

Videos of Remote Learning

So many of us communicated using videos during remote learning and across a range of subjects. A sample of videos have been uploaded to our website to view. Go to the 'News and Media' tab at tc.vic.edu.au to explore.

Music

The Music Performance Elective jamming in iso together!



Food Technology

Many of our food students made their own cooking shows during iso. Here is an episode of "Lewis Cooks"



And Lachlan Coyles Caesar Salad



prepping the coating for the chicken - bread crumbs egg and flour

Systems Engineering

The Engineering Systems Unit 1 class made a virtual Rube Goldberg Machine (using random household objects to make a overly complicated machine to do a simple task). The task given was to "take a selfie". All students contributed their own section and 'passed the baton' to the next person.

This issue of the newsletter is a bit different than most. With no camps or excursions and half the term being taught remotely, different subject areas have provided an insight into how TC kept engaging our students during the "new normal".

We hope you enjoy.

Principals Report

I'd like to start off by thanking everyone for their contributions towards TC in Term 2. Term 2 was a term like no other that we have seen before. This required everyone to push themselves continually in terms of resilience, knowledge and skills building, communication along with many other skills. This was not an easy term for anyone, but we all tried our best in the very difficult circumstances that we found ourselves in.

We are now entering a stage where we will review the data collected around remote learning. We have the mental headspace available to us now to look deeply at the data and look at what will be done differently in Term 3. This will be done looking at the feedback from students and parents.

A big focus for Term 3 will be around the course counselling process. We are planning on holding not just student parent teacher interviews remotely, but we are also planning on holding a course counselling day remotely where the Connect mentor, student and family can all be online and look into the final selections being made for 2021 and the impact that this will have on a students 5 year plan as part of their ILP. This is a process that we have always wanted to do better with more involvement of the parent/carer in the discussions before decisions are made. A positive of remote learning has been the ability to connect families and school together easily without disruption to the parent/carers own working day. We are going to use this to everyone's advantage through this process.

Again, I would like to thank everyone for all of your efforts in Term 2. The rest of the year does look a little bit cloudy in what it looks like, but the way that we all travelled in Term 2 shows me that as a community we are ready to take on whatever is thrown at us.

By Peter Ellis
Principal
Templestowe College

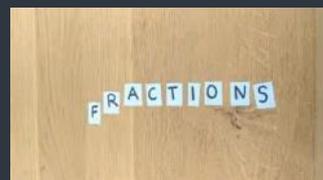


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Maths Pathways

In our Maths Pathway classes, the students completed a project from home to represent their understanding of fractions. They were encouraged to be creative and use stop motion or other means to represent fractions in a very visual way.



"To co-create high quality learning experiences within an inclusive and supportive community"

Peer Support

Our Peer Support program was unfortunately cut short this term so our Peer Leaders did not complete the full eight weeks of mentoring materials as planned. However, on the whole the student leaders did a great job preparing and delivering the anti-bullying content and facilitating ice-breaker activities and discussions. Many of the students involved say they have formed friendships with their mentors/mentees and the Entry's feel more comfortable around the 'big kids' in the school.

Thanks to all our Peer Support Leaders and the Entry Connect teacher team who supervised the delivery of the program.

We will start recruiting for 2021 Peer Support Leaders in Term 4.

By Meg Bailey

Peer Support Coordinator



Quotes from the Leaders:

Peer Support was an amazing experience for me that overall helped me expand my comfort level. I am so glad I took the time to do the training and help out these younger students.

Alyssa-Lauren Gunn

Peer Support has been such an amazing experience. I have loved spending time with the Entry's and getting to know them. It has also played a major role in boosting my leadership skills. I am super grateful to have had the chance to participate in the training and spend time with these students.

Kyla Teichtahl

Peer Support has definitely been a worthwhile experience. Glad to have taken the opportunity to build on my leadership capabilities and had tons of fun spending time with the Entry's. A big thank you to all the teachers and my fellow team members who made this experience amazing! I highly recommend Peer Support to anyone who is up for a challenge!

Aaqila Imran

Backyard Bush Blitz

I used a citizen science project, Backyard Blitz, to encourage Entry Science students to go outside during our unit on Ecology. They had to photograph, identify and classify organisms in their backyard. Some of their findings we are uploading to a national biodiversity database or interacting with working scientists to help us identify the organisms. We also did a scientific illustration exercise, again using organisms from their backyard.

By Fiona Wightman



Entry Science

Entry Science teachers at TC worked feverishly over the Term 1 break to rejig the sequence of the course to best suit our students working at home. And what a supernova they delivered – Astronomy!

Students learnt about 'our place in space' and completed challenges such as a three-week observation journal of the Moon, learning about the layers of the Earth and its atmosphere and making products to explain phenomena such as the rock cycle (someone even demonstrated this with chocolate!), seasons, eclipses, tides and the phases of the Moon.

