

TRARALGON
COLLEGE

VISITS 2020



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COLLEGE PRINCIPAL'S REPORT



Unprecedented and a year like no other. The Coronavirus pandemic ensured that 2020 will be remembered as a time of great upheaval and uncertainty across the globe. In every country the provision of student learning and wellbeing, and the ability for students and parents to access schools and school staff was suddenly and abruptly altered, in some instances for months on end. The

response of Traralgon College students, staff and parents/carers was nothing short of exceptional. As we approach the end of the year I'm filled with a great sense of pride in the way our school community continues to adapt, support each other and respond to this year's events.

COMMUNITY

Parents, carers and community members are integral to the success of our school and the quality of learning that students receive. Parent/carer support at home reinforces the value of education and enhances students' capacity to succeed at school. Opportunities for our students to interact with the 'real world' extends and brings meaning to their learning through applied and real life experiences. This year parents/carers and the community were forced to dramatically change their involvement with students' learning and their involvement with the school. Parents/carers became home school tutors, set up daily routines, changed physical environments and altered their own work and life schedules to support their child/children. Community organisations set up webinars and online interactive sessions to keep our students connected. Many workplaces continued to provide Structured Workplace Learning for our senior students under COVID safe conditions. The result was that our students experienced minimal disruption and continued their learning supported by this outstanding support and care.

STAFF

At the end of Term 1 our staff were told they had four days to prepare for remote learning and work. While this sentence sounds simple, it was in fact a mammoth task. Preparing to teach and support students remotely required every staff member to rethink their entire job, disregarding known ways of working and create a whole new model of schooling. Released from the constraints of past practices, our staff began with the simple question, 'In remote

learning, what will work best for students?' The result was a model of teaching, learning and care that provided outstanding support for students, clear communication to parents/carers and structured interventions when individuals faced challenges. The capacity of our staff to innovate, create and adapt practices to ensure we best met the needs of our students is something we are immensely proud of and an experience through which we have learnt a lot.

STUDENTS

Our students began this year full of hope, expectation and excitement, particularly our Year 7s and Year 12s. What began as an exciting new year quickly became something no one expected. In a matter of weeks our students had to develop new organisation, planning and time management as well as the ability to navigate multiple online platforms and systems. They had to work out how to learn on their own and how to seek support via email, Compass, video conference and/or phone. Students were without daily face to face interaction from teachers, support staff and their friends who play such a critical role in young peoples' learning and health. In effect they had to re-learn how to learn. Our students' response was brilliant. Their capacity to respond positively to the changes and uncertainty was exemplary. They found new ways of connecting with friends and in many instances were able to teach school staff effective ways of using new technologies. Most importantly they stayed engaged and focussed on their learning and connection to our great school.

On the second week of Term 4 students returned to face to face classes and as the term progressed, restrictions on what we could do relaxed as COVID case numbers in Victoria decreased. For students, parents/carers, staff and the community, this was a welcome development – nothing can substitute the quality of in-person interaction for effective teaching, learning and support. Our challenge now is to weave the effective practices we trialled throughout this year with the systems and structures of onsite schooling. Traralgon College is committed to providing the highest quality education and care to every student now and into the future, and as we conclude a year like no other, our school is more committed to improvement and our community more connected, vibrant and supportive than it has ever been before.

Michael Shone
Acting College Principal

SENIOR PRINCIPAL'S REPORT



Despite the challenges that Traralgon College students, staff and families have faced, this year has provided the opportunity for all to come together in an overwhelmingly positive and supportive manner. This is a credit to all who work, learn and support our school and community.

At the beginning of the year we welcomed our Year 10 students to a revised program where they participated in one extra period a week of Math and English with their other three classes each semester clearly linked to a VCE or VCAL/VET pathway. This has seen a greater connection by the students to their cohort and subject teachers. Our returning Year 11 and 12 students were well prepared through 2019 Headstart for the rigours of their chosen pathway and very quickly settled into their subjects and routine. Our culture of high expectations, challenge and support were clear from the outset and this approach put our students in good stead for positive outcomes this year.

Through the course of Term One, with the world changing rapidly as a result of COVID-19 the students and staff focussed relentlessly on what they need to do to be prepared for their transition to remote and flexible learning. It fills me with pride to see how well our students, staff, their families and our community adapted to this new and completely unfamiliar situation. All at Traralgon College and our wider community demonstrated our key value of resilience as we found ourselves navigating this new world.

Very quickly our staff adapted their practice to deliver high quality learning to our students and just as importantly they continued to focus on the health and wellbeing of the students in our care through regular and frequent check-ins via online learning platforms and video conferencing. We were extremely pleased to have our parents and students acknowledge the high level of support that their teachers and education support staff were providing through both remote learning and the transition back to onsite schooling.

Despite the measures put in place to support our school to be COVID safe, our students have continued to enjoy some of the extra-curricular activities that often make life as a student most memorable and enjoyable. The recent easing of some restrictions has seen a number

of excursions for students participating in Health and Physical Education subjects and we have continued to hold lunchtime activities which have proven popular. Our student leadership team has managed to find ways to connect to their peers remotely and develop plans for implementation in 2021 when we hope that schools return without the level of restrictions that we currently operate in. The careers team has continued to provide opportunities for student to participate in work experience and we successfully trialled a Virtual Work Placement program for those students in VCAL who were unable to attend their work placement in person. We look forward to next year and hope that we can once again run our camps and extra-curricular programs that we have had to cancel this year due to the pandemic.

We have continued to be fortunate to have the Department of Education's program 'HeadStart' located on campus. This has seen 11 students successful in obtaining traineeships and apprenticeships, a wonderful outcome for these students in a year where work opportunities have been limited. This year we have also partnered with Federation University who has delivered a virtual study skills workshop for our students to provide them with revision and exam strategies and help build some exam confidence. In addition, we have eight students signed up to participate in their Advance to University program where they will undertake one University subject at Federation University while completing their VCE in 2021.

Lastly, I want to commend our class of 2020, their families and teachers. You are all stars. No one could have imagined that when you arrived to school on the first day of this year that you would have to face this level of uncertainty and upheaval in what is your final year of secondary school education. Congratulations and good luck.

Ms. Narelle Loechel
Acting Senior Campus Principal

JUNIOR PRINCIPAL'S REPORT



The 2020 school year commenced like many before at the Junior Campus. We welcomed our Year 7 students and their families to the Traralgon College community. Our highly supportive transition program ensured that our students settled swiftly into the routines of secondary school. We invited our parents and students to join us at our Welcome BBQ, we had our

school photos taken and we participated in the whole school Swimming Carnival, and then COVID-19 changed everything.

COVID-19 saw us spend the majority of the school year teaching and learning from home. In our first period of remote and flexible learning we all had to adapt to learning in a very different way to what we are accustomed to. However, it did not take us long to become familiar with Compass and Microsoft Teams. Seeing each other through Teams became our new normal.

For a short stretch we then returned back to teaching and learning on site. During this time physical distancing and hand sanitiser became part of our daily practice as we reconnected with each other and with teaching and learning in our classrooms. However, this proved short lived as restrictions saw us return to remote and flexible learning.

Second time around in remote and flexible learning staff and students continued to connect and learn online. We all found ourselves spending much of our

day at our computers. Planning quality remote learning experiences, supporting student learning and monitoring student wellbeing remained a high priority for our staff throughout this period. We felt very privileged to be invited into the homes of our students via daily Teams meetings during this time.

Term 4 saw us again return to onsite learning however it was far from normal. Physical distancing, hand sanitizer and face masks were in and school assemblies, camps and excursions and many of our end of year traditions were out.

The term 'it has been a year like no other' has been used frequently to describe 2020, which in many respects is very, very true, however one thing that has remained a constant is the commitment of the staff at Traralgon College to providing a quality education for our students. Thank you to all staff members for their efforts this year, both onsite and during remote learning. Best wishes are extended to those staff and families that are not returning next year and for those continuing as members of the Traralgon College community I look forward to working with you again next year.

Allyson Armstrong

CONNECTED LEARNING IN COMMUNITY

BROADENING HORIZONS, TRARALGON COLLEGE & INTERCHANGE GIPPSLAND

Article by Rebecca Ottery

Traralgon College (TC) and Interchange (IG) have continued their partnership this year, delivering an amazing program in Term 4! Year Nine TC Students from the CLiC Care class are learning about the subject of disability, gaining firsthand insights from the participants about what life looks like for a person with a disability and their families. TC students support IG participants to further develop the skills they need to undertake tasks such as grocery shopping and other valuable life skills. Conversely, IG participants will show students how living with a disability is not something that should get in the way of their involvement in community and their success!

The partnership model that Broadening Horizons supports has enabled TC students to learn in a real-world setting about careers in the disability services sector and the different professions that make up

successful organisations like Interchange Gippsland. IG's involvement in the Broadening Horizons program has led to the attraction of volunteers from Traralgon College, with some students going on to secure a career in disability services at Interchange Gippsland! Students have increased their awareness of the disability services sector, career pathways and developed a whole gamut of skills through real world learning. They have also established beautiful friendships with individuals from our community that they may not necessarily have done if it were not for programs like Broadening Horizons and this year students and participants have been connecting remotely showing that meaningful connections with community can still happen beyond the classroom, even in a pandemic!

Congratulations Traralgon College and Interchange Gippsland for continuing this program in a really challenging year and once again taking education to the next level!



RUOK? DAY



This year at Traralgon College, the Wellbeing Team joined forces *virtually* across the College to promote the suicide prevention message around checking in on your mates for RUOK Day 2020.

Due to being in remote learning, this year the Wellbeing Team extended our focus from not only students, but to staff as well.

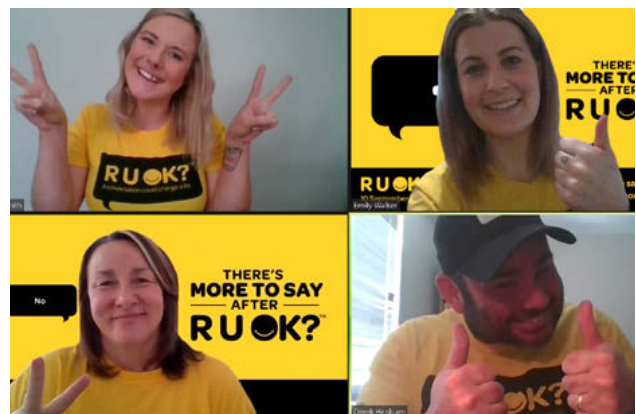
The 2020 RUOK Day focus was "There's more to say after 'RUOK?'"

