what has been a stellar performance and demonstration of our school values of aspiration and contribution.

A transcript of Karen's speech is at the back of this newsletter and a very worthwhile read. Mr Nick Cummins Debating & Public Speaking Coordinator

Beanie for Brain Cancer Day

Students are invited to wear Beanies on Friday 31 July for a gold coin donation to raise funds for Brain Cancer awareness and research.

Students, staff and parents are also encouraged to help Suzanne Cory High School raise more funds by donating to the school's page.

A big thank you to Lorin Hossain in 10E and Liang Xue in 10H for organising the event and Ms Helena Moore for setting up the school page and other avenues to promote the event.

Donate now

Vic Congress 10 Year Anniversary

I was exposed to a wave of 170 passionate students from various year levels across 59 schools across the state for 3 days, at the 10th anniversary of Vic SRC's annual Congress at Ormond College. Students spoke of their schools strengths and weaknesses, and were able to seek out advice from other schools who have overcome the same particular obstacles in the past. It provided us the opportunity to use each other's experiences to gain further insight and knowledge to bring back to our own schools.

We had the opportunity to interact with James Merlino, the Minister of Education and Jenny Mikakos, the Minister of Youth Affairs. It was engaging to hear students question the people who make choices about the education we receive.

A moment to remember for me was hearing a panel of representatives from various positive social change organisations, such as Oaktree, Oxfam and Onegirl, speak about why they do what they do. A key theme they all shared was that they strive to be caring and curious about the people of the world.

I've tried to sum up the aspects of hard work during the debates and discussions, but there was also a lot of fun that was uncontainable! Some of the fun events organised were a brilliant Harry Potter themed dinner party, intense clashes between “Hogwarts Houses” to complete a series of deadly challenges, and movie screenings. There were also many newly founded friendships formed.

Thank you to the Vic SRC Student Executive team of 2014-2015, the countless volunteers and helpers for making this experience one hard to forget.

Let us join the roar of student voices, together.

Liang Xue 10H
Year 12 English

Our Year 12 English students are in the process of drafting an extended piece of writing (1000 words) based on the Context of ‘Encountering Conflict’ and exploring ideas drawn from *The Lieutenant*, a novel by Kate Grenville. This SAC will be held on Wednesday 5 August and is worth 50/100 marks available for internal assessments. Results from the Unit 3 Context SAC were very pleasing, as students demonstrated their understanding of some complex ideas in Brecht’s play *Life of Galileo* to produce interesting and engaging pieces of writing.

Year 12 Excursion

Excitement is building for our only Year 12 English excursion, to be held at the Union House Theatre, University of Melbourne next Thursday 30 July. Students will be watching a performance of the play *Medea*, by Euripides, presented by Complete Works Theatre Company.

Following the performance, they will receive a lecture from Professor Chris Gribbin, an academic from the School of Historical and Philosophical Studies. This is a unique learning experience that many students across the state do not have the opportunity to access during their Year 12 English studies. Attendance is compulsory, as students will be completing coursework tasks related to their final SAC for Unit 4.

Ms Cindy Sullivan  Leading Teacher English/Humanities

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Limited tickets still available for public

To have a hero’s love, Medea would do anything; deceive her father, kill her brother, and leave her homeland forever. But when the ambitious Jason betrays her to marry the King’s daughter, she is grief stricken and becomes an exile in a foreign land.

When hate becomes greater than love... the consequences are beyond imagination.

Complete Works Theatre Company, widely recognised for their many years as one Melbourne’s leading Theatre in Education companies, now add Euripides’ powerful tale of passion and revenge to their stable of highly successful public seasons. Running for 15 years, CWTC has worked with over 150 Australian Actors and Creatives across their productions and for this limited season bring together another diverse and talented team.

There are limited tickets still available for public performances.
Unit 4 Biology

On Thursday the unit 4 Biology students visited the Genetics department of Melbourne University. Students had the opportunity to work in a real lab pipetting strands of DNA then transferring them to a gel which underwent electrophoresis. They got to work with real life flies, distinguishing between recessive and dominant traits.