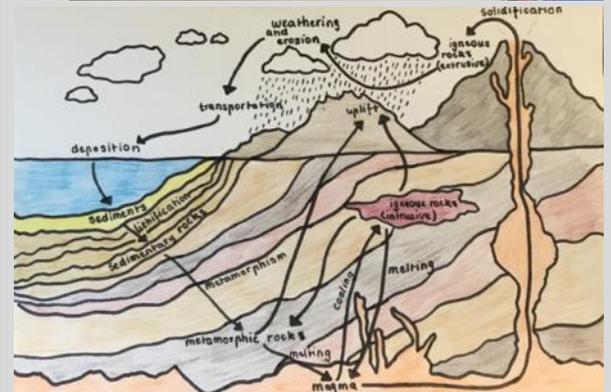
When the Sun had set on our Earth and Space Science unit we launched our Ecology unit, learning about classification and living and non-living things. Students were encouraged to use objects and surroundings at home to complete activities such as classification, making cell models and observing biotic and abiotic features outside.

We were very impressed by students' creativity and willingness to collaborate online. Although they generally did a terrific job during the online learning period, we all enjoyed returning to the classroom environment where we could practise using microscopes and scaled drawing to better understand the wonderful world of 'minibeasts' – and actually see each other too!

We wrapped up the end of the term experimenting with Minecraft Education, breeding farm animals and discussing the similarities and differences between these and 'real world' animals, while also discovering the wonders of Excel spreadsheets and graphing data.

Students will continue learning about organisms and ecosystems in Term 3 when they commence their 'biome' projects.

By Meg Bailey

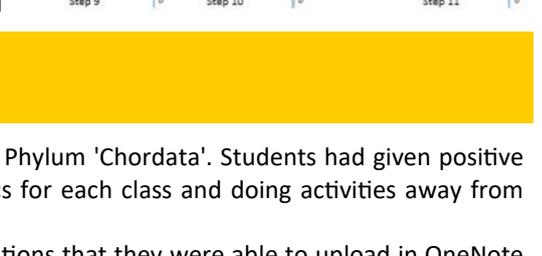


"To co-create high quality learning experiences within an inclusive and supportive community"

Animals Update

In the Animals classes, students had a selection of tasks for them to complete, with offerings to appeal to a range of interests. There were hands-on practical tasks, constructing or designing shelters and homes for wildlife that live in their local area. One student researched a species of frog they found in their garden, and created an outdoor sanctuary to support their breeding and shelter, complete with a pond, native plants and fish. There were research tasks, where students could select an ethical or conservation issue that they could report on. Some horse-loving students in FAF opted for an in-class debate, selecting numerous stakeholders involved in the current Brumby culling situation. Some students looked at career paths within the animal industry, researched their roles, and have started writing interviews for people within this profession. These interviews will eventually be conducted through video calls and recorded to compile into a "virtual career expo" for future use. Trying to utilise their time at home, some created guides for aspects of their pets care. Naturally, we also had an abundance of "pet parades" and everybody now knows significant details about everyone's pets.

By Kate Meehan



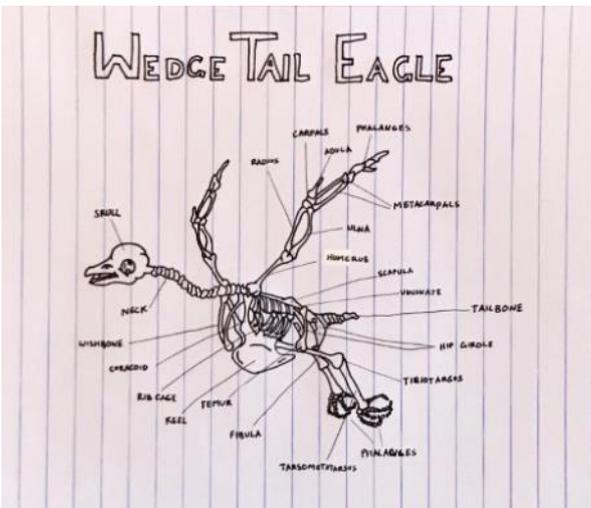
Zoology

In Zoology, we were learning about the different classes of animals within the Phylum 'Chordata'. Students had given positive feedback in an online survey in favour of being able to select their own topics for each class and doing activities away from their screens.

Students had various levels of success, but there were some WONDERFUL creations that they were able to upload in OneNote or Teams.

Students shared that they appreciated being able to choose what they would work on.

By Jasmine Pantelidis



Global Citizenship Report

Perhaps never in our lives have we had such an experience that reminds us of our human connectedness across the world. During the remote learning period there were lots of opportunities to utilise these experiences to better understand ourselves and our place within the global community.