All staff received a little care package in the mail with some RUOK goodies, including hand made cookies donated and made by one of our school captains, Amber Leyshan and Teacher and operator of Sassy Café, Kristy.

Lesson plans were sent out to all year levels to discuss the importance of Mental Health and checking in.

The Traralgon College Wellbeing Team look forward to celebrating bigger and better next year.

RUOK Day is a great opportunity to get a conversation started, however we believe that it's important to have these conversations year round as a conversation could save a life.



RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

EAT UP FOOD PARCEL DELIVERIES



Our Vision

"A future where all Victorians live free from family violence, and where women and men are treated equally and respectfully."

Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviors. It teaches our students how to build healthy relationships, resilience and confidence.

The high rates of family violence and violence against women and children have been well documented and are unacceptable. As a result of the royal commission into family violence – the recommendations are that each school, from prep – 12 should be implementing respectful relationships and gender based violence education.

Cultural change is required in our community in order to prevent it from occurring. Evidence presented to the Royal Commission into Family Violence was clear that school-based prevention is effective in reducing the incidence of family violence and is required as a long-term prevention strategy. This is why TC has signed up to be a lead (Junior campus) and partner (Senior campus) Respectful Relationships school before it becomes mandatory in all government schools in the near future.

For us, it's all about prioritizing RR Culture within our school. We know you notice when we practice what we preach. We cannot expect our students and families to treat each other with respect and equality, and at the same time be disrespectful to one another, holding higher standards for our students, than we do for ourselves. Our aim is to keep it simple by thinking of ways we can cultivate a positive, respectful culture in all aspects of our days by changing the way we speak to, and relate to one another at school, home and in the wider community.

We look forward to all the plans we have to bring RR into TC over the coming years!!



During remote learning Traralgon College received emergency food hampers which were donated by Eat Up Australia. The food hampers included basic but essential food items such as bread and milk, fruit and veg and cereal and muesli bars.

The Traralgon College Wellbeing Team delivered the hampers to our families that are living within the Latrobe Valley. The hampers were received with gratitude during a very challenging school year.



WEAR IT PURPLE DAY

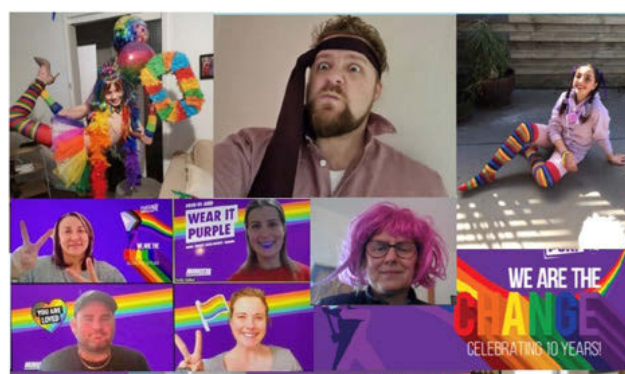
Wear it Purple Day is an annual LGBTIQA+ awareness day especially for young people, based in Australia. Supporters wear the colour purple to celebrate diversity and young people from the LGBTIQA+ community.

At Traralgon College we believe it's super important to recognise and respect each person for who they are, no matter their gender or orientation. This is a vital part of the Respectful Relationships initiative that we are now a part of.

For WIP, the Wellbeing Team hosted a virtual dress up / photo challenge – wear your best rainbow or purple outfit and send it through to be posted on our school Facebook page! We had a great response, and the winners were Payce Roper (Junior) and Alysha Thomas (Senior).

Traralgon College are proud to be a safe school, representing a wide variety of students and staff, and being inclusive and advocating for each other, no matter our differences.

Be proud of who you are.



BIOGAS GENERATOR

This is the beginnings of construction of our Biogas generator. This is a project sponsored by the APM to create and use our own methane barbeque. The science faculty will be using this in our Environmental, Chemistry and Biology courses in 2021.



SPORT



(L-R) Harley Bright, Bella Berends, Aidan Hood, Jack Duncan, Joran Rogers and Alicia Van Vondel Foley.



Lunchtime Activities

Unfortunately for all sport lovers out there, 2020 was not the year for sport. We were unable to run many interschool sports as a result of Covid and so for the most part we had to make do with what we had at school.

At the Senior Campus we ran a TC Speedball competition which ran through terms 2 and 3. This was a hard fought contest between all teams involved. Each of the teams contained 5 students and a teacher. The competition was played every Tuesday and Thursday lunchtime and consisted of a 6 round regular season, which was then followed by a finals series to determine the overall T.C Speedball Champions. The Hoody and Woodys ended up as the victors, beating Team G.O.A.T in the grand final, so congratulations to Mr Campbell, Brady Hood, Alex Hood, Kayla Woodall, Zach Monington and Adi Page on their win. At the conclusion of the season an all-star team was announced and given the opportunity to play an all-teachers side to see who would be crowned the school champions, the staff or the students. The teachers ended the contest as the champion team, winning 12-6 with Mr Wyers producing a dominant display of 6 points earning himself Best On Court honours.



Down at the Junior Campus we got active during lunchtimes and held a whole range of lunchtime competitions every Tuesday and Thursday. Some of the activities which the students participated in included AFL Longest Kick, Cricket's Biggest 6 and a Basketball 3 Point contest. The students who managed to win these competitions for their year level were rewarded with a free piece of sports equipment, and the students who were declared Campus champions also received a gift card for their efforts. These competitions sparked great student interest and made our lunchtimes a lot more fun.

Interschool Sport

Whilst most of the year was plagued with Covid, we were lucky enough to sneak a few sports days in at the start of the year. Our Senior, Year 7 and Year 8 boys cricket teams played off in tournaments at the beginning of the year, and our College's best swimmers showcased their talent at the Division Swimming Carnival.

On the 11th of February the Traralgon College Senior Boys interschool cricket team took on Kurnai College in a T20 match at Jack Maskrey Oval. Our team elected to bowl first which proved costly as Kurnai posted a score of 150 off their allotted overs. Matt Barry was the pick of our bowlers, producing figures of 2/22 off his 4 overs. In reply, our boys batted well and made a respectable 107 runs in the run chase, led by Nic Millington's knock off 27. Our team had a great day out and even though the result didn't go our way we all had an awesome time.

The following week our Year 7 and Year 8 cricket teams also took part in a T20 cricket tournament, and they came up against Kurnai College and Yarram Secondary College. Our boys played well on the day and triumphed in all their matches. Both teams had a mix of players who combined to help their teams to victory including important innings from Logan Fernance, Zach Bastin and Lachlan Sword. The teams were excited to progress on to the next round, however they were halted in their tracks when all remaining interschool sport for the year was cancelled.



Swimming Carnival

On the 10th of February we held our annual College Swimming Sports Day at the Moe outdoor pool. Our school turned the Moe pool into a sea of colour as everyone was dressed up in their house colours, with the best dressed awarded with a prize. On the day, the weather wasn't ideal for swimming, but everyone who attended made the most of a day out of the classroom and enjoyed themselves. We ran a range of events and activities throughout the day including swimming races, diving competitions, novelty events and volleyball, with competing students earning points for their house. In the end, a wonderful day was had by all and we are all looking forward to doing it again next year.

After our College swimming carnival, some of our swimmers were lucky enough to progress through to the Division Swimming Carnival, coming up against schools from all over Gippsland. We made the trek to the Sale outdoor pool in order to compete and all of our students who participated did our school proud.

Sporting Schools Program

Throughout 2020, Traralgon College Junior Campus has been lucky enough to successfully receive grants from Sporting Schools Victoria in order to purchase new programs and equipment for staff and students. Most recently, the school was able to purchase tennis equipment and our year 7 students have been able to use this equipment in their classes and to teach their Culture in Sport Assessment Task Lessons.







ACTIVE WOMEN



For our Assessment task, we chose and followed through with teaching our class Pilates as a 20-minute session. We chose this training method because during class we tried out some of the other methods and wanted to do something different and something of our own. The fitness components used in Pilates are cardiovascular, muscular strength, endurance, and flexibility. We definitely had challenges when planning as we have both never had to write up a lesson plan before, but we still stood up in front of our class and had a go knowing we had each other for support. We both enjoyed having this experience, not only informing us and our class about what Pilates is, but all the laughs and fun times we had within our class and each person's peer teaching session.

– Alyshia Huffer and Lily Kent

The training type my partner and I chose was interval training because we had heard of it before and we enjoy this type of training. The fitness components used during interval training are speed, strength, and muscular endurance. We completed this as it was our assessment task for active women. Some of the exercises used in our

fitness session were squats, push-ups, sit-ups, plank etc. When completing this assessment task, we learnt more about interval training and how to create a 20 minute fitness session. My partner and I thoroughly enjoyed the experience of creating a lesson plan to teach to our classmates.

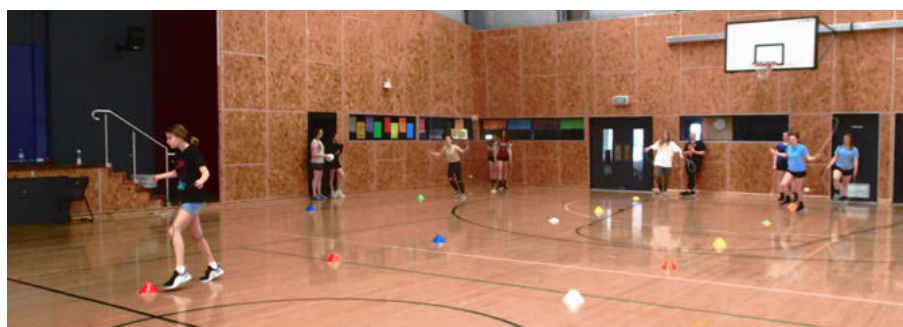
Emily and I chose to teach the training method, yoga. We chose this one because it was fun and everyone could join in, we both also had some previous knowledge on this method. Yoga improves on balance, flexibility and muscular endurance, which will benefit the class's health. We created a 20-minute lesson plan and taught our class about this training method because it would help us to gain confidence talking in front of people and it gives us a chance to teach everyone else in the class what we learned about it and for them to try it. Our class enjoyed this lesson a lot and wanted to do it again, this felt like a big success for us. In this experience, I learned how to better talk in front of a class to share my learning and that although yoga doesn't seem that difficult and pretty easy-going, it can be hard and can push you to do your best.



