



THE BIG BAN THEORY

BY JOSIE REES

We would be lying if we said that Generation Z wasn't just a little bit attached to their phones. Sometimes – admittedly – we even get a little overly attached. But is that attachment so wrong? Really, when you look at the way parents these days are entertaining their kids – by streaming an episode of Peppa Pig on Youtube, or whatever it is kids watch these days and shoving it in their faces so that they can return to their brunch with the girls – it's really no wonder we're all so afraid to let go of these handheld devices for such a long period of time.

Not only that, but phones are so much more to us than a way to validate each other through "likes" (which, by the way, have also lost value to us after the latest Instagram update rolled out which removed the feature) and receiving comments about how "unreal" we are after posting *that* bikini pic from Bali that we forced our brother to take 287 times until we got the right one. No, despite what you might think or want to believe, we Gen Z'ers actually use our phones for a lot more than that. Whilst many teens do use their phones for checking Facebook, Snapchat and Instagram, they also use it to communicate with friends, check emails, keep up with relatives who live far away, use maps and the GPS to assist with travel and a whole range of other functions to make their lives just that little bit easier.

The whole issue here is perception; the way adults and the government see us. Recently, the Victorian Government introduced a ban on mobile phones all together in public schools, requiring that phones stay in lockers all day (a standard Kilbreda College students are already supposed to follow). It is not unlikely that many Catholic and independent schools will soon follow suit. The Victorian Education Minister claimed that the ban will reduce cyberbullying and classroom distractions, but I'd like to clear a few things up.

Firstly, as argued by many people when discussing the ban, a great portion of cyberbullying does not happen whilst students are actually at school, it happens *before* and *after*, when the bully cannot physically reach their victim. So banning phones at school is unlikely to reduce these statistics, at least by the substantial amount desired by the government. Secondly, most students have been carrying their phones with them and they are arguably a lesser distraction than the loud kids in the corner who constantly talk and interrupt lessons! It begs the question, why are schools are dealing with the mobile phones instead of stopping these classroom tyrants?

Whilst I do have concerns about the effectiveness and outcomes of a state-wide ban on phones, I think the phone ban will have a completely different and surprising effect on students than what is intended. When Kilbreda introduced a new no mobile phones policy at the beginning of the 2018 school year, students began to notice a few different things around the school.

CONTINUED PAGE 4

We want your opinion! Please send in your responses to:

kilbreda.chronicle@kilbreda.vic.edu.au



SAVE THE PERFORMING ARTS

BY ELEANOR BUCKLEY

Imagine this; you're starting high school, you're excited to finally have some kind of freedom in your choice of subjects. You've got all your essential subjects; maths, English, science, humanities, etc. and now it's time to choose your electives. So, you don't feel particularly sporty, and you're not exactly academic either, so what subjects can you elect? Ah, yes - drama, theatre, dance and music. You already know you want to go into the performing arts after you finish school, so why not get ahead?

Well, here's why you're not going to get ahead; because your school is going to cut practically every subject that is in relation to the performing arts. What can you do about it? Next to nothing. Many students and teaching staff may completely overlook this issue,

thinking, "Okay, well they're only cutting the subjects because of the lack of interest", AND YES, YOU WOULD BE CORRECT. There *is* a lack of interest. Schools all over Australia are continuing to cut performing arts out of their curriculum more and more each year, thinking that none of their students are eager to explore this field.

The main issue being faced here is schools are showing little to no promotion to students about undertaking these subjects. Students have no interest in the performing arts because they have absolutely no idea what they would be getting involved with. Think about it, you probably get spammed with emails from teachers asking "if anyone's free to

join the intermediate soccer team on Thursday after school", but I bet you couldn't tell me the last time you received an email from a teacher about needing students to join the drama class.

Schools hold compulsory sports days and swimming carnivals every year, but there doesn't seem to be any kind of compulsory theatre appreciation day. Talking from experience, theatre kids usually don't like sports all that much, but we still participate.

As for those occasional five students who want to work in the performing industry when they graduate, they feel like their dreams have been set back majorly. Maybe these students aren't necessarily academic or have no interest in sport, what are they supposed to do now? They feel incapable of achieving anything at school because they don't seem to fit into

the two majorly celebrated streams of secondary school.

CONTINUED PAGE 2

MARY POPPINS IN THE MAKING PG. 2
AINSLEY'S ADVICE PG. 9
BOOK NEWS PG. 8
MOVIE REVIEW: TOY STORY 4 PG. 8
SUBJECT SAGA PG. 4
YEAR 10 FUTURES WEEK PG. 6
THE ART OF LANGUAGES PG. 5
CAREERS SPOTLIGHT PG. 3



MARY POPPINS IN THE MAKING

After a long six months of hard work and dedication to our school musical, 'Mary Poppins,' the journey has officially come to an end. All of the friends, family members and supporters who came to watch the show, can all agree that it was a 'practically perfect performance' by everyone involved. So much time and effort was put into the making, and everyone who was a part of the performance, should be very proud of the outcome

The making of Mary Poppins began this year in March, when many Kilbreda, St Bedes and St James students auditioned for the show. The students showed off their acting, singing and performing skills at the auditions and some members of our wonderful Kilbreda community got chosen as some of the lead roles. The very talented Ellie Carter in year 10 became our very own Mary Poppins, along with many other talented Kilbreda girls starring alongside her.