Global Dancing

For World Cultural Diversity Day we shared a Bollywood fitness class via the Compass feed for students to do at home. Reports were that it was fun, but a bit challenging! Since coming back to school Emily Hum has initiated a Zumba lunchtime club that has experimented with a variety of latin-style fitness classes available on YouTube. All students are welcome to come along and enjoy these 'global' fitness classes in S Wing.

Reconciliation Week and TCRAP

The TCRAP group have started working on our Reconciliation Action Plan and our first action of 2020 was to obtain access for our students and their families to view the full feature length film, In My Blood It Runs, for Reconciliation Week.

Some classes watched it together including VCE Biology, Sociology and the VCAL classes, while all students were encouraged to watch it with family at home. Some staff also met for an impromptu 'film club' at lunch to discuss the film during Reconciliation Week.

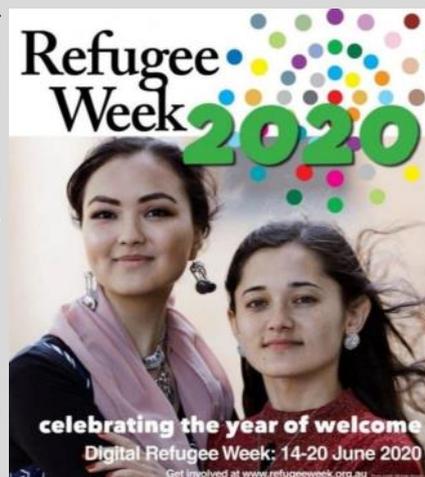
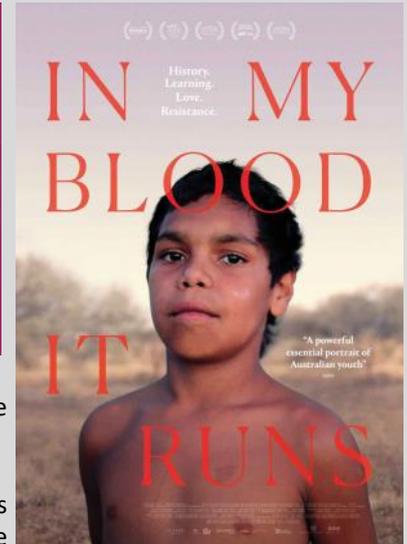
It certainly got us thinking and talking about the challenges and benefits of providing equitable access to education for all children.

There are more great activities planned for NAIDOC Week to help us understand Indigenous Australian culture including an Entry Science/Art incursion. Please contact me if you would like to be involved in the TCRAP group or have related ideas we might be able to implement at TC.

Refugee Week

The second last week of term was Refugee Week and as you might recall, this is usually TC's biggest fundraiser. Last year we raised over \$15,000 for refugees living overseas, mainly due to the generous offer of our school psychologist, Yiorgis Sgourakis, to shave his head. Due to COVID-19 the Ration Challenge has been postponed this year and I will advertise the new dates when I have them. In lieu of the Ration Challenge, we collected donations of non-perishable foods and sanitary items to be distributed by the Asylum Seeker Resource Centre in Melbourne. Thank you to all who donated. They are greatly appreciated.

During Refugee Week we also had two very special guest appearances. The first was a recorded video from Australian musician, Missy Higgins, who provided the back story of her song about refugees, Oh Canada. The second was a live talk from Saad AlKasaab, a Syrian refugee who came to Australia six years ago. Both of these sessions were delivered to students via the classroom screens and provided students with emotional stories of refugees fleeing war to seek safety abroad. The remote learning period has provided us with the confidence to utilise these technologies and opened up a whole world people we can tap into without the need for them to travel onsite. The potential for this to improve our classroom experiences is very exciting.



"To co-create high quality learning experiences within an inclusive and supportive community"

Zen Garden

We haven't forgotten the Zen Garden! This is a project that commenced with my first Language Centre class in 2016, with the idea being to provide a tranquil space for students and classes to congregate. Although it is looking very 'lush' we plan to hold a working bee when the weather improves to pull the weeds and finish the artwork. Since returning to school the Zen Garden Team (less known as the Social Justice Group) have been meeting on Tuesday lunchtimes in C Wing to smash up tiles for an amazing mosaic project designed by two of our international students, Evans Cao and Yiquan Liu. This is a great time to chat and also release some pent-up stress! Come along if you are interested.

Tongan Partner School

Takuilau College in Tonga is our Australia-Bridge Partner School. Some TC students have been writing PenPal letters to Takuilau students and would be pleased to know that COVID-19 has not taken hold over there and their PenPals are continuing as normal. Entry Science students will be 'meeting' some of the Tongan students via video link up next term to discuss environmental issues in our two countries. This will be a great learning opportunity for everyone.