In Active Women I selected Interval training because I didn't know anything about this training method. The fitness components used were Cardiovascular fitness, muscular endurance, coordination and speed. I learnt a lot about how different exercise can be, it was a new experience because I didn't know anything about fitness training before this elective.

Our training session was a circuit based around improving muscle strength. We researched about the different types of exercises that help you gain muscle strength and we put them into a circuit, which we taught to the class. We had 1 minute intervals and after each minute, the students moved around to the next exercise. The reason we did this was that it was a C.A.T for Active Women. We chose to do a circuit because we had previously done a circuit and really enjoyed it. Throughout the C.A.T, we learnt more about fitness and the different types of circuit training.

Tori and I did a GRIT Cardio training and Skipping circuit. Some of the training methods we used for the skipping circuit was skipping in and out of cones, skipping on the spot, skipping backwards, and running around skipping. For GRIT cardio training we did squats, running, burpees, mountain climbs, push ups and more. Our fitness component was Cardio. We completed a 20-minute peer teaching session because we were learning about physical health and how to make our peers work. We learnt that it is hard to be a teacher and doing other people's exercise was enjoyable but when doing our own was a little hard and scary because we were talking in front of people we didn't really know that well.



WAKAKIRRI 2020

A Year like no other



Excited students began the 2020 school year and eagerly signed up for this year's Wakakirri production. Rehearsals were underway with choreography started and even costumes fitted- when the COVID 19 Global Pandemic was declared.

Our performance was redesigned some 4 times as the challenges of Remote Learning set the scene for the next 6 months.

Our story/performance became a much simplified version of what was originally planned and a small group of enthusiastic and dedicated students ensured that we were still able to present a 'Wakakirri 2020 Production'. Choreography was filmed and sent to interested students via Teams, Messenger and Zoom. Interested students practised the routines, filmed themselves and then sent the clips back to me to be edited. A special thanks to senior student Kate Hibbins for her awesome montage of the choreography.

Titled '**A year like no other**' our story is as follows:

Song: Girls Just wanna Have fun Remix: We depict the excitement of students at the beginning of 2020 and we include some photographs of our initial rehearsals.

Song: Unsteady: We then show imagery and dialogue from the COVID 19 news grabs and show still photos of our empty school and grounds.

Song: Unsteady: Our students are shown in their home learning environments completing the choreography via teams/zoom. A montage of the clips shows them working as a team.

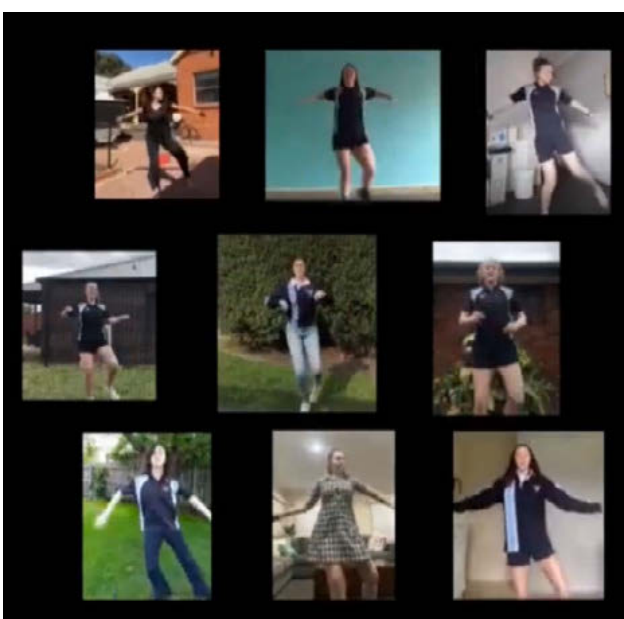
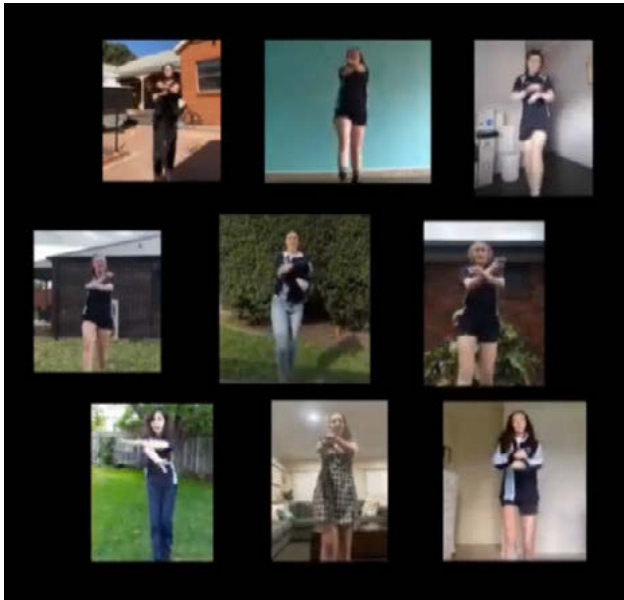
Song: Fireflies: Whilst each student had their own challenges of Remote Learning we celebrate 'resilience' and teamwork and look forward to a bigger and better 2021.

Thank you to the Wakakirri participants of 2020 – your resilience and commitment have been fabulous. A special farewell to our year 12 students who completed 6 years of Wakakirri participation.

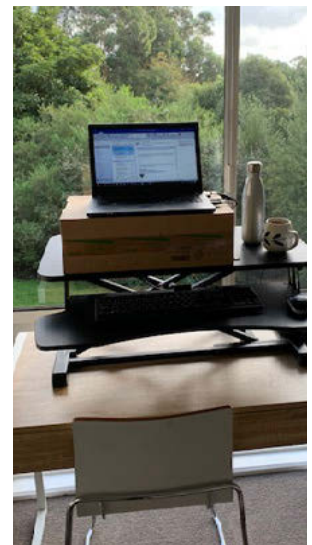
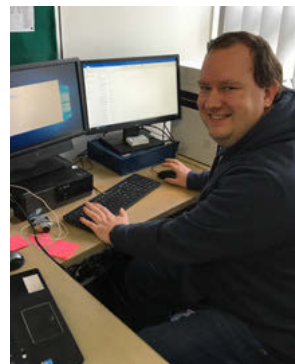
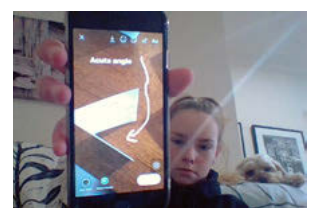
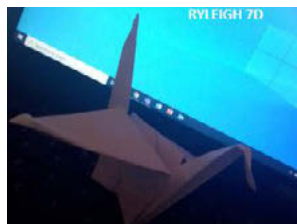
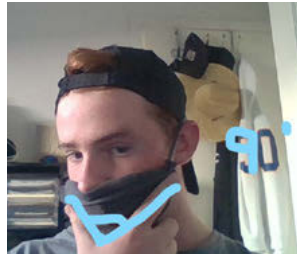
Thank you...

Charley Whitby, Chloe Henry, Sarah Harris, Kayleigh O'Neill, Laura Lethborg and Aleisha Ludbey.





REMOTE LEARNING





Education: Traralgon College Year 9 student Kaleb Kosterman is enjoying studying from home. photographs supplied

Sticking with schedule the key challenge

BY TESSA RANDELLO

TRARALGON College student Amber Leyshon is among tens of thousands of Victorian students completing their final year of school at home.

Amber said the idea of studying online in Year 12 was daunting at first, but that she has settled into a new routine at home.

"It was stressful at first especially since it was not really expected at the start of the year, but the teachers and principal have always communicated with us and that has been great to relieve the stress," Amber said.

"The hardest part for me has been sticking to the schedule because some classes don't have an online call with them."

Amber said although they have not been able to meet, she has kept in touch with her friends regularly.

"Even if we just stay in class calls for a little bit longer or we catching up through social media we have all found a way to check up on another and keep helping each other with work," she said.

"I have found that keeping up communication with teachers has been really helpful because they are learning with us and making sure that we ask all the questions we need is a great way to keep studying well."

Traralgon College Year 9 student Kaleb Kosterman is also adjusting to studying at home.

"We start off the day at 9am with a video chat with our teacher and classmates that would have been in our form group, there we are able to be able to ask all the questions we need and figure out any issues," Kaleb said.

"It is really good that way because we can make sure we understand everything."

"It is really different, but I don't think it's worse or better and the school has been really helpful to make sure it has all been set up."

Traralgon College senior campus principal Michael Shone said teachers were pleased with how effective remote classes are proving.

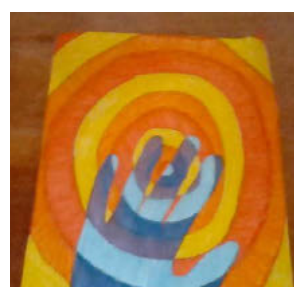
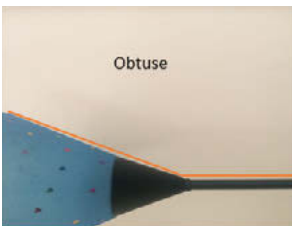
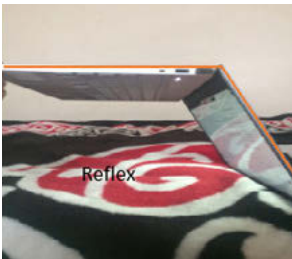
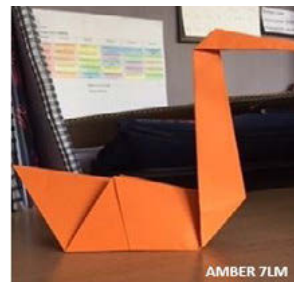
"We have found that some students who need more individual support have been learning more effectively in a remote learning setting and many parts of remote learning have also made parts of our teaching more effective," Mr Shone said.