We had the pleasure of interviewing Emily Crick from Year 10 who per-

formed as Mrs Banks, and Emily gave us an insight on what happens behind the scenes and the steps involved in making the show a reality. We asked Emily what it was like being a part of 'Mary Poppins' and she stated with clear excitement, 'it was definitely one of the most fun experiences I've had!' She loved that she got the chance, 'to make new friends and gain more experience in the theatre field.' A part from actually performing, some of Emily's favourite moments were dressing up in the characters' costumes, because she got to transform herself into a completely different person.

Each rehearsals all the cast would come together and work hard to create this show, but we also just had a lot of fun. We would role play with each other to practice our lines as well as the dances. We even had our own little back room with just a few of the cast members were we would just muck around relax.'

'It was probably the last three weeks where the show really came together. It was a great feeling to see the show finally come alive,' she explained. 'The rehearsals over the six months were tiring and a lot of work, but they were definitely worth it in the end.' We couldn't agree more!

BY RHIANNON DUFFY
& ELIZA ROGERS

CONTINUED FROM PAGE 1

Don't get me wrong, I completely understand that academics are an important part of education, they're practically the backbone to the education system, and sport plays an important role in the health of students, but drama, theatre, dance, and music are equally as important in the aspect of creativity.

Of course, not everyone has a negative perspective on the incorporation of performing arts in schools. Many educators have joined in calling for arts and creativity to be taken as seriously as literacy and numeracy in schools.

Professor Robyn Ewing from the University of Sydney says that the recommendations of the reviewers' of the Australian Curriculum display "a lack of understanding of what the individual arts disciplines are about, and that creativity, problem solving and developing our imagination are just as important as literacy and numeracy." And he's right - it has been proven that drama students learn to approach situations in an array of different manners which can help to develop creative thinking and new study techniques. This is important for students if we expect them to solve the problems of the 21st century. Providing a different style of learning environment, drama class is a place where a student is able to shut out their surrounds and immerse themselves in a creative environment. This process allows the imagination to thrive, aiding internal exploration. It also builds confidence which benefits public speaking opportunities, therefore assisting students in subjects such as English when they are required to present orals, or even put their hand up to ask a question in class.

When it comes down to it, we know that the world only works due to the collaboration of significant powers. Performing arts classes allow for kids to get used to working in a team-oriented environment rather than hierarchical, which therefore could prepare them for what potentially could be a major factor in their future occupation.

So if you're wanting to do performing arts at school and you're told it's not offered, don't just simply accept this answer. Fight for it. Make sure your case is persistent, and this goes for anything you love - if it means something to you, it likely means something to others who are too afraid to speak out.

BY ELEANOR BUCKLEY

Please send your feedback or response to this article to

We want your opinion! Please send in your responses to:

kilbreda.chronicle@kilbreda.vic.edu.au



CAREER SPOTLIGHT PARAMEDICINE

Whilst some students will have a clear picture of the career they want to follow after school, others may still be searching for the perfect career that will suit their strengths and passions. The career spotlight aims to shed light on some of the many pathways you can follow and if you already have a career in mind, give you some helpful information on Universities, ATAR scores and alternative pathways to help you achieve your goals.

This month's spotlight is on Paramedicine. Paramedicine is a rewarding, fulfilling and challenging career that brings a new obstacle to overcome each day. If you're passionate about helping the community and have an interest in the medical field, being a paramedic might be the perfect fit. According to Ambulance Victoria, 'Being a paramedic is about a lot more than lights and sirens, and rushing to help someone in need'. Paramedics have an array of duties that vary from carrying out clinical procedure, administering drugs and deciding on the most appropriate medical facilities for their patients. Being a paramedic can often involve being at the forefront of time sensitive situations in which critical decisions must be made, thus paramedics must have the ability to think clearly in potentially stressful situations. As paramedics are immersed in the community, attending to individuals going through distressing events, a caring and empathetic nature paired with highly developed communication skills is crucial in allowing paramedics to carry out their jobs to the best of their ability. Along with these key attributes, adaptability and resilience are essential to paramedics as situations can change in a matter of seconds.

Contrary to popular belief, there isn't just one pathway for a paramedic. Of course you have to begin your career as a junior paramedic attending to regular community call outs, but as you grow as a paramedic you have the opportunity to move into other specialised fields. Aquatic Paramedics specialise in aquatic environments, including reaching patients on boats, docks and often finding themselves on food rescue boats and in inland waterways and rivers. Or perhaps a Wilderness Response Paramedic may spark your interest; trained to assist in emergencies in remote and wilderness areas of Victoria and providing specialist response to remote alpine and bush areas. Wilderness Response Paramedics often work alongside police, the SES and the CFA. Working as a MICA paramedic in conjunction with Air Ambulance Paramedics allows patients to receive care from 10,000 feet in the air or even when stranded in the trickiest of situations. There are a multitude of avenues within the field of paramedicine, all of which offer unique rewards and challenges'.