Despite being offsite for a lot of it, it seems to have been quite a busy term! If you have any ideas for ways we can continue to promote acceptance of cultural and racial diversity in our community please let me know.

By Meg Bailey

Leader for Global Citizenship

Imaginative Writing - Essential English

Students read the novel, [Sister Heart](#), and after this they were invited to respond imaginatively. They could add a section, write from a character's viewpoint, or create a small sequel after the novel had finished.

Based on the Stolen Generation, the author, Sally Morgan, writes from the perspective of Annie, an indigenous child who has been taken from her family and held against her will with other children; expected to erase her previous identity.

We, here at Templestowe College, are so lucky to have students who engage in literature and express their ideas for us to read.

I am just sorry I could not include all students' work in my class because space does not permit.

By Julie Campbell

Callie Marlow writes from the perspective of Janey, Annie's best friend, as she lies so ill in a hospital bed:

Hospital

The grimy hospital room looms around me. As I breath in, the air is thick and moist, making everything slightly damp. My cast iron bed squeaks as I shift my legs over the top of my blanket and shiver as the air flows over them. I slowly lower my feet to the floor but pull back as the cold of the deep cracked tiles bites them. I lower them once again and hold them there until they don't hurt as much. I take a few precarious steps forward. I look up at the light, it flickers like its soul is slowly leaving its body. I move tentatively over to the door and I poke my head out. Right as I'm doing it a woman rounds the corner! I quickly but quietly move back to my bed and slip back under the rough covers. They don't do much to hold back the chill which has already sunk into my bones in the little time I've been away. I'm not going to be warm for the rest of the day.

The woman walks in. "Breakfast" she says. I just nod and take the bowl but before I can she snatches it back. "What do we say when we are brought breakfast?". "Thank you" I mumble. "There," she says, "that wasn't that hard was it?". I nod again and get into a more comfortable position to eat. The food tastes grainy, slimy and revolting, I don't want to eat it but I force myself to as there isn't anything else.

The food slides down my cracked dry throat, as sun burnt as the country around me.

No one has told me why I'm here and what I'm sick with. They don't care about me. Annie and Tim do but they can't do nothin' about it. I feel so useless cooped up in this awful little place.

Nurse

The nurses aren't kind, they're just as cold as everyone else. I don't think they want to be here, but it's not like they can go anywhere else. Every day they do the same things to help the kids who are sick, but they only make me feel worse when they should make me feel better. I burn and hurt, sickness is making me weak.

People who run it

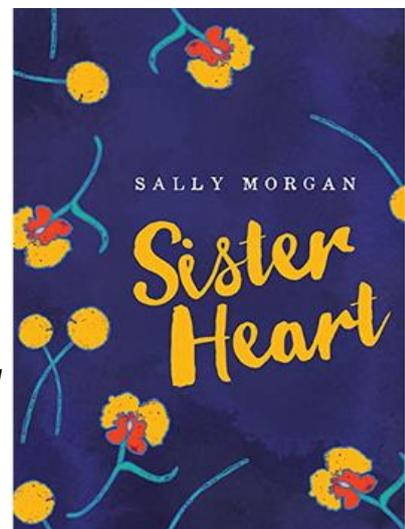
I can sometimes see important looking people out the window, they pretend like they enjoy helpin' kids but they don't. They just want to look good.

The other kids seem just as dejected as I feel on the inside, you can see it in their eyes. They've given up. They walk around lifelessly because what is there to live for? I wouldn't even mind school if I could get away from this place, it's awful but it's many times better than here.

My heart aches

At night I don't do much sleeping, I don't think anyone really does. They pretend to fall asleep but just toss and turn with their thoughts, some cry for family. I don't. It's been far too long to be bothered about that. Tim and Annie are my only family now. Not being with them feels like not all of me is really here. I miss them even though it's only been a week.

They came to the window yesterday, their hands pressed up against the glass. I wanted to walk over, I really did but I couldn't. I just didn't have the energy. I want to talk with them, to hug them. For them to tell me that I will be alright. Because I know in my heart that I won't.



EPILOGUE by **Hannah Zalisz** – explores Annie's desire for freedom and return to her bushland home with Janey's young brother, Tim.

Birds fly over our heads
Tim and I look up in wonder
They cry in triumph on the way to freedom
We silently start to run below them
Encouraged by their call
I look over at Tim
Today we're gonna make it
We'll find freedom again
Just like the birds do

Soon we reach the river
Cool water trickles over our bare feet
As we splash to the other side
A few steps closer to the sun
Kookaburras laugh in the trees
Janey's with us
Tim gazes at the birds wistfully
I wish she could be running with us

Soft wind rustles through the trees
As if she was answering us
With whispers of encouragement
Tim and I set off again
On the way to all we love



Kirsten O'Brien – Kirsten captures Annie's thoughts as a much older woman, many years after the novel has ended.

