The three minute presentation by Harvard Business School Professor, John Hayes, provides a succinct overview of the Appreciative Inquiry process. Professor Hayes’ question, ‘How can we make our best the norm?’ connects closely with the question we often ask at BSC, ‘How can we make our best practice expected practice?’

Our interest in Appreciative Inquiry was first awakened when Assistant Principal Alison Sansa and I heard UK educationalist Trish Frayne give a presentation on the topic at the NMR Principal conference in May. We were delighted when Trish accepted our invitation to address a BSC leadership team meeting in August and that she is returning to follow up with us in late October. Student Wellbeing Coordinator Helen Lambropoulos, teachers Oki Gardner and Clare Kavanagh, and several members of the student leadership team also attended.

We heard that a number of major global companies and organisations that use generative questioning and conversation techniques to help people share their stories about the times when they believe that their organisation or community has been at its best. However, this is in no way just a warm and fuzzy sharing session. The structure of the Appreciative Inquiry process is designed to help participants be very precise about what they each believe enabled this heightened level of achievement. The conversation that follows is an examination of what participants specifically consider ‘made the best the best’. The next stage involves exploring opportunities for accentuating ‘the best’ in order to envision and drive action toward a better future.

Appreciative Inquiry is a strengths-based method that uses generative questioning and conversation techniques to help people share their stories about the times when they believe that their organisation or community has been at its best. This process is aimed at improving performance and creating an environment that encourages people to see their work as valuable and meaningful.

The selection of teacher legacy statements quoted on page four demonstrates the very strong commitment our teachers have to helping students be the best possible version of themselves, not only in their time as students here but in their adult lives beyond school.

At its next meeting, School Council will participate in an Appreciative Inquiry process and discuss how this method can potentially be used with other parents.

Our first action at BSC has been to involve all staff and Year 7-11 students in the Review of Learning we have conducted throughout 2011. Teachers in small groups addressed the following topics.

1/ Share a time when your learning was at its best.
2/ Tell us about a time when your teaching and learning was at its best.
3/ At the end of the day, what legacy do you want to leave your students?

The selection of teacher legacy statements quoted on page five demonstrates the very strong commitment our teachers have to helping students be the best possible version of themselves, not only in their time as students here but in their adult lives beyond school.

At its next meeting, School Council will participate in an Appreciative Inquiry process and discuss how this method can potentially be used with other parents.

In week four of this term, all Year 7-11 students will be involved in an Appreciative Inquiry process to discuss what they believe enabled this heightened level of achievement. The conversation that follows is an examination of what participants specifically consider ‘made the best the best’. The next stage involves exploring opportunities for accentuating ‘the best’ in order to envision and drive action toward a better future.

Trish Frayne
Principal
At the end of first term, I received a letter about Youth Mental Health First Aid (YMHFA) Training for teachers. I filed it in my ‘find out more about’ folder. Shortly afterwards, the Rotary Club of Brunswick sent an email offering to fund our teachers to undertake the YMHFA training.

Having been moved by speakers from Beyond Blue at their end of year luncheon the previous year, the Club had decided that it wanted to take action that was proactive and preventative. Brunswick Secondary College is very fortunate that Rotary chose to provide training to support our teachers in responding to adolescents with mental health issues.

At the time I recall a colleague asking if I thought there would be ten teachers who would be interested in attending a fourteen hour course held after school over three weeks. I am happy to report that 18 BSC teachers volunteered. Participants ranged from teachers in their first year of service to one with over 35 years of teaching experience.

The YMHFA course was intense. It covered topics including depression, suicidal thoughts and behaviours, anxiety, self-harm, psychosis, substance abuse and eating disorders. Just as a standard first aid course teaches you to know what to do in response to a physical injury before seeking professional medical help, the YMHFA course teaches participants to recognise indicators of mental health concerns, respond appropriately and then refer to professional help. In a school community, we have three main audiences, students, teachers and parents.

Immediately following the teacher YMHFA course, parents had an opportunity through the Training for Parents of Teenagers (TPOT) study to complete Youth Mental Health First Aid training at the school over two Saturdays.

Parents who are interested in finding about future courses can contact: www.tpot.net.au

This term, our peer mediators and selected students will complete a Teen Youth Mental Health First Aid training. The program is evidence-based and focuses on developing knowledge and skills in:

- recognising warning signs that a friend is developing a mental health problem
- understanding what to say to a friend who may be experiencing concerns around their mental health and how to seek help
- knowing when and how to tell a responsible adult
- knowing where to find appropriate and helpful resources about mental illness and professional help
- understanding how to respond in a crisis situation.

I would like to formally acknowledge the commitment of our teachers who have completed this course. The fact we have done so as a collegiate group means that we will have the support of one another into the future. I would also like to express my sincerest thanks to the Rotary Club of Brunswick for funding such a significant course. It has already made a difference to our awareness and response to mental health issues in our school.