There are multiple Universities in Melbourne that offer some of the most credible and esteemed paramedicine courses in Australia. Some of which including Monash University, Victoria University, the Australian Catholic University. To achieve direct guaranteed entry into paramedicine at Monash University, an Atar of 75 must be achieved. The Bachelor of paramedicine is located at the Peninsula campus, taking 3 years to complete (If taking the part course). At ACU the bar is raised to an Atar of 89.55 and Victoria University is substantially lower, needing an Atar of 70.7 to gain entry into the paramedicine course. However, do keep in mind that these scores may be subject to change year to year, so make sure you're double checking when you get into year 12. If these scores aren't obtained, there is always another pathway to help you achieve your goals in a designated career! At Monash University you have the ability to enter into a Bachelor of Health Science or Nursing (both requiring an ATAR of 70) and transfer into a Bachelor of paramedicine after your first semester or year, given your grades permit the transfer.

Whilst keeping ATAR's and grades in mind, it's also important to look for a university

that's the perfect fit for you, one in which you can belong and achieve your absolute best. Open days are one of the best ways to find out whether a particular university is where you want to study. For the universities previously mentioned, Monash, ACU and Victoria University, the open days have already passed, however they are open next year in August. They're a great chance to explore a particular University and get a feel for the atmosphere you may spend the next following years in.

In the words of Richard K. Schachern, 'There is no higher honour than to be given the responsibility to care for another human being.'

If you're interested in seeking a career in paramedicine, I recommend you visit Ambulance Victoria's website, along with the Universities listed above to find out more about this exhilarating career.

BY TESS MCCRACKEN



CONTINUED FROM PAGE 1

Whilst my friends and I sat on the oval every day to eat, continuously getting hit in the head by balls the year sevens were playing with, we were always perplexed as to *why* they were kicking the ball amongst themselves as that was not what we ever did. And that was when it hit us – in year seven we all sat on our phones and snapchatted each other instead of actually raising our heads and talking. Now, recess and lunch times are full of laughter and talking and, for some, playing.

You may now be wondering: *which side of this issue am I on?* Am I pro-phone ban? After researching into this controversial topic, hearing many different opinions, and my own experience with a phone-less Kilbreda, I will admit I am for the ban. I have seen so many lunch times filled with laughter, with food sharing, with – get this – *conversation*, due to the removal of mobile phones around our school. Now, do I think that they should have to be kept in our lockers all day? No. Phones are more unsafe in lockers (presuming that like most students keep them, the lockers are unlocked. For those of you who actually lock your lockers: 1. Good on you, you're stronger than the Marines and 2. Your phone is extremely safe) than actually on the student's person.

So is the phone ban really such a bad thing? I think like with all things in life, this is more than a black and white issue. With the constantly changing development of technology and the use of our mobile phones rapidly expanding, it is eventually going to be almost impossible to stop students from using them. I think some of the sanctions for phone usage could use a little relaxation – many teachers already don't actually enforce the confiscation, rather, just issue a small warning – and that the rules need to be set a little more realistically. But for now, I think it's okay to keep them on you as long as you continue to put them down and have a conversation and – *please* – don't let them become your own little classroom tyrant in your pocket.

BY JOSIE REES

SUBJECT SAGA

Whenever I encounter an adult I haven't seen for a while, this is usually how the standard conversation seems to go. It comprises of two main comments. The first one – an exclamation that never seems to get old, "wow, you've grown up so much since I last saw you!" The second one is a persistent question. As the second question crawls to the tip of the person's tongue, I think: surely they're not going to ask it again. But they do, pretty much every time.

"So, what do you want to do when you leave school?"

Although this question is always asked with good intentions, and isn't meant to be taken too seriously, it often leaves many teenagers feeling pressured and disheartened. The question of what we want to do with our future has recently come to the forefront of our minds as we completed subject selection not long ago. In the last few days before subject selection was due, I saw many people who were overwhelmed by the array of choices that had to be made, as well as the multitude of signatures that had to be acquired before the due date. Many

students were receiving so many different messages from people around them that they were unsure of which to listen to.

It made me wonder whether teenagers are being put under more pressure than ever to quickly decide on a career that they are supposedly going to have for the rest of their life. I decided to survey some students on their experience of subject selection and their opinions on career choices for the future. Fifty four students from years 8, 9 and 10 were surveyed.

Overall, the majority of students found subject selection to be quite a stressful time. The main things which influenced subject choices were interests and future careers, but for some students the opinions of parents and teachers had a strong influence. Eight out of the seventeen Year 10 students surveyed felt pressured to do a VCE subject because it was a prerequisite for university.

