



Eltham  
High School

# Eltham High School

*Deeds Count*

# Principal's Introduction.



**Vincent Sicari**  
*Principal*

*'We challenge our students to think critically, work in teams, embrace opportunities, demonstrate leadership and achieve success along many pathways.'*

A handwritten signature in black ink that reads "Vincent Sicari".

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Eltham High School is located and pay our respect to their Elders past, present and emerging.

We acknowledge that many local place names are inspired by the culture and the language of the Wurundjeri including the Nalleijerring Performance Centre at Eltham High School.

We reflect on the culture and traditions of the Wurundjeri and value the way they support their young people to learn, grow and develop.

Their approach to nurturing the whole child encourages the pedagogies applied at Eltham High School where social, academic and wellbeing care go hand in hand and where the narrative of our culture and our school values are so important to who we are as a learning organisation.

At Eltham High School 'deeds count', which is why we develop creative students with a strong sense of social and environmental responsibility. This responsibility requires high levels of personal integrity, both at school and in our community.

Our students are independent thinkers — they are seekers, users and creators of their own knowledge.

Our teachers continually reflect on their practice, challenging themselves to better meet the needs of their students. We believe that the best teachers value the idiosyncratic voices of their students and will provide them with opportunities and spaces to discover things for themselves.



A young woman with red hair and glasses is smiling and pointing towards a whiteboard. The whiteboard is covered in handwritten mathematical equations, including  $x = 1 = x$ ,  $-2x + 3y =$ , and  $+(y + x)$ . The background is a blurred classroom setting with lights.

**Pursuit of  
Excellence.**



*'What I've started to learn is that discovery is a big part of pursuing excellence. It's important to try new things, so you can find what you like and what you're good at.'*



At Eltham High School we work collaboratively to set high expectations, giving our students the confidence to strive for what they want. A focus on having a growth mindset means that there is an understanding that achievement takes effort, and that challenges can turn into opportunities.

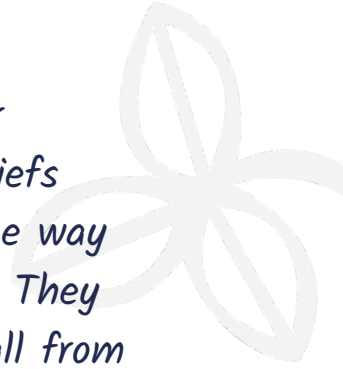




**Individuality.**

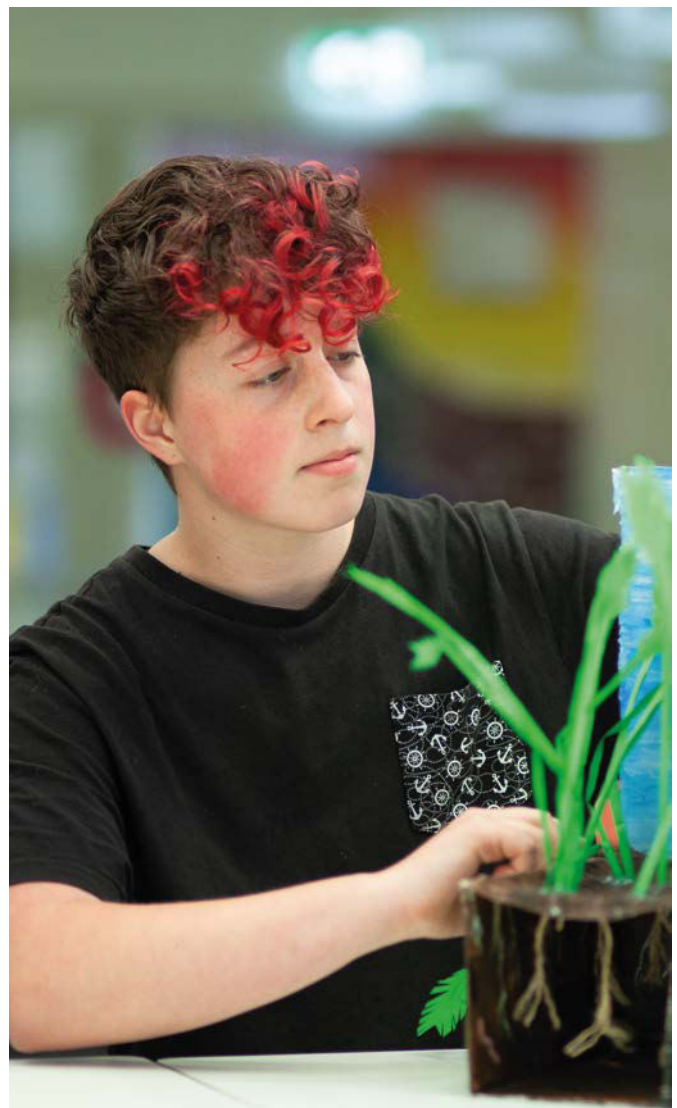


*'What defines your individuality are your values, your core beliefs and opinions, and the way you speak your mind. They are what define us all from each other, and they're what make you, you.'*



Our students are individuals with unique talents and strengths. They are encouraged to exercise their freedom of choice and embrace greater responsibility for the decisions they make.

The school supports them and helps them make the best choices about their learning programs and their individual pathways.