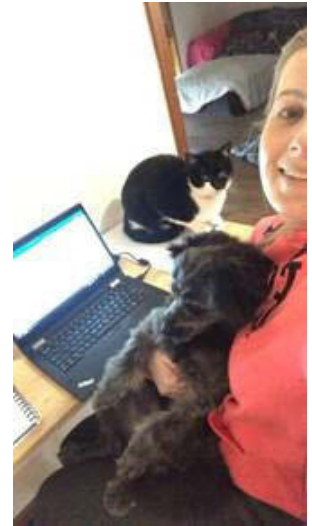
"When we come back into term three and four we will pinpoint what has really been working and then be able to revolutionise our face-to-face teaching."

"We also acknowledge the excellent work that parents have done supporting their children while they learn from home."



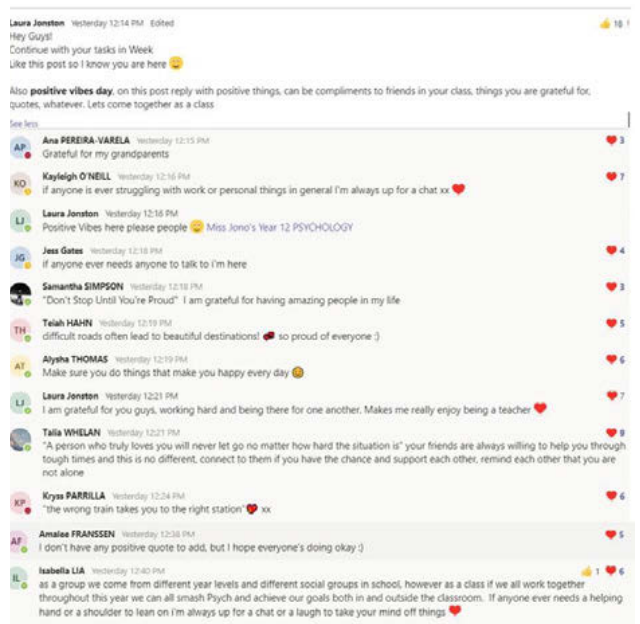
Studying hard: Year 12 student Amber

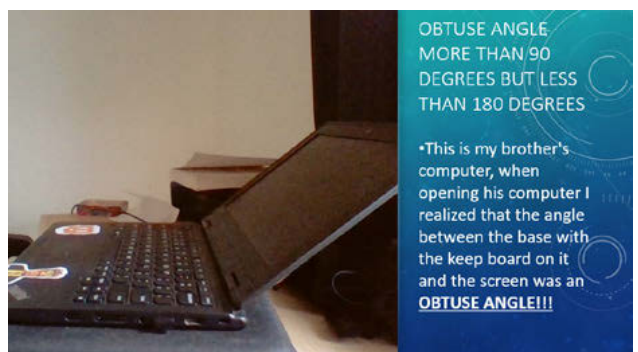
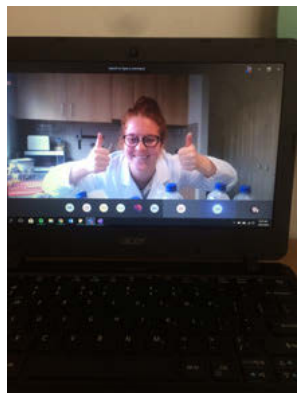
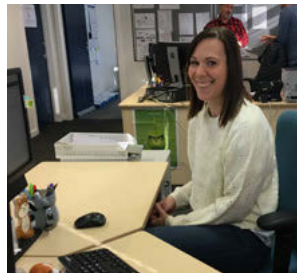




TC KM Challenge

We all know how important it is to be physically active. During the second round of remote learning Mr Williams wanted to help motivate people to keep moving. He set us a challenge to record our daily and weekly kilometres for walking and running to see who could achieve the most kilometres. The teachers really got moving with Mr Williams, Mr Poynton and Mr Hourigan getting over 80 kilometres some weeks. Miss Finney, Miss Watkins and Miss O'Bryan were able to regularly clock over 40 kilometres. The top three students were Ella Hooper, Maddy Hornsby and Mikayla Tabone and they racked up 290 kilometres. Great effort!





FOOD STUDIES





JUNIOR OUTDOOR EDUCATION

Due to the Covid-19 pandemic, we were unable to complete all of our normal excursions this year, however, we were able to complete the surfing and mountain biking trips.

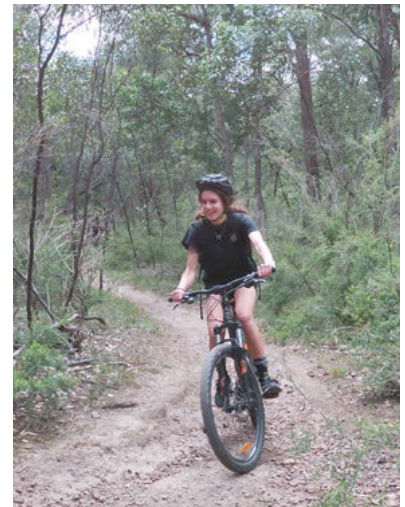
After spending a number of weeks learning about various aspects of surfing including such issues as beach safety and surfing equipment, the students were keen to put their theoretical skills into practice by heading up to YCW beach at Phillip Island. Upon arrival, we undertook a two-hour lesson on warming up, how to identify a rip and read the waves, the various parts of the boards, and (most importantly) how to actually stand up on our boards!! The day was a big success, with varying degrees of skill and experience being put on display. Most students managed to stand up and catch a wave at some stage during the session.

The other trip saw us head to Blores Hill near Lake Glenmaggie for a session on mountain bike riding. A few of the students were a bit nervous, and the skills of the students were put to the test with a few jumps and tight corners being undertaken, but the longer they rode, the more their confidence grew. Apart from one crash, all students showed a high level of competence in this unit.

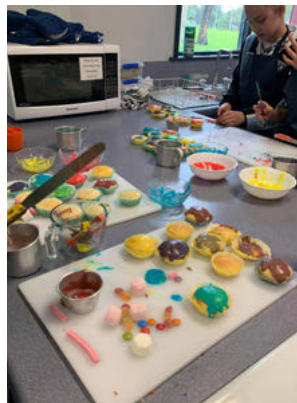
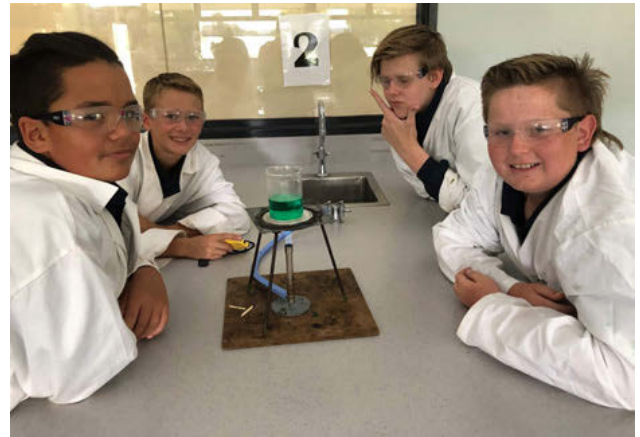
Overall, a fun time was had by all on each of these excursions, and the students should be congratulated on their behaviour and attitude towards these excursions as they represented their college in a mature and friendly manner at all times.

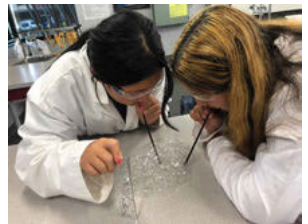
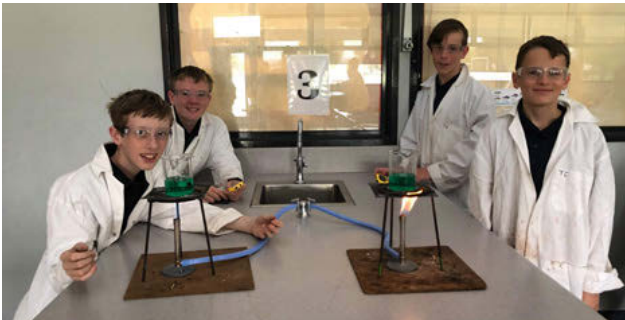
Brad Foster
Outdoor Education Teacher

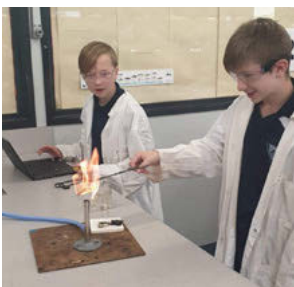
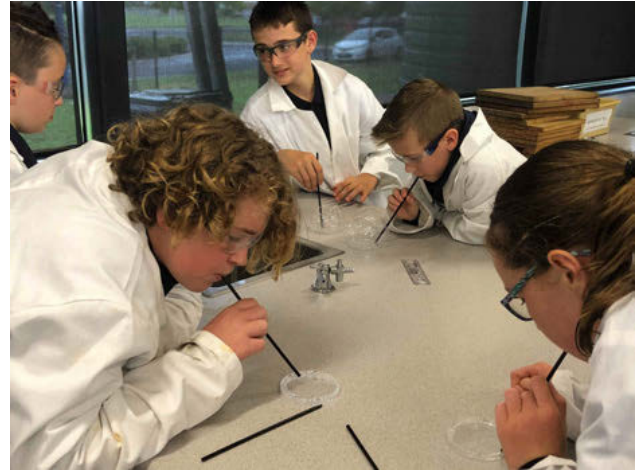