Most people agreed that teenagers are being put under too much pressure to make decisions about their future career.

As students, some suggestions of what we would like to see happen in the future for subject selection include:

- an opportunity to talk to current VCE students (this would have given us a valuable and honest insight into what each subject was really like)
- to have the 'Pathways Expo' and year level information assembly earlier (at least 2 weeks prior to the due date) to allow for more

time to reflect on the information and advice from teachers

-an opportunity to trial different subjects

-a longer discussion with a careers counsellor (many people believed that 10 minutes didn't allow them to properly understand how their subjects would influence their future university course)

-invite a guest speaker to talk about careers and where certain subjects can take us

Advice for 2020 Year 10 students selecting VCE subjects in subject selection next year

-look at relevant textbooks in the VCE section of the library (you will be able to see exactly what topics you will be learning, and the types of assessment)

-look at past examinations for a subject on the VCAA website

-choose a subject because you are interested in it rather than because it scales up (you will thank yourself for it later as you will be much happier and will probably get better marks)

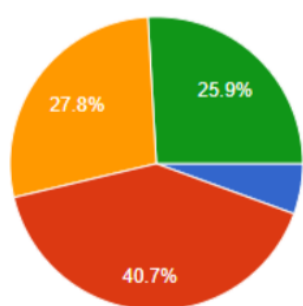
-have a discussion with the careers counsellor about what prerequisites you may need to enter a certain university course

So next time someone asks you what you want to do when you leave school, and you're not sure, don't worry too much. Not everyone needs to know exactly what they want to do when they're in high school. There's always time to change your mind and take a different path in life.

BY KARA MIWA DALE

Do you know what career you want to pursue in the future?

54 responses



- I have a clear idea of what I want to do
- I'm pretty sure I know what I want to do
- I'm still deciding what I want to do
- I have no idea what I want to do



THE ART OF LANGUAGES

One day, you're alone in the city strolling along; when suddenly two strangers approach you. One says, "你好, 我想问一问这是哪里呢?" the other, "请问火车站在哪里?" Dumbfounded, you try to comprehend what these foreigners have just asked and you try to remember what you learnt six years ago in LOTE class. You're thinking hard and trying to remember the word for 'I don't know' but in the end, after relentless hours of studying LOTE, you can only remember something similar; not quite the exact word. "猪!" you yell out.

A terrible mistake. Young grasshopper, you have just said the word 'pig' to these tourists and both of them look at you with contempt. Maybe you should've just replied in English...

Though no one wants to be in embarrassing situations like this, how can you avoid the embarrassment and put your LOTE classes to good use?

Drumroll...

The answer is to practice! The best way to put your LOTE classes to good use is to practice! And no, I do not mean 'practice' by reading the textbook over and over again just to memorise a few words or phrases.

There are a myriad of methods for practicing a language. However, finding a method that engages **you** is the best way to practice a language.

If you're like me (who finds the old traditional textbook a less useful tool) you can opt for a more stimulating way to practice. Over the years I have found watching videos, reading novels and newspapers, and watching movies and cartoons a more efficient way to practice a language. Of course, I still have to look at the textbook once in a while to learn how to use grammar, but the methods mentioned above motivated me to practice the language.

How this works:

Watching videos – heightens your listening skills and broadens your understanding of spoken text and the way language works

Reading newspapers – enhances your vocabulary list

Watching movies – enhances your listening skills, which will also increase your vocabulary list and understanding of the language.

Other methods include:

- pushing yourself to read things slightly above your level will increase your vocabulary by a milestone-
- listening to radio or podcasts allows you to hear a casual conversation between people and learn how they speak
- watching videos, practicing how to speak, learning the grammar and recognising the patterns, getting feedback,
- having a teacher correct your mistakes so you don't repeat the same mistake
- enrolling in an online course if you prefer to learn at home
- understanding your mistakes and focusing on the parts you find awkward.
- learning grammar and recognising patterns instead of rote learning

CONTINUE ON PAGE 6

UNSCRAMBLE THE SUBJECTS

SITHRYO _____

YROEGPRAHG _____

LGINIOER _____

IGHSLNE _____

AELUTERIRT _____

TSICMRHEY _____

GIYOLOB _____

AEAJSPNE _____

TNLIIAA _____

HMTAS _____

SNEUSBSI _____

COURPTM SITDSEU _____

LTTXEISE _____

MAEID TSAR _____

CIAYHPSL _____

DUAOIECNT _____

AEHLHT _____

Answers: a) History, b) Geography, c) Religion, d) English, e) Literature, f) Chemistry, g) Biology, h) Japanese, i) Italian, j) Maths, k) Business, l) Computer Studies, m) Textiles, n) Media Arts, o) Physical Education, p) Health



Kilbreda Chronicle

CONTINUED FROM PAGE 5

Besides becoming better at a language, why should you, or even others, learn a foreign language?