ELTHAM HIGH SCHOOL

**Creativity.**



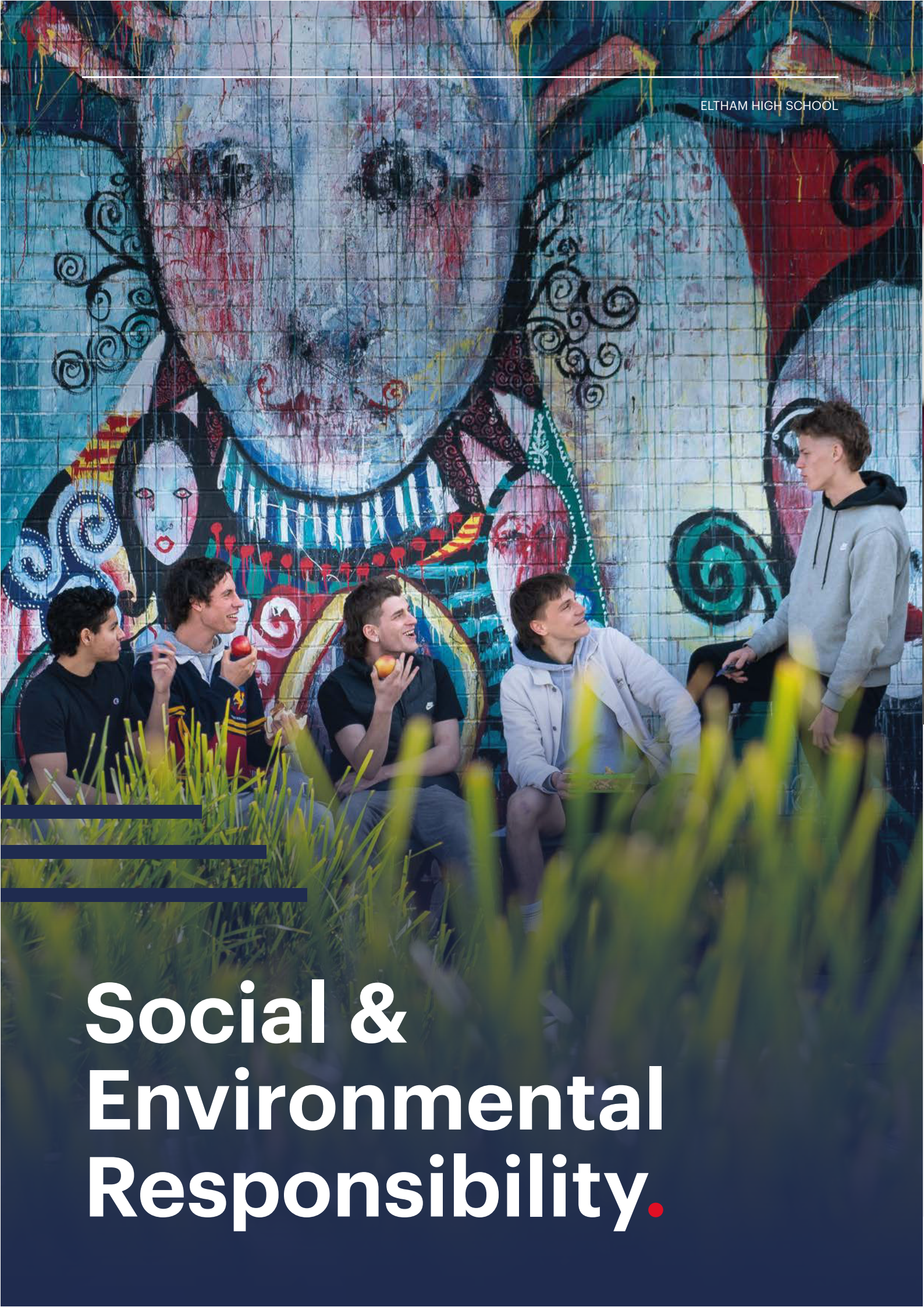


*‘To be creative requires you to think outside the box, try new approaches, and hopefully get a result you are happy with. Sometimes you need to have a few bad ideas before your brain starts churning out the good ones.’*

At Eltham High School, our creative students are problem-solvers, innovators, change agents, artists.

Critical and creative thinking underpins our school’s curriculum and the learning opportunities our students receive.





# Social & Environmental Responsibility.





*Social and environmental responsibility means not just tackling the big challenges but doing the little things whenever you can, and if you miss a day, or if you've missed 15 years, or if you ever wish you'd done something differently, don't beat yourself down, because every moment is a new opportunity.*

Our motto 'Deeds Count' is at the core of our work. It starts with small steps, taking advantage of opportunities to increase awareness and understanding, and applying that in ways that support change.

Students regularly engage with the local and broader community creating lasting partnerships in curricular and co-curricular programs.





# Respect for Diversity.



*Respect for diversity means having an appreciation and respect for all aspects of the individuals that you interact with. It is about keeping your internal bias in check and ensuring you don't let stereotypes and previous wrongly held beliefs affect your day-to-day interactions. It is respecting and celebrating what makes us all unique.'*

We are proud of our diverse school community and look for ways to celebrate our diversity.

Our school provides students with rich learning experiences and allows them to feel safe to be themselves without prejudice or fear.

This diverse and harmonious learning environment helps us to create individuals equipped to meet the complex global challenges of the 21st Century.



A young woman with dark hair tied back, wearing a grey sweater, is shown in a classroom setting. She has her right hand raised, palm facing forward. In the background, other students are visible, some with their hands raised. The scene is brightly lit, suggesting a classroom or assembly. Three horizontal red bars are overlaid on the left side of the image, partially covering the woman's shoulder and the background.

**Integrity.**



*When applying integrity to learning, we want to make sure we are respectful of the knowledge and ideas of others, and that we have the confidence to try new things with our learning.*

We take pride in the wide range of educational opportunities offered within and alongside the curriculum.

Students and staff demonstrate integrity through the decisions they make, the actions they take and the relationships they build.



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