After a quick lunch break, the students visited Melbourne museum where they went back in time to the prehistoric ages, into the human brain and explored the evolution of man through time. Lastly, the top hit amongst our students (particularly the females) were enticed by the geological wonders of the world (rocks). Students enjoyed the outing and were excellent representatives of Suzanne Cory High School. Ms Fiona Krogh

School Wide Positive Behaviour Update

Welcome to Term 3! Aspiration is one of our most important values at SCHS that is particularly relevant during Term 3 while we are looking at subject selection, future opportunities and careers as well as Unit 3/4 exams. We encourage them to aspire to be successful, to achieve their goals and follow their dreams, but we also remind them that success comes only from hard work, dedication, focus and commitment.

Tutorial this term sees the Year 9 students working on Subject Selection, and thinking about their options for the future. Homegroup teachers will guide your students, in conjunction with the Ms Baker (Careers) through this process and there will be a number of opportunities for students to discuss their options and ideas. We also spend part of the term looking at plagiarism and referencing as well as effective research skills.

Year 10 students are exploring further VCE, ATARS, prerequisites, and scaling in the lead up to their subject selection for 2016. They will spend some time on improving their emotional intelligence and improving their leadership skills.
Achievement is largely the product of steadily raising one's level of aspiration and expectation. – Jack Nickalus

In Year 11 and 12, have a more careers focus during tutorial this term. Year 11 students will be resume writing and exploring the Australian job market, as well as attending presentations by past students and Ms Baker (Careers). Year 12s will be setting up and registering for VTAC and looking at university options further. We are also planning on spending some time focusing on maintaining a balance as they head into this high pressure time of year. It is important students know where and how to seek help if they are feeling overwhelmed.

Next week we are hosting a BBQ for Year 12 students as a thank you for their hard work and commitment so far this year. It will be a good opportunity for the to relax, reflect and focus on what is ahead of them.

This term the SWPBS team, mainly Wellbeing Leaders are working with students to ensure they are punctual with attendance and managing their workloads effectively. We will be focusing on attendance data and contacting parents if necessary in relation to attendance in Homegroup and classes. We are looking forward to supporting students through the next important phase in the school year. If you have any concerns feel free to contact your child’s Homegroup Teacher or the year level Wellbeing Leader to discuss them so together we support and encourage him/her to achieve the best results possible.

It is a big term ahead and we are looking forward everything going on in the weeks ahead. Ms Laura Ruddick SWPB Leading Teacher

What to do if you’re being cyberbullied

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Kids who are cyberbullied are more likely to:
• Skip school
• Experience in-person bullying
• Be unwilling to attend school
• Receive poor grades
• Have lower self-esteem
• Have more health problems

What should I do if I’m being cyberbullied?
If you’re being cyberbullied there’s a few different things you can do.

1. Talk to someone
There’s a range of different people you can speak to. You can talk to your Home Group teacher, your Wellbeing Leader or you can send an email to our Wellbeing Counsellors to arrange to have a chat. If you want to talk to someone anonymously, you can call the Kids Helpline on 1800 55 1800.

2. Report the cyberbullying
If you are being harrassed online and you are under 18 years of age, you can submit a complaint directly to the Office of the Children’s eSafety Commissioner. You will need to collect evidence, like screenshots or a link, then visit esafety.gov.au to submit your complaint. Visit their Cyberbullying Complaints FAQ for more information.
The 2015 Year 10 Chinese excursion to the Chinese Cultural Museum in Melbourne’s Chinatown district was a great cultural experience for all involved. It allowed for students to develop and engage with the content they had explored in Chinese classes through their previous years at Suzanne Cory High School.

The excursion began with traditional bracelet making, giving students a chance to create their own interpretation of an item used historically in China to repel evil spirits. This was followed by a tour of the museum’s many exhibits featuring the history of the Chinese people, and their interactions with Australia, the exploration of formally entrenched racial prejudice in Australian society and the benefits of its resolution were key focuses of this tour.

Subsequent to this students were taken on a guided tour of Melbourne’s Chinatown by museum staff, allowing students to explore little known stores of oriental products, as well as learn about the significance of Chinese herbal medicine.

Following lunch students were then given an opportunity to put their skills learnt in class into practice as students completed a Chinese interview task with members of the public, exploring their thoughts on China.