YEAR 7



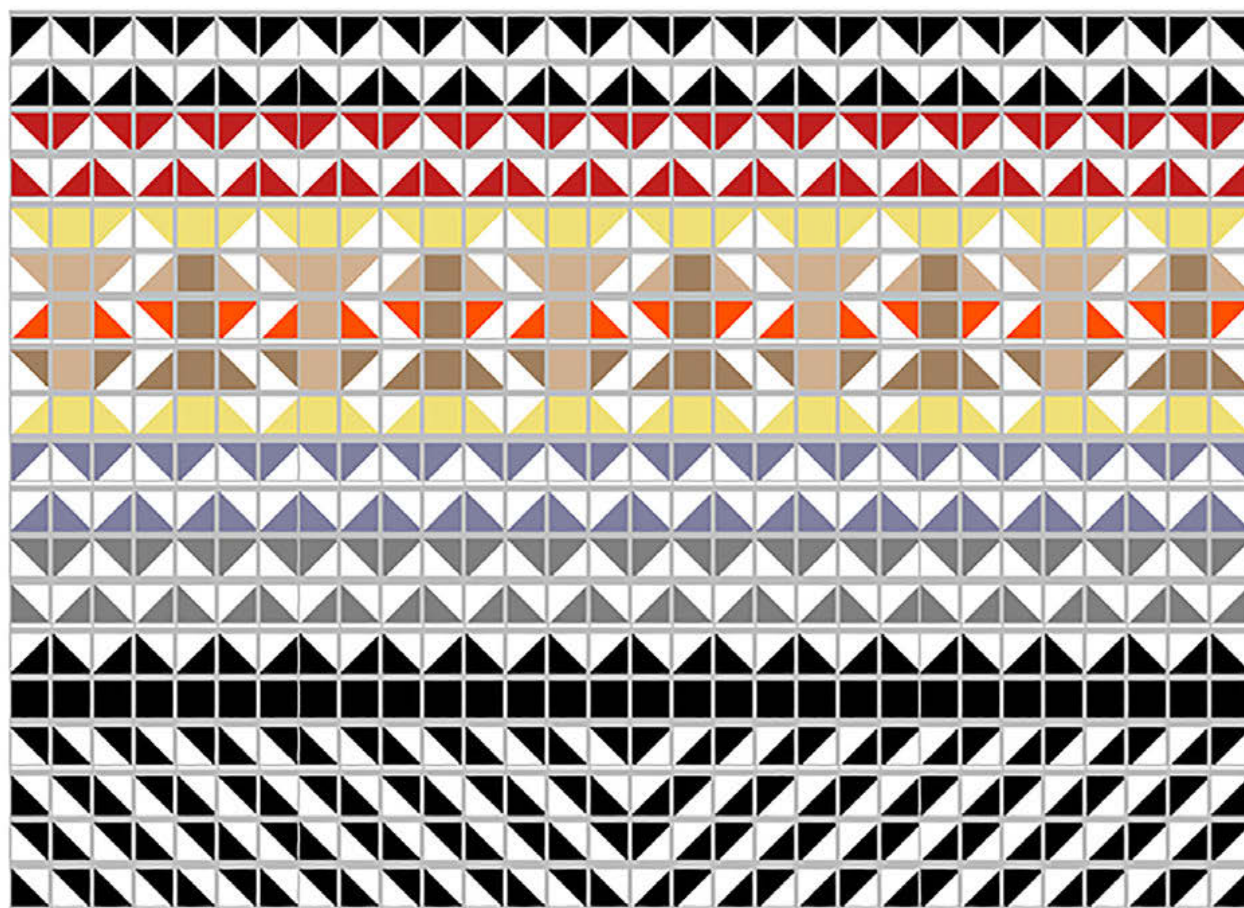




YEAR 7 REMOTE LEARNING ART

During Remote Learning Year 7 art students used computers to help them generate artworks. They studied Roman Mosaics and created their own digitalised patterns.

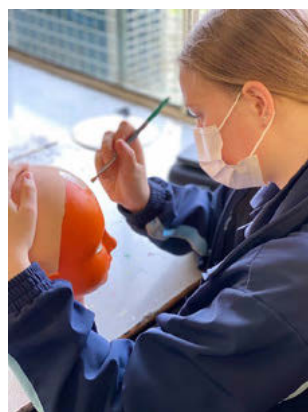
They also used drawing programs to create Egyptian figures.



YEAR 8 ART

Mask and Makeup Sugar Skulls

Students studied the cultural and historical significance of Mexican Sugar Skulls. They completed a research assignment as well as Face Painting and Mask construction practical activities. Blending, fine-line work and the use of embellishments were some of the skills developed.



YEAR 9 MATHS



When students returned from the second round of Remote Learning they came back to a Linear Relationships unit. They started back at school with an activity where they had to build a tower out of cups and determine if their tower was a linear or non-linear relationship and if they could determine how many cups they would need to build a tower 2 meters high.

They spent most of the time building and re-building their towers.

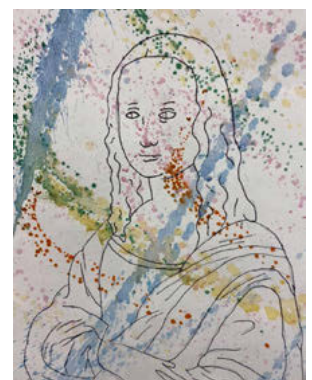
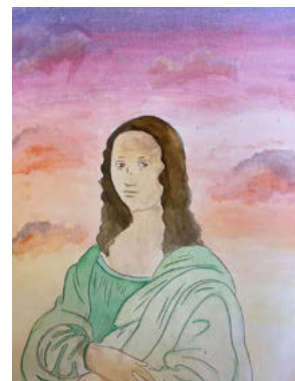


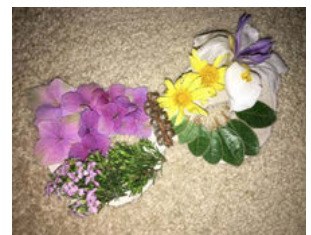
YEAR 9 ART



Ripped Paper Art

In Remote Learning we explored different ways that art could be made with ready found objects and materials from home. Students used ripped paper, pencil shavings and flowers/leaves to take the place of paint, pencil and other mediums to create art works.

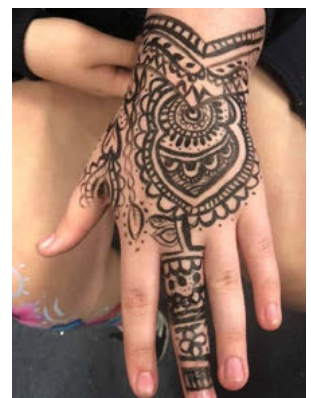




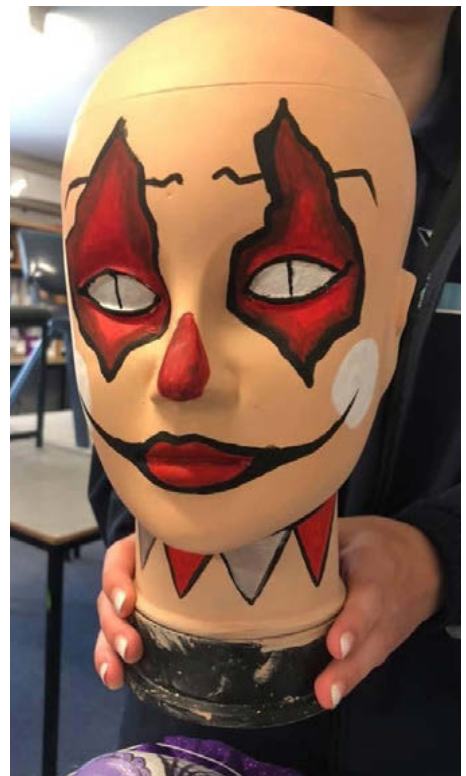
Mona Lisa

Year 9 Art and Design students studied Leonardo da Vinci's Mona Lisa and discovered some of the secrets and theories behind this painting which is known as the world's most famous portrait ever made.

Students selected any medium and art style of their choice to create a 'Corona Lisa' 2020 version of this famous art work.



YEAR 9 MASKS & MAKEUP

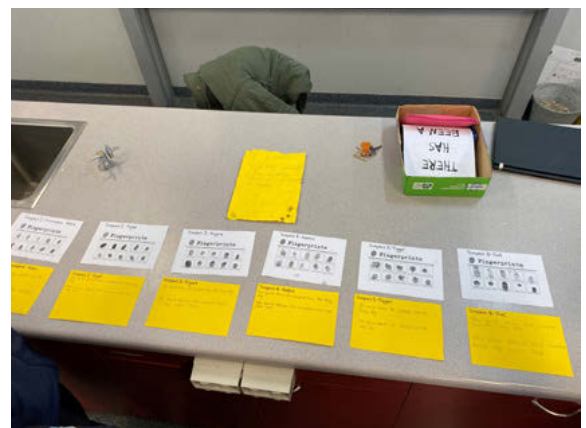
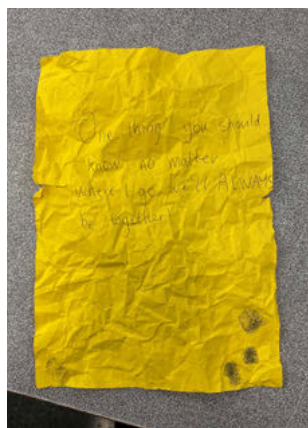
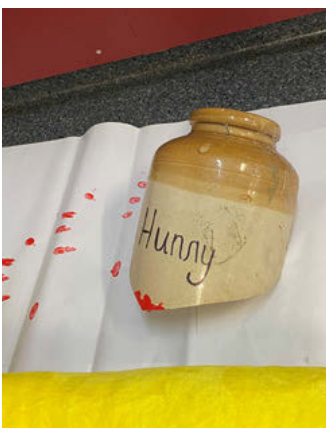


FORENSIC SCIENCE

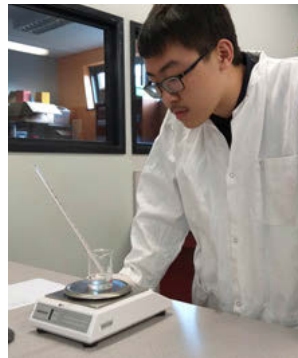
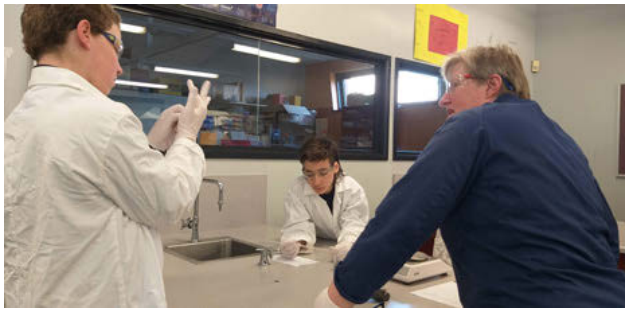
Who did it?