As Australians, we live in an ever-so multicultural country composed of different ethnicities and nationalities, and lots of tourists [visiting every season](#) ! Without a doubt, there may be a day where you have to face the inevitable: having to communicate with a tourist in a language you don't even know or speak.



It is safe to assume that most of us, as Kilbredians, speak English, and probably most of us speak only English. But maybe you, like me, have had a chance to learn a language in high school as a LOTE. However, the majority of the people (76.8%) in Australia speak only English at home.

Compared to the rest of the world, Australia is not as strong when it comes to speaking a language other than English. In countries like Singapore, people can speak more than 5 languages, which includes Chinese, Malay, English, Tamil, Hokkien and Singlish. If you ever travel to Singapore you can see how beautiful and respectful people are. Learning a language eliminates the barrier between from different countries, so if we can speak more than one language, we can begin to emphasise with others. Should you just speak English, you could run the risk of always having an English mindset and only think with that mindset.

Furthermore, when you learn a language you can travel easier. When in a foreign country, knowing just English may not be enough. Spoken words and sentences are often lost in translation and you could unintentionally offend the other person. By learning a language, not only can you amaze the locals, you can also get around without looking like a fool!

So take this advice: learn a language. Not only does it allow you to communicate with others, you can travel well and feel more like an interconnected person!

BY SAMANTHA XU

LOOKING INTO THE FUTURE

By the end of term 2, exams were finished, classes were coming to a halt and I think I can speak for everyone when I say we were restless to break free out of the classroom! With VCE subject selections rapidly approaching, the future was at the forefront of our minds. Luckily, for the last week of term, the year 10s were treated to an enjoyable and informative week of new and exciting experiences.

In the classic Kilbreda way, the week began with a spirituality day. We were fortunate enough to meet Moira Kelly, who gave an awe-inspiring presentation about her life and services. Her numerous contributions to those less fortunate were extraordinary. Her generous and loving persona shone through particularly when she spoke of her children Trishna, Krishna, Emmanuel and Ahmed. Her dedication towards every child she cared for and every cause she supported brought us all a sense of hope, serving as a reminder that all actions have the ability to change people's lives immensely.

On the second day of future's week, we were on the train bright and early, travelling up towards the city. The day began with a challenge; students grouped together, and were required to find and photograph different aspects in and around

the city. This allowed us to venture out and discover interesting and new features of the city. Although there were a few groups that got slightly lost along the way, we were able to gain a sense of independence, navigating our way through to different places and checkpoints without the constant guidance of our teachers. To end the day, we went up the Eureka Skydeck. While some students rediscovered their fear of heights, others were fascinated by the breathtaking view of the city around them.

We were all extremely nervous yet excited as we continued our outlook into the future on the third day, experiencing something a lot earlier than many had anticipated... Driving! We headed down to Sandown Racecourse Track, where there were numerous driving instructors and cars for everyone to have a chance of driving for the first time. Students were filled with trepidation as they headed into the cars alongside their friends. The drivers were kind and informative, providing useful advice for driving techniques. At the beginning of the lesson, some students were rather apprehensive, their foot reaching for the break every 5 seconds, while others were more daring, reaching an astonishing speed of 20km per hour...

As the decisions of VCE subjects were discussed, the subject of future goals arised. For many of us, this included tertiary education. Students were given the opportunity to travel to the following universities: Melbourne University, RMIT, Victoria University, Australian Catholic University and Monash University. For each university we visited, we were given informative presentations by the students and staff of the schools. This significantly assisted many with subject selections; through conversing with the people of the different universities, many were informed of the prerequisites which would enable them to apply for their desired course. We were able to let our competitive sides show, completing a scavenger hunt to explore different aspects of the schools. We had a great time on the tours around the schools, learning what each university has to offer, each with unique facilities and class structures.

The year 10s had a magnificent end to the term. Experiencing new and exciting aspects of our futures was exactly what was needed as subject selections were close around the corner.

BY CHARLOTTE PULBROOK



UN(FRIEND)LY

Friends are an extremely important part of our lives. At school, they shape our attitudes towards school experience, classmates, teachers and even the uniform. But unfortunately, in Years 7 and 8, very often do we see people lunging at whatever friend group they think they can get into first, regardless of how enjoyable they are. In our transition from primary school to high, there is often pressure, usually instilled by parents, older siblings, primary school teachers or ourselves, to make new friends, and make them fast. However, what's far more important than the number of people you consider friends, or how quickly you make them, is how they benefit you, and how you can benefit them.



Through Health class, Big Sister Little Sister, year level assemblies and school counselling, we are always talking about what makes a friend worthy. But what we don't hear as often is what *doesn't* make a friend worthy. Here are 6 traits to be cautious of in **FRIEND**ship-making.

Fake: There is absolutely nothing worse than a fake friend. They cause far too much tension and stress, and can make or break a friendship group. Some people might be okay with this, but it can get pretty annoying for others. You and your friends should be able to enjoy each other's company without having the same music taste, favourite food or fashion sense. A good way to avoid making a fake friend is looking for someone who shares the same *morals* as you (views on what makes a good person). If you start to feel the need to agree with others just to avoid arguments, whenever you are around a certain person, it might be time to part ways.