This excursion allowed for year 10 students to explore the rich and diverse history and culture of China and how it is relevant to Australia today, as well as allowing for the application of our classroom knowledge to the wider world. Organising teacher Ms Jiang, museum staff and all others involved deserve the greatest thanks from participating year 10 students for a wonderful excursion day. Joshua Cordina 10F

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**Year 9 & 10 Wellbeing Poster Competition**

**Poster** – No larger than A3

**Due** – Friday 31 July (end of Week 3)

**Submission** – to Ms Carroll either in hard or soft copy

**Prizes** – Two movie tickets for the top three designs!

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2015 theme is: **“WHAT WELLBEING MEANS TO ME”**

Submissions due Week 3, Term 3

Winners announced Week 5

WIN PRIZES!
English Competitions

Red Room Poetry Object

What is Red Room Poetry Object?
Red Room Poetry Object is a free poetry-writing competition for students in Years 3-10. Created by The Red Room Company, the project invites young writers and their teachers to submit poems inspired by objects that are special to them. Red Room Poetry Object provides students with creative opportunities to compose and publish their own poetry for authentic audiences. All submitted poems are published on The Red Room Company’s website.

Who can take part?
Red Room Poetry Object is open to students and teachers in Australia and New Zealand. In 2014, over 130 school communities participated, creating and publishing 2,554 students and teacher poems.

I am interested, now what?
Compose a poem of not more than 20 lines about an object that is special to you. See your English teacher for more information and check out the Red Room Poetry Object website.

John Marsden and Hachette Australia Prize for Young Writers

Entries due Monday Sept 7.
Young writers under the age of 25 are encouraged to enter The 2015 John Marsden & Hachette Australia Prize for Young Writers to share in $5,500 in prize money and have the opportunity to be published online and in the December issue of Voiceworks #102.

The prize is judged by John Marsden himself, and Hachette Australia (a publisher), who donate the prize money.

Prize Categories
• Short fiction or first chapter of a novel (up to 3,000 words) by writers aged 18-24
• Short fiction or first chapter of a novel (up to 3,000 words) by writers aged under 18
• Poetry by writers aged 18-24
• Poetry by writers aged under 18

Boroondora awards

Entries due Friday Aug 28
The junior sections of this are only for those living in the Boroondora area, but if you do, it’s free to enter. Shorter fiction limits than many comps

Middle
Open to young people in school year levels 7, 8 and 9 who live, work or study in the City of Boroondara.
Prose length between 500 and 900 words
Poetry length must be less than 200 lines

Prizes
• Prose 1st place: $600, 2nd place: $400, 3rd place: $200
• Poetry 1st place: $600, 2nd place: $400, 3rd place: $200

Senior
Open to young people in school year levels 10, 11 and 12 who live, work or study in the City of Boroondara. Also open to young people not in secondary school aged 15 to 18 years old as of 1 January 2015.
Prose length between 900 and 1300 words
Poetry length must be less than 200 lines

Prizes
• Prose 1st place: $600, 2nd place: $400, 3rd place: $200
• Poetry 1st place: $600, 2nd place: $400, 3rd place: $200

The John Marsden Prize would be a great competition to have a go at. If you have a short story you’re really pleased with somewhere in your English folders, dig it out.

I’ll be running some creative writing workshops on Thursday lunchtimes – if you have anything that you might be able to use for this, or would like to start a new piece, give it a go. Ms Helen Bradwell

Year 12 badges
$4 at the front office
Gender Inequality

By Karen Chow, PESA State Finalist 2015

Every single day someone’s sense of self-worth and sometimes their future is taken from them and every single time this occurs it is preventable.

One in every five Australian women over the age of 15 has experienced some kind of sexual assault. One in every five. Let’s just take a moment to let that sink in for a bit, because it means that there is a large possibility that a number of females sitting in this room have been affected by such abhorrent behaviour.

Now let’s be frank. This problem exists because of our attitudes towards it. Victim blaming and imbedded gender inequality in our society provides a platform for violence against women to occur.

So how do we solve it? Through empowering women and holding abusive men to account.

I’m sure that most of you have heard of the shocking statistic that every week an Australian woman is murdered as a result of gendered violence. Every week someone’s sister, brother daughter or in a large number of cases someone’s mother is killed behind closed doors. Unfortunately, as of now, 48 women have been killed at the hands of violent men, which translates to almost two every week.