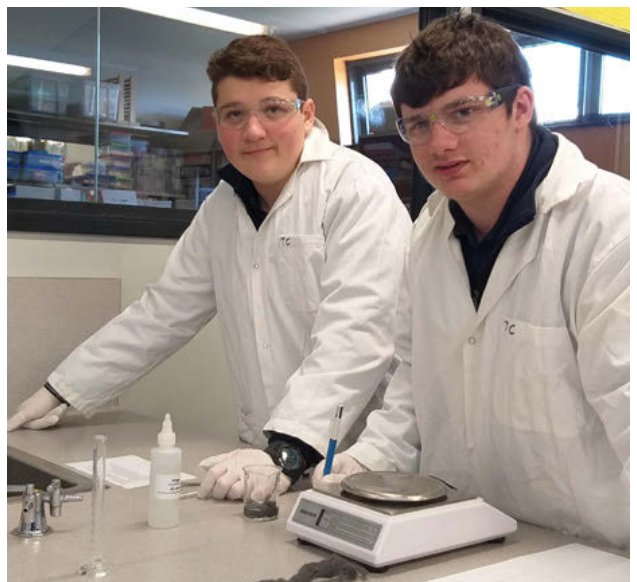
Year 9 Forensic Science students were asked to complete a hands-on murder mystery for their end of semester assessment task. Students applied the skills they had learnt this semester to solve the mystery of 'Who killed Winnie the Pooh?' Students were required to: collect evidence, photos and fingerprints; determine a cause of death; look at the suspect list; and match fingerprints and handwriting in order to determine the killer.

So the question remains...who did it? Only the best forensic scientists could have solved it!

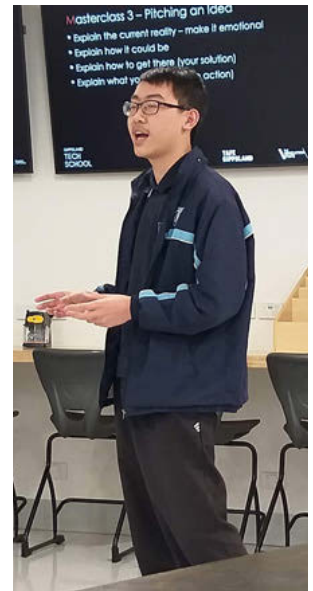


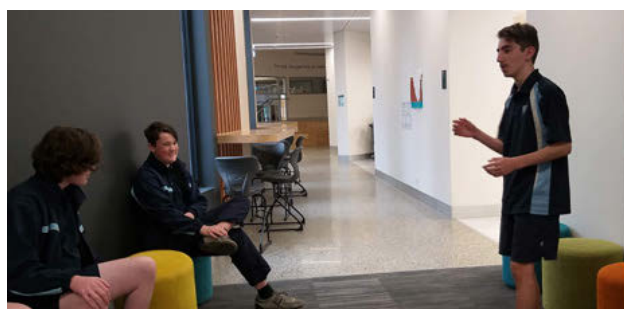
YEAR 9 SCIENCE





YR 9 TECH SCHOOL VISIT





It goes without saying that this year has been like no other!! The Head Start Apprenticeship and Traineeship program was not exempt from feeling the dramatic halt of the Covid brakes as school and industry came to a slow down.

Head Start, by virtue of its name and despite Covid has given some Traralgon College students exactly that, a Head Start in their chosen vocational career. Working with 44 apprenticeship and traineeship qualifications, Head Start allows students to undertake their senior schooling certificate while they also receive paid on-the-job training as required in their apprenticeship.

The Head Start Inner Gippsland team has matched and now manages over 80 apprentices and trainees in industries such as plumbing, hairdressing, engineering, automotive and childcare. In 2020, Traralgon College has celebrated 9 VCAL students who have all started their Head Start apprenticeship or traineeship. The qualifications these students have started work in include:

- Certificate III in Early Childhood Education and Care
- Certificate IV in Community Services
- Certificate III in Agriculture (Dairy Production)
- Certificate III in Commercial Cookery
- Certificate III in Plumbing
- Certificate III in Automotive Body Repair

Head Start would like to acknowledge the assistance of Traralgon College staff and the work they do in preparing students for the workforce and also our local business community whom without the support of we would not see such wonderful opportunities come to life!

Congratulations to Indy, Emily, Stephanie and Maddison who are due to complete their Senior Certificate this year while part of the Head Start program.

Traralgon College Head Start Coordinator
Amanda McMahon



Jarrah Parr – EJ Luxford-Matthews
& GL Pollock, Heyfield
Cert III Agriculture – Dairy Production



Madison Tabone & Chloe Forrest-Forth
– Lil Bearz Early Learning Centre, Traralgon
Cert III Early Childhood Education & Care



Caleb Isherwood – BJ Roofing, Traralgon
Cert III Plumbing



Mackenzie Allen-Paulet
– Café Stellina, Traralgon
Cert III Commercial Cookery



Joshua Uhe – Noel's Panels, Moe
Cert III Automotive Body Repair Technology



Emily Farmer (pictured with Indya Wilkinson
who joined the program in 2019)
– Little Saints, Traralgon
Cert III Early Childhood Education & Care



Kane Watson – Green Olive
Cert III Commercial Cookery



Stephanie Pacunskis – Interchange
Gippsland Inc
Cert IV Community Services

VCAL

This year's VCAL classes took on a variety of tasks that saw them developing workplace skills and knowledge.

Students participated in activities that had them working in teams, developing their leadership and communication skills and discovering information relating to the Industry or field they hope to work in.

Covid restrictions made it difficult for students to continue their work placements, but their VET courses and regular schooling continued online. To combat the work placement requirements, they were able to work through a Virtual Work Placement Program that helped meet the requirements.

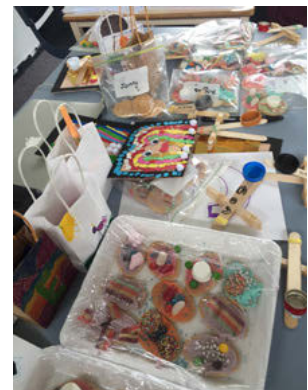
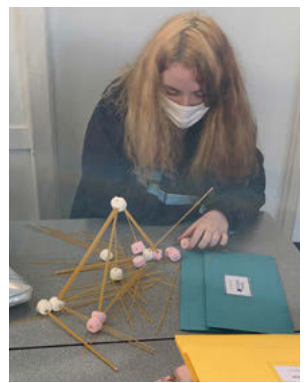
Whilst at school, students were able to take part in our annual activity where VCAL classes plan, cost, prepare and run activities with visiting Primary School students. This is always a fun task, seeing the excitement of the Primary School students and the challenge the VCAL students face in choosing age-appropriate activities.

Unfortunately, we were unable to hold our Market this year so students instead created a virtual product and websites on which they could "sell" their product. Students then completed a blind assessment of these websites, giving feedback on how user-friendly each was and making suggestions for improvements.

Students also worked on a Podcast Unit during Remote Learning that presented issues on being able to co-ordinate teams and work together, but students forged ahead.

The end of the year allowed us the opportunity to offer catch-up VET classes for students completing internal VET assessments as well as online courses to help meet required hours.

Well done on completing what has been a difficult year for us all.



VET BUILDING AND CONSTRUCTION





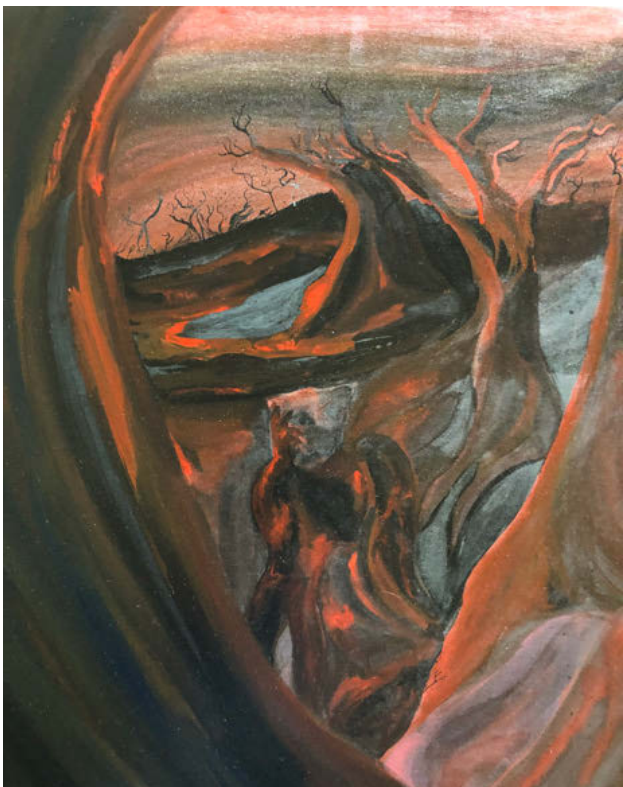


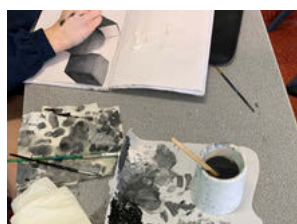
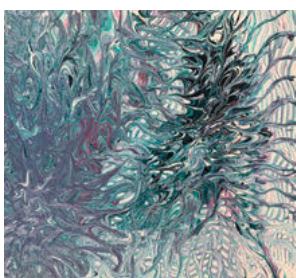
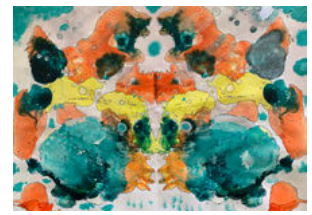
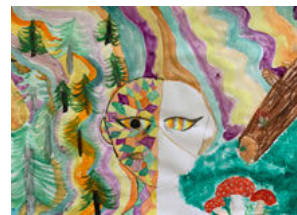
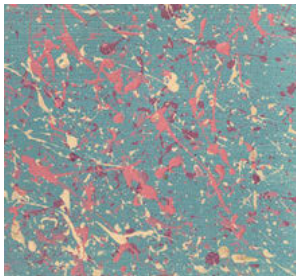