Main idea: Annie, a long time after being in the mission, and after having a very happy life, she passes away and turns into a bird, so she can fly home.

I chose this idea because where the novel actually ended, it still felt like we could continue on from there, so I wanted to give another good ending a shot.

Free

By Kirsten O'Brien

Tim clutches my hand. My children sit beside me. My sister stands at my side. I never thought dying would feel like this. Everything comes back to you. Everything is a moment in my mind. Nothing good or bad, just moments.

Getting too old to stay at the mission. I was sad to leave Tim, but I couldn't have lasted another minute there. I could not bear to see knife face, the teacher, again.

Working for families until I was old enough to leave. The families I worked for were cruel, but not as bad as knife face. "At least she's not fully black" I would hear one of the mothers say when the father wanted to kick me out. "And she works for free." I was happy to leave when I was 18.

Getting a job so I could take care of myself. It didn't pay a lot, but it was enough for me.

Meeting my husband. Falling in love. Getting married. Buying a small house for the two of us.

Reuniting with Tim. He tracked me down after years of us being apart. I remember seeing him when I opened the door. Hugging him.

Sitting in the doorway, the two of us crying. I had missed him so much.

Finding my sister, a beautiful young woman. Crying for my mother, whom I never saw again.

Having two beautiful children. Teaching them my language.

Watching them grow up and have children of their own.

My husband passing away.

Growing old with Tim and my sister.

Never forgetting Janey. Keeping my mother in my heart.

Every moment, they were there.

I come back to the room when I'm about to leave. I can see tears in Tim's old eyes. He doesn't say anything, and he doesn't need to.

When I look in his eyes, I see us as children again. I look at my sister and remember holding her as a baby. I look over at my children.

I see them running around the yard. And as I see them run and smile at me, many years ago, I start to drift away.

Further.

And further.

Then I'm flying.

I soar over my house and I see Tim and my family, their faces looking out the window at me.

They know it's me.

I fly and I fly. Until I reach Janey. Until I reach my mother, my auntie and my uncle. And they lead me home.

I know this place. The leaves. The trees. The dirt. The animals. I glide along the path I used to run every morning, making my way back to my family, smelling something delicious cooking over the fire. This is my home. This is my family. I soar, I fly. Waiting for the day when my new family will join me,

Free at last.

Essential English continued.

Larissa Cradick – writes about Annie's escape back to her mother. Although this doesn't happen in the novel, we all wish that it did.

Escape

I ran faster than I've ever run before. I didn't even think about the sharp rocks cutting my feet as I run, or the branches slapping me in the face, cutting my arm. Then I saw her. I saw my mother. "Mum!" I screamed. She turned around; her sad dull face soon beamed with joy. She ran to me and soon enough I was engulfed in my mother's warmth. I never wanted to let go. After all the planning I had done to find an escape, I was free and in my mother's arms. She broke away and looked at me, tears welling up in her eyes, she caressed my head. "Merri" mum said. I almost didn't recognize the name. It was mine, my real name. All this time I was being called Annie. I hated it. I looked up at her and smiled, tears streaming down my cheeks. "I can't believe I made it back, I've missed you more than anything mum," I cried.

As my mother was cleaning up my cuts, some old, some new, I got caught on a couple of sharp tree branches while escaping. I had explained everything to her, what it was like, what they called me, everything.

"And there was a girl called Janey," I explained to her, tears had started welling in my eyes.

"She was nice to me; I would call her one of my best friends. Her and her brother Tom." I explained to her.

"Did she escape?" she questioned.

"No, she didn't, she got influenza" I said, struggling on the last word, "she passed a couple of weeks before I escaped. We had planned to escape together." I said, tears rolling down my face

My mother kept her head down, focusing on cleaning the cuts. I saw a tear slip from her eye.

"What about her brother. Is he okay? Did he make it out?" she questioned.

"I don't believe he has; I would've taken him with me, but it would've been too difficult, I felt horrible leaving him. I told him my plan," I said,

I felt so bad, still do. I wish I could just storm in there and let them all be free. But of course, I can't. I'm a child and even if I was older and did that, well, they would probably kill me. Or worse, capture me and keep me there, again.

That night I hardly slept. I don't know why. The thought that they could come for me and take me back there stuck with me. The more I thought about it the more anxious I got. It was almost like my mind was playing tricks on me. I tried to calm down, but I couldn't get my mind off it. The same four words replayed in my mind again and again.

What - if - they're - here.