Rude: With increased use of social media and easier access to everyone's life stories, gossip about others is now used as a tool to make new friends. Belittling people has a ripple effect: everyone starts to turn on the vic-

tim until they are completely isolated. For instance, if a large group in PE often teases or bullies one girl with no friends of her own in the class, everyone in that class is more likely to stray from that girl to avoid becoming the next victims themselves, regardless of whether she has done anything to deserve it. However, your friendships should not be built on putting down others. You should like each other for *your* qualities.

Intimidating: if you are worried your friendship is at risk because you don't have the same taste in music as your friends, or because you decline an offer to one party, *or even* because you didn't buy them a chocolate mousse at the canteen, these are probably not the right people for you. This is a big indication of *peer pressure*, which is an unnecessary but far too common stress factor for teenagers where choices you wouldn't usually make are chosen just to satisfy eager friends. If you don't feel comfortable saying no to your group sometimes, it might be beneficial to rethink who your friends are.

Envious: A little bit of jealousy is okay every now and then: it motivates us to improve ourselves. But, as decent human beings, we should celebrate not only in our successes, but the successes of the people we love. Imagine you and your friend have just tried out for the Volleyball team. You get in, but your friend doesn't. In a healthy friendship, your friend might be upset for themselves, but will congratulate your achievement regardless. In unhealthy friendships, they might give you the famous Silent Treatment (trying to make you feel guilty by avoiding any communication or contact with you), they might mock your pride (eg. "You only got in because you haven't been in a sport before, and they wanted to include you for once!") or make your success seem less of an achievement than it really is (eg. "Volleyball doesn't even take any effort."). These responses are all done and said in a spiteful manner, and it's important that you're able to draw the line between your friend having a moody day and your friend maybe just *not* acting like a decent person.

No Sincerity: Sarcasm and self-deprecating jokes can be fun, but realistically these things can't consume our lives. Regardless of how humour-based your friendships are, the ones worth holding onto the most are the ones you feel comfortable in. Sincere friends *want* to help you, and *want* to see you be okay, and will make an effort to support you even if they aren't in the best mood them-

selves.

Dependent: Teenagers are hormonal. Every single one of us is going to have a fair share of bad days, but hopefully we all have at least one person at school we can trust will stick to our side regardless of a mood swing. However, if your friend is clingy on a *consistent* basis to the point where *you* start to academically, emotionally, physically or mentally struggle, this is concerning. Examples of a friend who is too dependent could be someone who aggressively *insists* you give them all the answers to a Science test you had the period before them, or someone who is constantly restricting you from participating in things you want to do (eg. choir, school sports, Tech-bots, Homework Club) because they want you to accompany them in something *they* want to do. Make sure you can compromise with your friends, and don't feel obliged to take too heavy a load on yourself just to make others happy for an hour. Your own wellbeing is just as important as anyone else's, and real friends will understand that.

Now, a friend not being the right person for you absolutely *does not make them worthless*. Just because you and Emma don't fit together doesn't mean Emma and Stacey won't, or that you and Nicole won't. Social media and "motivational speakers" like to tell us that everyone is capable of being a friend, but as we mature, you will find that there are certain people you just won't be able to connect deeply with, and that's perfectly okay. Not everyone is going to like *you* either, and for some people that is a hard thing to accept. But *that's perfectly okay!* Choose quality over quantity when making friends. **Quality companionship is what is going to secure you in life.**



For additional help, remember your **year level coordinators** and school **counsellors**: they are here for your wellbeing. It is strongly advised you use the support resources you are given. It's as easy as an email or a visit to their office.

BY ELLEN YOUNG



FILM REVIEW

***Toy Story 4* recently hit the cinemas after months of anticipation from people of all ages waiting to hear whether or not the new film would live up to the impeccable standard of the first 3 films. As Woody and Buzz Lightyear complete their last mission together, movie critics left quite the mixture of reviews on the Disney Pixar favourite. For many, the film encapsulated the heart jerking nostalgia they were looking for, wrapping up one of their childhood favourites. However, others were left disappointed and some went as far as to describe the film as 'sick, twisted and nightmarish'. I suppose it's a matter of personal perception.**

Before I saw the film, I found myself asking whether a fourth instalment would spoil the beloved series, or if it would be the icing on the cake we all craved? Regardless, I was eager to find out. As Bonnie took her first steps into kindergarten, she used her creativity to literally construct a friend with art supplies and bring viewers a brand new character, Forky. Made from bits and bobs, Forky desperately wants to escape his new world and find his safe haven in the trash but, Woody's loyalty to his 'children's' happiness prevents Forky from taking the plunge into his self-appointed home, the garbage.