SENIOR FOOD STUDIES

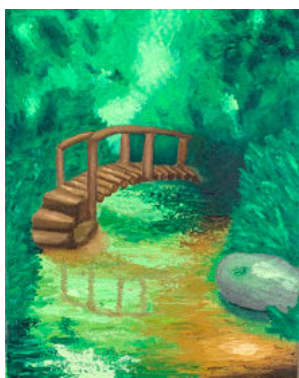
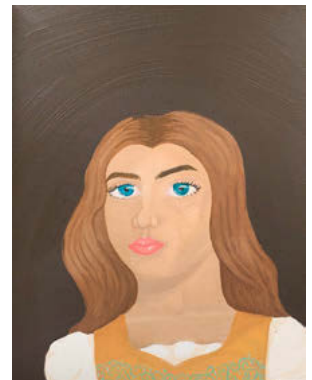


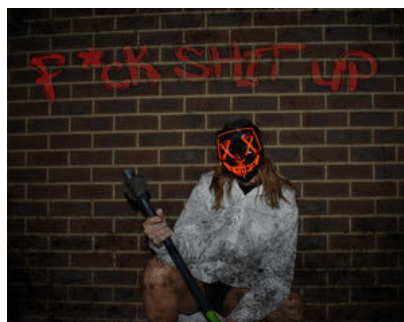
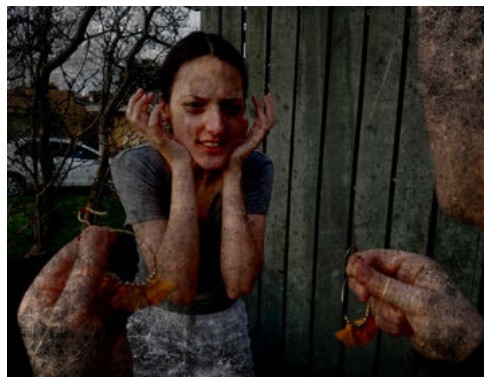
SENIOR ART











YEAR 12 OUTDOOR ED

As part of the Year 12 Outdoor and Environmental Studies course students were able to participate in an extended experience in the outdoors. We completed a week-long hike in the Alpine National Park around the Bogong High Plains, smashing over 50kms and taking in some of the most incredible views in the state.

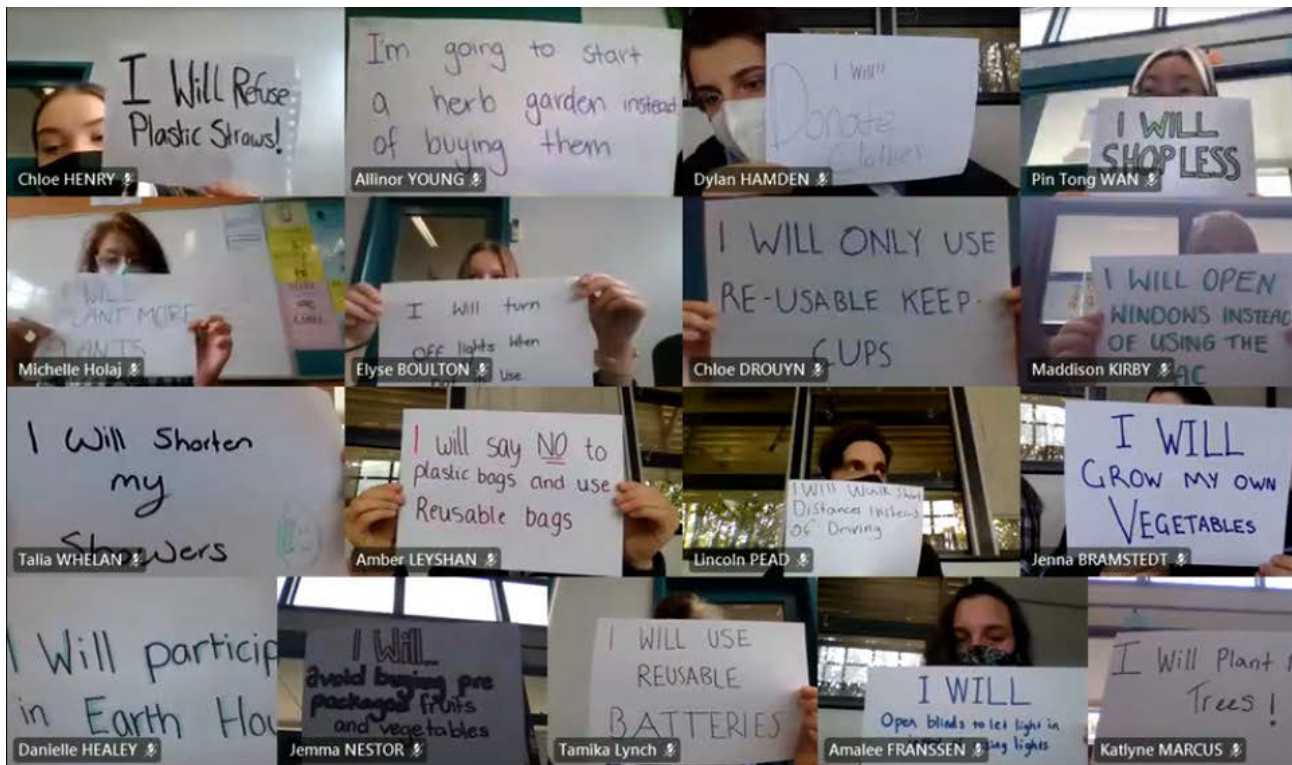
Student reflection on the trip.

"The week-long hike in the Bogong High Plains was such an empowering and awesome experience. Words cannot describe how amazing the views are there and the amount of fun we had at camp over the week. The hike has pushed us to our limits and brought us closer together, becoming the very best of mates and forming the best memories in our last year of high school"

– Amber Leyshan



YEAR 12 SOCIOLOGY



Get Your Costa Fix...

The students in Year 12 Sociology had the privilege of interviewing the legendary garden gnome/ eco-warrior Costa Georgiadis. The two hour interview focused on Costa's experiences in different communities, as well as his contributions to environmental movements. Conducted on Teams, Costa provided the class with an entertaining insight into his work with communities that have been affected by Covid 19, including community gardens and centres that have helped numerous people engage with nature. Costa also discussed his role in generating awareness and change in relation to environmental concerns close to his heart.

Students were able to ask questions and gather vital information that ultimately highlighted the significance of the topics they are studying. Students developed a greater appreciation of the importance of protecting, promoting and engaging with communities to improve quality of life for everyone. Costa provided them with some great examples of how communities have adapted to maintain a sense of belonging and inclusion with their members, despite lock downs and social distancing restrictions.

With regards to the environmental movement, Costa provided the class with an insight into his role in several campaigns targeting the re-use, recycle, repurpose and refuse lifestyle. Costa highlighted how simple changes to how we view waste can make a huge difference and that we 'don't all need to be eco-warriors, we just need to try to tweak some of our habits'. Students were then inspired to offer a pledge to try and focus on changing one element of their lifestyle to begin their more sustainable life.

A highlight from the interview would have to have been the unravelling of his beard (which is contained by some industrial sized bobby pins). It hasn't been trimmed since 1991 and actually hangs below his waist! That aside, the experience was not only highly entertaining, it was also quite informative.

In all, everyone in attendance was thoroughly entertained with Costa's unique and charismatic nature. Costa was grateful to be able to support students, admired their resilience in such a challenging time and wished them all the best for their future.

CAREERS

Federation University Experience Day



Whilst this year many planned Career excursions and development days had to be cancelled due to COVID-19, some students were lucky enough to attend one Uni Experience Day at Federation University. Back in March before COVID restrictions were

enforced a small group of year 12 students and Careers Assistant Amber Roberts attended a Sports, PE & Outdoor Education experience. They were lucky enough to take part in activities/exercises with 2 ex Traralgon College, now Federation University students studying the Bachelor of Sports, Physical and Outdoor Education.

VCAL Virtual Work Experience & Careers Activities

During remote learning a large number of VCAL work placements were either cancelled or suspended. During this time the Careers Team were able to provide students with alternative online or virtual experiences. By completing these activities and experiences students have had hours counted towards their work placement learning.

Year 10 Work Experience Program

Unfortunately due to COVID restriction Traralgon College was unable to run their annual Year 10 Work Experience Program. However we were lucky enough to run a two day program which included, career and personal development activities with presentations from TAFE Gippsland and Federation University. These presentations gave students an insight into the difference between TAFE and University learning and potential pathways that are available to them once they finish school.

VTAC- Year 12 VCE

Term 3 saw the Careers Team prepare Year 12 VCE students for their VTAC/ Territory applications. Normally this preparation consists of several presentations and one to one Career Destination Interviews regardless if students are pursuing Territory studies or not. The careers team work closely with Year 12 students to help with future career planning and guidance. As we once again headed back into remote learning, all VTAC information sessions and careers interviews needed to be conducted differently. Information was delivered in a variety of ways including Teams meetings, Compass News Feeds, student email and phone calls. This was a challenge for all involved but due to the great cooperation of Year 12 students we managed to connect with a large majority. Congratulations and a big thankyou to all students who engaged and communicated when needed. It's been such a challenging year so everyone should be proud of themselves.



CLASS OF 2020

This year's celebrations to send off our Class of 2020 were a little more subdued than usual.

Due to Covid restrictions, we were unable to hold a Campus assembly to say our goodbyes but our Yr 12 students were still brought together for a farewell. Acting College Principal Mr Michael Shone spoke to the students wishing them well as did VCE Year Level Leader Mr Paul Crutchley.