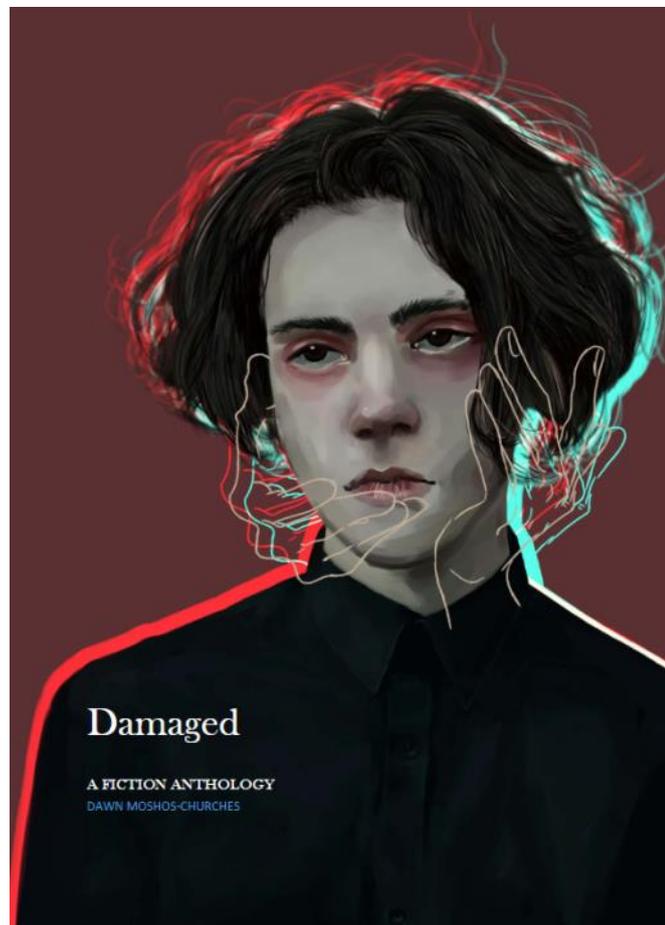
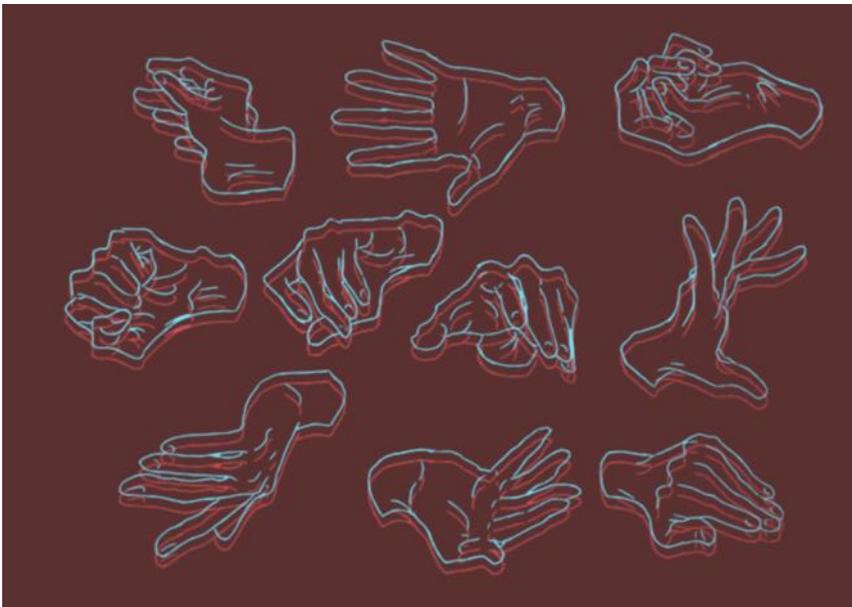
SUWTBAW?

In So You Want to be a Writer, students created Anthologies. They chose their own themes, brainstormed and workshopped their stories together, decided on the order that pieces appeared in, fiddled with the design and format themselves, and even decided on the type of paper to print on!

Here is a picture of the front page of the Anthology with the theme 'Damaged'.

Students then received a physical copy of the work when they returned to school.

By Tara Komaromy



"To co-create high quality learning experiences within an inclusive and supportive community"

Entry English

In Entry English we encouraged our students to get away from their screens in our study of our class novel 'The Explorer'. Many of them have chosen to recreate scenes from the book using lego. Other students have been spending the night/day in a tent to relate to the text's characters, then journaling their experiences.