A family road trip sets the scene for Woody and Buzz Lightyear's last expedition to save the day, however some viewers were left a little shocked, including myself, when the dynamic duo was somewhat replaced with the new partnership of Bo Peep and Woody. Yes, you read right, the sweet innocent lamp character makes a comeback and sparks a new love story that many have been waiting for since the first film. The story continues, when Forky inevitably goes missing looking for his 'home', Woody and his trusty lasso leave the family camper van to go and find Bonnie's dearest friend. Though, like most movies, they run into some trouble along the way when Forky gets held hostage and thus introducing the questionable villains, that so many labelled the 'disappointment' of the film. The controversial villains caused un-expecting children to be forced to cover their eyes and block their ears. The expedition to rescue Forky and make him realise his self-worth as a toy, lead the well-equipped team of toys to an antique shop where they met their match, Gaby Gaby, a smiley, pull string doll with a defective voice box and her band of sidekick dummies. Whilst the film had humorous and sweet elements to it, it was somewhat spoiled for younger viewers by the creepy and possibly unnecessary incorporation of the sidekick ventriloquist dummies that, to an extent, took away the poignant charm and fantasy we saw in the first three films. The antique

shop is where issues arise for both the toys and for critics who are saying that the film makers made a detrimental mistake of incorporating themes of kidnapping, black mail and torture in a children's animated movie.

Then ending sees a dramatic turn that viewers certainly weren't expecting, one in which I will not take the liberty of spoiling for you. Whilst *Toy Story 4* may not have been the adorable and heart-wrenching story I walked into the cinemas hoping to see, it was filled with perfectly choreographed slap stick gags and dazzling visuals that made the film. For Disney Pixar and Toy Story fans, I do recommend going to see the family friendly film, or even purchase it on DVD if you have run out of time.

The Toy Story franchise could close the door on the much loved sequel of movies as Tom Hanks said they possibly would, but Tim Allen, the voice of Buzz Lightyear, said he would encourage Pixar to create a fifth Toy Story; and the way I see it, the story line leaves the toy box open just enough for Woody and Buzz to make a feature one last time

BY TESS MCCRACKEN



MUCH WORSE GAMES TO PLAY

Recently, much loved American author, Suzanne Collins, famously known for her best-selling trilogy 'The Hunger Games,' has announced that her community of fans will be taking a trip back in time.

In June, Collins revealed a new novel in the works. She explained her new story of the fictional country, Panem, years after the so-called Dark Days of a failed rebellion. Collins explains that this new story will take place 64 years before the story of Katniss Everdeen, our much loved, arrow wielding hero. Scholastic Trade Publishing President, Ellie Berger, says "We are absolutely thrilled – as both readers and publishers – to introduce the devoted fans of the series and a new audience to an entirely new perspective on this modern classic."

The Hunger Games is a multi-million-dollar series, and New York Times bestseller. From its release in 2008, the dystopian trilogy raked up an enormous fan base, many of whom are over the moon at the announcement of this new and exciting chapter in Collins' Hunger Games world. Fans, publishers, and even the Lionsgate movie production company eagerly await the release of this exciting new instalment.

Lionsgate chairman, Joe Drake said, "As the proud home of the 'Hunger Games' movies, we can hardly wait for Suzanne's next book to be published. We've been communicating with her during the writing process and we look forward to continuing to work closely with her on the movie."

Despite all of the excitement, it seems that not everyone is all that impressed with this news. An article on 'The Verge' which was one of the many sites which took to sharing the news of this new novel, saw many commenters asking "if there is any point of a prequel," and that that whole new book is just a "cash grab," as many other prequels are. Many people seem to believe that series prequels are just creative ways for authors and publishers to bring in much more money, and although this may be true, it seems that most people are thrilled to be receiving a brand new story from The Hunger Games universe, and are not fazed about how much money the authors are earning.

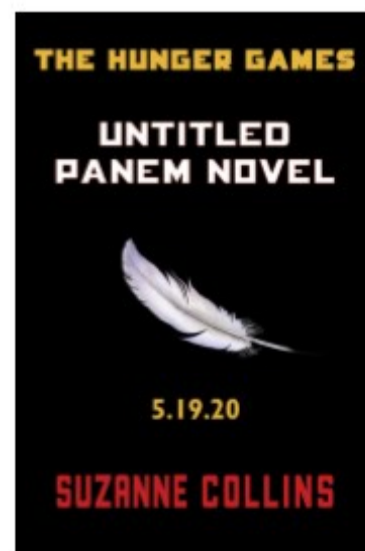
After the announcement, hundreds of fans shared their excitement on the social media platform known as Goodreads, stating that they are "over the moon," and eager to "return to their childhood days."

This fantastic news has sparked fresh excitement for fans worldwide, and has sent us all off to dig out our Mockingjay

pins and our Katniss Everdeen posters. Needless to say, we're absolutely delighted to hear about this new novel and potential movie plans.

For all of The Hunger Games fans out there, it seems that the odds are ever in our favour.