VCE Assistant Year Level Leaders Michelle Hepburn and Kayla Mavrofridis did a fantastic job of arranging a special farewell gift for the cohort.

We were also able to hold a BBQ breakfast for the students on what was officially their last day where students looked wonderful, dressing up to celebrate the official end of their Secondary School classes.

Congratulations Class of 2020.





Year Twelve



ALGIE
KAITLYN



ANGELL
CHEYENNE



AUSTIN
HARRISON



BARTLEY
KOBY



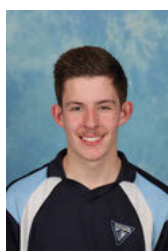
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ZACHARY



BEARCHELL
ELEANOR



BEATTIE
MADDISON



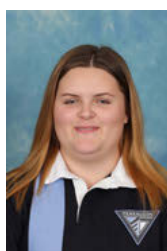
BEGGS
HARRISON



BORG
MOLLY



BOULTON
ELYSE



BOULTON
MADELYN



BRAMSTEDT
JENNA



BRAND
SINCLAIR



BYE
DELTA



COOMES
CHLOE



COOPER
KYLE



CRAWFORD
JACK



CROUS
CHRISTOPHER



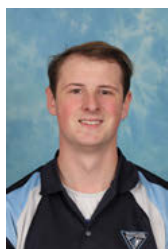
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MEGAN



DOWNEY
PHOEBE



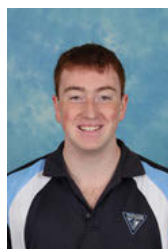
DROUYN
CHLOE



DYKES
SEAN



FARLEY
AMIRAH



FENN
JAKE



FOORD
CHELSEYE



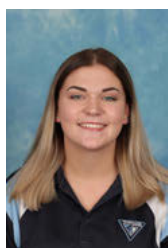
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JAI



FOURACRES
ERNEST



FRANSSEN
AMALEE



GANLEY
ERICA



GARDINER
CONNOR



GATES
JESSICA



GEORGE
SARAH



GRIST
MOLLY



HAMDEN
DYLAN



HARRIS
SARAH



HEALEY
DANIELLE



HENDRIKS
TRISTAN



HENRY
CHLOE



HIBBINS
BENJAMIN



HILL
BRITNEY



HOOPER
CHELSEA



HOWARD
RILEY



HUNTER
ELLA



JUSTICE
JESSE



KENNEDY
AMELIA



KIRBY
MADDISON



KRIMHAND-CLARKE
LOGAN



LEASE
JACK



LETHBORG
LAURA



LEYSHAN
AMBER



LIA
ISABELLA



LUDBEY
ALEISHA



LYNCH
TAMIKA



MACDONALD
CODY



MALE
TRISTAN



MARCUS
KATLYNE



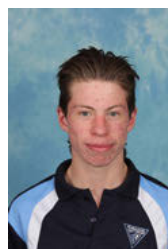
MARSHALL
SAMUEL



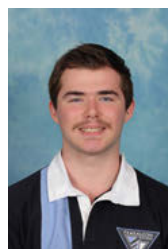
MCAULIFFE
BRANDON



MEECHAN
TAYLOR



MILLER
BEN



MOSELEY
BEN



NESTOR
JEMMA



O'NEILL
KAYLEIGH



PACUNSKIS
STEPHANIE



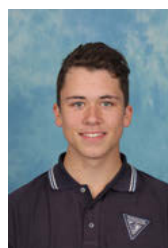
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MITCH



PEAD
LINCOLN



PEARCE
KAYLEB



PORIGNEAUX
OLIVE

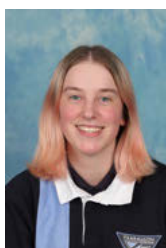


PRIGG
STUART

Year Twelve



REEVES
SARAH



REID
EMMERSON



RICE
KELSEY



SECOND
ALYSSA



SENIOR
MADDISON



SIMPSON
SAMANTHA



SPOWART
JOSHUA



TABONE
JOSHUA



TABONE
MADISON



TAURA
BENJAMIN



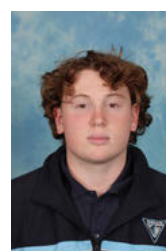
THOMAS
ALYSHA



UNMACK
PACEY



VAN VONDEL-FOLEY
ADIAN



VAN ZUYLEN
REUBEN



VARELA-PEREIRA
ANA



VELLA
CHARLES



WALKER
KIRRA



WALMSLEY
JORDAN



WAN
PIN TONG



WARDLE
JOSHUA



WATSON
REECE



WHELAN
TAHLIA



WHITBY
CHARLEY



WHITE
BEAU



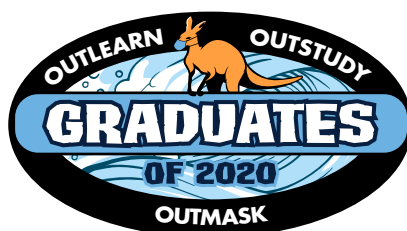
WILKINSON
INDYA



YOUNG
ALLINOR



YOUNG
CHANTELLE



STAFF



ANDREWS
ALANAH



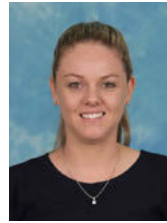
ANDREWS
KAREN



ARMSTRONG
ALLYSON



BLACK
DAVID



BLACKWELL
LORRAE



BOWDEN
CHANEL



BOWKER
ANDREW



BRENT
CAROLYN



BURRI
HELMUT



CALLANDER
TONI



CAMERON
BEC



CAMPBELL
ANDREW



CHESTERTON
ASH



COLEMAN
MARAL



CORNWELL
RICHARD



CRUTCHLEY
PAUL



CUNNINGHAM
LEIGH



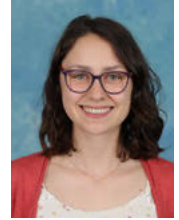
DAVIDSSON
SARAH



DAVIS
KELLY



DAYMOND
EMMA



DEL GIUDICE
FRANCESCA



DUNSTAN
IAN



ELKINGTON
JEREMY



FINNEY
GEMMA



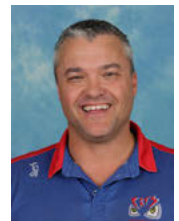
FLEWIN
ROBYN



FOLEY
PETER



FORWOOD
LEANNE



FOSTER
BRAD



GIBSON
NAOMI



GOSENS
BRANDON



GOY
KELLIE



GRASSBY
LISA



GREENING
ALLYRA



GUEST
ALISHA



HACKETT
CATE



HALLINAN
TOM



HARIHARAN
REMA



HAYES
JO



HENDERSON
OWEN



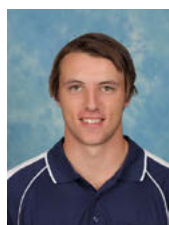
HEPBURN
DEREK



HEPBURN
MICHELLE



HIGGS
SANDRA



HOURIGAN
TYE



HOWARD
SIMONE



HULL
PATRICK



HUNTER
DEIDRE



JESSEP
ERIN



JONSTON
LAURA



KENNEDY
MADDISON



KILGOWER
RICK



KILNER
HAIMISH



KING
CAROL



KIRKPATRICK
NOLA



KRISTINE
WENDY



KRAAN
RUTH



LARSEN
PETER



LAUKINS
JULIE



LEHNER
CHRIS



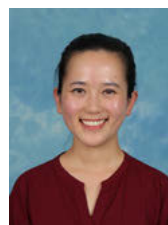
LEYSHAN
KRISTY



LOECHEL
NARELLE



LYON
JEFF



MA
SIYAO



MANN
CAROLINE



MANN
WARRICK



MANTRY
GARIMA



McCAUGHEY
DANIEL



McKINNON
MATT



MORLEY
DEIDRE



MOWBRAY
DAVID



O'BRYAN
KERRIE



O'SULLIVAN
RONAN



PALMER
HELENA



PARKER
HOPE



PEAVEY
KIM



PENDERGAST
LLOYD



PETTY
LEANNE



POWELL
HARLEY



POYNTON
DAMIEN



PRAETZ
RUSSEL



REID
AARON



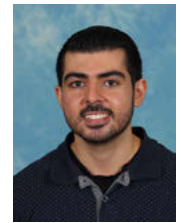
ROBERTS
AMBER



ROSS
DANIELLE



RUFF
BELINDA



SABAWI
HAMED



SCHAKAU
EDDIE



SHONE
MICHAEL



SHORTT
JAMES



SIMONS
DONNA



SIMS
ADAM



SIMS
KHATT



SMITH
CATHERINE



SPERLING
KELSI



STEPHENS
JENNIFER



SYMONS
ALISON



TAYLOR
SHARON



THIRUNADARAJAH
MENAKA



THOMAS
PHILIP



THOMAS
TRISH



THOMPSON
MIKE



VAN BERKEL
TRACEY



VAN TILBURG
MEGAN



WALKER
EMILY



WARFORD
DEBBIE



WATKINS
ELAINE



WEICHMAN
DANIEL



WILLIAMS
JOSH



WILLIAMS
SANDRA



WILSON
LUKE



WRIGHT
CAROL



WYERS
ADEN



YOUNG
KELLIE

VIDEO LINKS

Back Back TC

https://www.youtube.com/watch?v=_g5AcDUDBEE

Junior Campus Leaders RU OK Day

<https://www.youtube.com/watch?v=gLDswglikwY>

Senior Campus Leaders RU OK Day

<https://www.youtube.com/watch?v=LZkuVol1eOU>

Wear it Purple Day, Wellbeing Team

<https://www.youtube.com/watch?v=X4aUYsVYJYc>

Student Leaders Resilience

<https://www.youtube.com/watch?v=laUt1Ckz8x4>

Senior Campus Welcome Back from Remote Learning

<https://www.youtube.com/watch?v=uMIGZEhzzMQ>

Junior Campus Messages of Support

<https://www.youtube.com/watch?v=lyaaXSiXii4>

Junior Campus Captain's message for Remote Learning

<https://www.youtube.com/watch?v=KDeREtXgrME>