This occurs in our country one that has been ranked 10th in the world for social progress and third for personal rights on the global index.

Victim blaming is an inadequate and superficial way to tackle this complex issue.

Our society has been lulled into a false sense of equality.

In our minds, we somehow pin the responsibility on the victim, because it makes our lives easier. We feel better. We feel safer.

It’s seems to be the easiest way to protect the community because if Masa Vukotic hadn’t been ‘alone in the park’ than she’d still be alive.

Although well intended, when we do this, we also intrinsically come up with incorrect reasons as to why violence against women occurs. Some of them being that:

• the victim must have ‘asked for it’
• that the victim is guilty of awful judgment
• that the victim should have just left Wrong, wrong and wrong.

Violence against women is just one example of how sociological pressures and gender roles can manifest. As such victim blaming is an inadequate and superficial way to tackle this complex issue, which according to the World Health Organisation has reached a ‘global health problem of epidemic proportions.’

Our focus should never be on what the victim could or should have done. However, like Australian of the Year Rosie Batty stated ‘we simply don’t realise we’re doing it sometimes’ and the harm that it causes.

Recently, a Catholic priest in Melbourne commented that had Jill Meagher been more ‘faith filled’ she would have been home at 3am and therefore would not have been raped or killed. By focusing on the victim the magnitude of the crime is reduced and instead violence against women is presented as a woman’s choice rather than the perpetrators decision to violate a person’s bodily rights.

Additionally it furthers the reluctance of other victims to come forward and ensure that individuals such as Adrian Bayley are held accountable.

Now, the question as to what is at the very heart of violence against women remains contentious.
In my opinion it all comes down to gender inequality. Our society has been lulled into a false sense of equality. Since Gough Whitlam’s push for civil rights in the 1970s, it seems that women have joined the ranks of men, right? We’re educated, we’re employed and we’re somewhat represented.

However, the limited success of gender equality evident in the public sphere does not translate to the views and actions expressed behind closed doors. Women have been subtly trained to be submissive, to adhere to unannounced yet specific dress codes so as to avoid being a target and to accept the double standards attached to wanting to explore and experience sexual activity.

It is these attitudes that reinforce patriarchal privilege and that are unfortunately imbedded within our culture.

Traditional gender-role attitudes inherently translate into the power dynamics apparent in opposite-sex relationships, and whether held by women or men result in a greater acceptance of violence against women.

When an estimated 20% of Australian women have been sexually assaulted – and when we know that sexual assault is massively underreported – we can’t say we have more pressing problems to address. If we want to break it down economically, domestic violence costs us 13.6 billion dollars, every year projected to be 15.6 billion by 2021. Something that is not only unnecessary, but abhorrent, illegal, brutal and unacceptable is costing us all $13.6 billion a year. Our politicians spend a lot of time talking about deficits. What about this deficit? What about the financial, physical, moral and emotional deficit we face every year because of violence perpetrated against women.

It is up to us to make sure abusive men are ostracised, vilified and punished. It is up to us to shift the blame from women who suffer sexualised violence to men who inflict it; from women who are raped to men who rape; from battered women to battering men. Furthermore, to truly tackle this issue it is up to us to take a holistic approach.

Violence is caused by gender inequality and related to ideas about men needing to be strong and in control. As such empowering women is inextricably linked to gendered violence and is the most effective way of solving it.

This is affecting us. Someone you know is touched by this. So it’s not someone else’s problem, it’s our problem and until we substantially address gender-based inequality in our society violence against women will continue to remain prevalent in a country as developed and forward as Australia.

On the other hand, men are conditioned or forced to always maintain the façade of ‘strength’, brought up with the idea that the father runs the household, and have had their actions justified by the understanding that ‘boys will be boys’.

Such distinctions between what is considered feminine and masculine have been shaped by societal messages from individuals who have had a lasting influence on the development of western society as a whole. Due to the limited voice of females in our history we live in a world that has been largely constructed by men.

Aristotle: ‘The male is by nature superior, and the female inferior’. Rousseau: ‘Women are made to submit to men’.

It is up to us to shift the blame from women who suffer sexualised violence to men who inflict it.