BY JAYDE ABDILLA-HILL





AINSLEY'S ADVICE

BALANCING SCHOOL AND HOME LIFE

School is something that can, at times, be overwhelming and slightly consuming especially when moving into older year levels and taking on a larger workload. However, despite the fact that sometimes it feels like school may be your whole life, there are ways you can achieve a healthy balance between school and your personal life.

Stay organised.

This may sound cliché, but it truly is one of the most important things you can do in order to start having a balance between school and home. I know it can get boring hearing it from the time you start year seven all the way to your final year twelve exams, but it is so helpful. It may even be as simple as using a different colour folder for each subject or using your planner to keep track of homework and assessments. This will help you understand your upcoming workload and have an idea of how you can use your time effectively to study sufficiently as well as have a healthy home and social life.

Prioritise

Prioritising events and tasks is so important to help you work towards all of your goals in school as well as having time to socialise with friends and family. After speaking to a few year eleven students, it is clear that one of the most effective things they do to have a healthy balance is to prioritise their school assessments and study by which task is due first. By doing this they can get important tasks done without staying up all night right before its due and cramming. This allows them time to be with friends and family as well as get a good night's sleep and having time to themselves. They then can also prioritise social events by which ones interfere with their study schedule and which ones don't. Therefore, they have more time to socialise and study based on which activity they prioritise.

Downtime

Something that most people think they should do when reaching year 11 and 12 is to quit extracurricular activities such as sports or maybe even a musical instrument in order to have more time to study. This may seem like a good idea as there is more time for school, but in reality, it can lead to burnout. By quitting doing things you love, you might find yourself feeling down and overwhelmed with school. These activities can act as an escape from school. They are dedicated times in which you can focus on yourself rather than studying which is key when it comes to VCE. School shouldn't

become your whole life; you should have at least one dedicated hour per day where you can focus completely on yourself rather than spending your whole VCE isolating yourself to study. Extracurricular activities can help you relax, refresh your mind and body and release pent up energy that has built up over the day. By doing this you can help achieve a healthy school versus home life balance.

Take Breaks

Don't spend all of your time studying. Make sure you have time for yourself and your personal life. Even just ten minutes in between studying where you can have a rest, have some food and refresh your mind will make all the difference. It is vital to take breaks between studying or even between getting home from school and beginning homework because it helps you stay focused and on task. Without these, you tire yourself out and your work ability decreases, meaning you're not working to your best ability. These breaks will help you keep your mind healthy and your schoolwork the best it can be.

Put things into perspective

The most crucial thing is to put yourself first. If you feel like your mental health may be suffering due to your workload or you have a family emergency, it is much more important to look after yourself. One night of not doing homework is not going to ruin your ATAR or your plans for the future. Your personal health should take priority over school; personal wellbeing is something that sometimes can't wait until after a test or SAC. You can always make up for lost time at school, but if you lose time with your family or loved ones, it is not so easy. Sometimes suppressing personal problems can lead to problems at school. You may find yourself distracted in class or unable to study efficiently. The stress of both home and school life can become so overwhelming that it may lead to bigger problems further down the track. You should always prioritise yourself, school is important but so are you.

All of these combined should assist you in making your time at high school easier and much less stressful. Of course, school will be a lot to deal with at times and you may feel a bit consumed by it. However, remember the importance of you and your personal life and hopefully by applying these steps into your schedule, things should be a little bit more balanced.

BY AINSLEY KEENAN

WORD SEARCH

Why not relieve some stress with this issues *Mary Poppins* themed word search.

```

F M T S O K E B A B M S C S X V Q P P R
V E U Q Z F G N S V N E I B K X R C E D
D T P O A W K T A I H N D L H A H J E T
U R P M R I Q L P L T Q S I C M U B W T
S Q E L T J W P K J E V X T C Y Y Y S M
W L N E W Y O R O E U E I Z W I Q D Y S
P Z C S L P J T N P M C R F R O N R E Y
D O E I Y S M W H Q A R I T P R A E N T
Y D M R I I U Z U L I D E E Y M O X M Y
J A A T C O F G L W D M P K T R A L I F
F M Q H R N V Y E N A J O L N V R A H Z
L D A D R E P L J I W X X D J A W E C T
M E L D T E B U J H M K R J T H B A H R
L U Z M R A G U S F O L U F N O O P S C
A B S F G N I G N I S X V M O C W U K C
Z L E I B X I J Q G E E J A D Y O W X T
M C N Y C V Q D H O G B Q G N L F P X F
T O V T L Z P J A X X N M I O I P R T P
Y Q Y R X U M B R E L L A C L J Y G M V
J X D J N A N N Y S J R F W E N E W R S

```

BANKER
BERT
CHERRYTREELANE
CHIMNEYSWEEP
FAMILY
JANE
KITE
LONDON
MAGIC
MARYPOPPINS

MEDICINE
MICHAEL
MUSIC
NANNY
PRACTICALLYPERFECT
SINGING
SPOONFULOF SUGAR
TUPPENCE
UMBRELLA

We want your opinion! Please send in your responses to:

kilbreda.chronicle@kilbreda.vic.edu.au