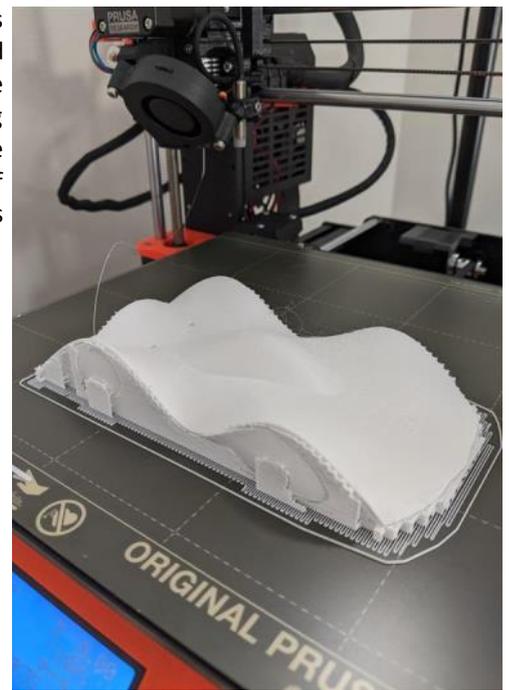
By Michelle Parker



Design Technology

We created a work flow in Design Technology that would keep the students engaged in a practical subject whilst working remotely. The students created designs in 3D modelling software which they could share with their teacher. The files were then printed on 3D printers that we set up at home. The printing process was live streamed on Twitch for the students to watch and then the completed product was mailed out to the students at home. The excitement of receiving something that you had designed and printed really won over students to the design process and the updated DT course.

By David Payne



Computer 3D Modelling

In Computer 3D Modelling, students have been constructing their own delicious donut in Blender. Whilst lots of students have gone for the classic pink icing, others have gone for alternative combos such as making the donut and the icing the same colour (madness if you ask me). It's been great that students have been able to work at their own pace through tutorial videos, and I've been able to help with technical issues via Teams calls where students have shared their screens with me. This is Henry's donut that he made.

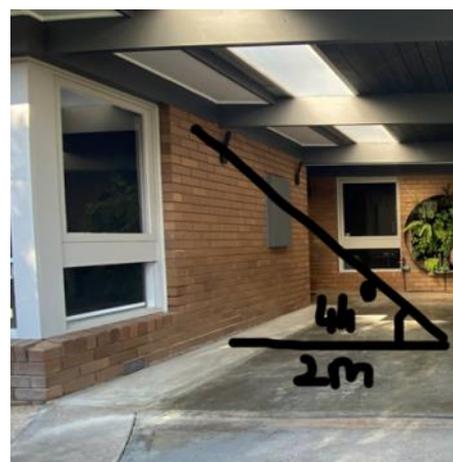
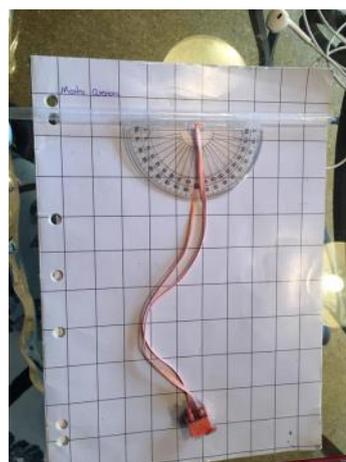
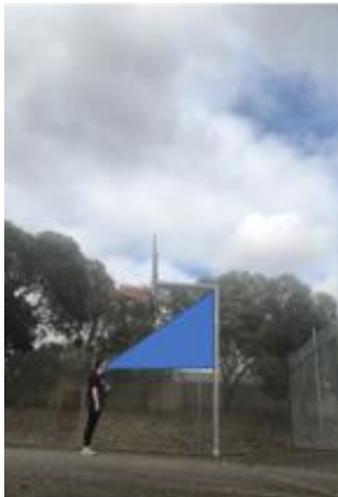
By Alex Curl



Pre General Maths

Pre General Maths students did a Trigonometry Project during remote learning. A few of them made Clinometers. They used these to measure the height of large objects like a tree in their backyard or their house. They also ventured outside to demonstrate their learning.

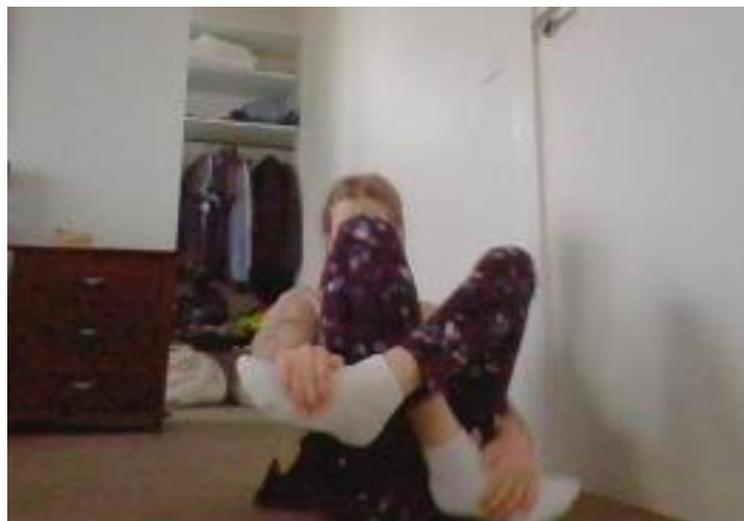
By Ekta Rawal and Calvin Wu



Entry PE Physical Active Journal

During remote learning, all of our Entry students kept a physical activity journal documenting their day to day physical activity. This linked to the work they did prior to remote learning involving the benefits of physical activity and limiting sedentary behaviour. Students participated in weekly challenges including "Tangled challenge", "Weighted wall sit challenge", "Spell your name challenge", "Bring Sally Up squat challenge", "Roxanne burpee challenge" and many more fun activities. For some students, this was the first time they incorporated physical activity at home. It was also a good opportunity to break up the time sitting down using a device during the school day.

By John Strateas



History Club

History Club continued in remote learning and every Thursday lunchtime we signed on to cover interesting and relevant topics. We did a presentation on 'historical moments that have shaped communities' to demonstrate the need to stick together during COVID-19. We looked at the life of Eva Brown on the anniversary of her death and for something a bit more fun, the history of museums that showed us that you can have a museum about practically anything! Once back on site we rounded off the term with some deep conversations around colonisation and our first peoples. This week we did a big history quiz, which showed we all have a way to go with our trivia knowledge.

If you would ever like to join us, we meet in C3 on Thursday lunchtimes, come with an open mind, stay for the tea and biscuits.

By Sophie Ellis on the behalf of History Club



Grads V Staff Dodgeball

On Tuesday, 23rd June, the Sport Leader Team put on the first Grads V Staff game of 2020. Due to Covid restrictions, all the Senior interschool sports have been cancelled this year. We are exclusively doing Grad games this year for this reason. The first game we held this year was Dodgeball. It was great to see so many of our Grads turn up and participate. Our Sport Leadership Team did a great job organising and helping out on the day. Frankie Meredith was our commentator, as Alex Bloomer and Chloe Mayson were in charge of the music, with a little help from some other Grads. As three of our leaders are Grads, they participated in the action, as for the rest of the leaders, they helped fill in the teacher's team. Aiyana Ananiev photographed the action.

The games finished 1 all, as the Grads won the first game and staff won the second. There will be a final decider dodgeball game on the second week back of Term 3. Although the turnout of teachers was well below what we had hoped for, the game was still a great success. The Sport Leadership Team will be hosting Grads V Staff games fortnightly on Tuesdays at lunchtime. It would be great to see more teachers get involved in the future. Looking forward to getting the first W on the board for our Grads.

By Christopher Daskalou



Grads Primary School Dress Up Day

To celebrate the end of a very unusual term the Grads enjoyed a canteen morning tea snack pack and dressed up in their primary school outfits, it was a trip down memory lane!



After School Volleyball Program

Each Wednesday from 2-3pm, TC offers an after school volleyball program. This is run by Dan Higgins who is a highly qualified volleyball coach having coached the Australian U18 volleyball teams. All students are welcome to do this program. We have a range of highly experienced players who compete in tournaments and a Sunday competition, as well as new players looking to improve their skills and enjoy a fun environment. If you are interested in joining the program, please speak to Shaun or email stu@tc.vic.edu.au *



AFLW Academy

In Term 3, TC is again offering the AFLW academy. This will take place each Wednesday from 2-3.15pm at Templestowe Park Reserve. We are very excited to offer this opportunity to students as we are very fortunate to have some highly experienced coaches. This includes Luke Lobello who is the current Head Coach of Coburg Lions VFLW team. Guy Dickson who plays for Port Melbourne VFL team and Brent Wallace who is an AFL umpire. We also have Rikki Lee joining the team who has played for Western Bulldogs VFLW team and is now in a high performance coaching role at Coburg Lions. All students are welcome to join the program from highly experienced with pathways to VFLW, to beginners looking for pathways to local footy. You are welcome to do a trial and see if you enjoy the academy as the program is free. To register interest or for more details, contact Brent Wallace bwa@tc.vic.edu.au *



TC Tennis Coaching

Each Friday, TC offers students free tennis lessons from 2-3pm. This is a fun, social environment for our students to socialise while learning new tennis skills. We have our senior students, Matt Quick and Yat Chou deliver the lessons under the guidance of Shaun Turner. All coaches are undertaking the VET Sport and Recreation subject where they learn coaching skills and then are able to apply their learning. We also offer a squad session at Templestowe Park Tennis Club from 3.15-4.15pm. This is for students who play tennis outside of school competitively and are looking to take their game to the next level. To follow all the action, add us on Instagram or facebook @tctenniscoaching. For more details, contact Shaun Turner or email stu@tc.vic.edu.au *



* Please note due to COVID-19 restrictions these activities have been postponed until further notice, we hope to be back soon!



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"To co-create high quality learning experiences within an inclusive and supportive community"