Vivienne Tellefson
Principal

Local Youth Supports-2012

Merri Community Health Services
Counselling services for young people who live, work, study or recreate within the City of Moreland. Services include short-medium term free counselling.
Address: Vic Place, 21 Victoria Street, Coburg 3058
Tel: 9355 9900 Fax: 9355 9993
Website: http://www.merrichi.org.au

Orygen Youth Mental Health
Orygen Youth Health Clinical Program provides mental health assessment and treatment to 15 to 24 year olds who live in the Western and North Western areas of Melbourne.
Address: 35 Poplar Rd, Parkville 3052
Intake Line: 1800 888 320
BH: 9342 2800 AH: 9342 2333 F: 8345 7468
Website: www.ohy.org.au

Northern Headspace
Access to a range of youth focussed health professionals who can help with: general health, mental health and counselling, education, employment and other services, alcohol and other drug services.
PH: 1300 880 218
Website: www.headspace.org.au/northernmelbourne
Online Counselling: www.eheadspace.org.au

Kids Helpline
Kids Helpline is Australia’s only free, private and confidential telephone and online counselling service specifically for young people aged between 5 and 25.
Website: www.kidshelp.com.au/teens

Online available: www.kidshelp.com.au

Orygen Youth Health
Website: www.orygen.org.au

Biohelpline
Website: www.biocounselling.com.au

Northern Youth Support
Address: 35 Poplar Rd, Parkville 3052
BH: 9342 2800 AH: 9342 2333 F: 8345 7468
Intake Line: 1800 888 320
Website: www.nys.org.au

ARAP Youth Mental Health
Address: Vic Place, 21 Victoria Street, Coburg 3058
Tel: 9355 9900 Fax: 9355 9993
Website: www.araphc.org.au

Youth Beyond Blue
Online advice and information, fact sheets, access to educational resources.
Website: www.youthbeyondblue.com

Vivienne Tellefson
Student Well Being Coordinator
On Friday the 17th of August we went to the Counihan gallery in Brunswick. The exhibition we attended was called The Elaboratorium by the Scale Free Network.

We listened to the artists and saw many elements under the microscope. We drew something with the help of shadows and microscope. These activities all related to drawing with texture, to understanding how it helps to draw 3D, or drawing nature to make it look like its alive.

The most enjoyable aspect was looking at many elements under the microscope. I saw these for the first time at the gallery and discovered that some simple things are made so delicately.

Bishrelt Otgonchimeg, Yr 9

We saw an installation art piece and we did a drawing workshop. It related to what we are doing in class through its focus on nature, seeing things in detail and drawing them and practising drawing techniques.

The most enjoyable aspect was when we saw how different everyday things look up close, and the finer details that are uncovered when doing so.

Isabelle Elhay, Yr 9

Before we entered the Elaboratorium, the room outside was exhibiting the work of Ben Sheppard, where all his work was created by using ball-point pen. I thought it was fantastic to see how this artist was able to create his art with shading and texture all by simply using a pen.

( Please note that the exhibited artist, Ben Sheppard, is not Ben Sheppard the art teacher and artist who works at our school.)

We then entered the Elaboratorium, which was like entering a different world. Unlike other pieces of art which you merely observe, you felt as if you were a part of the Elaboratorium as it surrounded and consumed you.

This really broadened our minds to the different ways art can be interpreted and experienced.

Parissah Ebrahimi-Rerakis, Yr 9
At the end of the Masterclass Paul thanked the students for their attention and positive contributions to the session and said he was very impressed with how well prepared they were. As he left the school he made the following comments to me, that the students were, “a great group of kids, … not only did they have a very good understanding of the play, they were able to clearly articulate their thoughts and views on the play and were confident enough in their own interpretations to disagree with each other and me, and support their interpretation with solid evidence and examples from the work.” The idea that Hamlet is like us is evident in the way earlier writers referred to this complex character. Paul drew parallels with the story of Amleth from 12th Century Danish chronicles and Shakespeare’s interpretation of this complex ‘all too human’ character, to explore and understand why we still seek to understand ourselves and the human condition through theatre and writing today.

We discussed Shakespeare’s language as sound and music and how the human ear responds more positively to rhythmic sounds in spoken language in the theatre. We looked at the relevance of the Ghost and the religious connections to the politics of the time; and the way audiences today can so easily identify with Hamlet, as Clive James states in the introduction to our edition of the play, “I identify with Hamlet. In my mind’s eye he even looks a bit like me.” The idea that Hamlet is like us is evident in the way earlier writers referred to this complex character. Paul drew parallels with the story of Amleth from 12th Century Danish chronicles and Shakespeare’s interpretation of this complex ‘all too human’ character, to explore and understand why we still seek to understand ourselves and the human condition through theatre and writing today.

Paul Reichstein from the Bell Shakespeare Theatre Company ran our Hamlet Masterclass on Thursday the 23rd of August at BSC. This much anticipated class, (we had booked it in March), proved to be as interesting and useful as we had hoped.

Paul, an enthusiastic, energetic and engaging presenter took the class though some of the more challenging ideas explored in the play. The idea that the study of psychology influenced the writing of the play was explored through close analysis of Hamlet pondering his inaction in response to his father’s murder.

A discussion on Shakespeare’s use of blank verse and prose and the rhythm of iambic pentameter was introduced through a simple hand clapping game. The importance of the soliloquies, where the audience gets to look into the hearts of some of the key characters as they speak their private thoughts, allowed us to discuss Shakespeare’s use of this dramatic device to show the characters ‘warts and all’
Pierre De Coubertin Award

On the 9th of September I attended the Pierre De Coubertin award ceremony and the Victorian Institute of Sport (VIS). The day started off with the award ceremony and finished off with a very interesting tour of the VIS. The day was engaging, interesting and also fun. A huge thanks to Mr Nolan for giving me this award, it was a great honour.

Ella Fusca, Yr 10

Commendation

Ella Fusca has been given this award for her outstanding efforts in sports organisation including coaching teams, recruiting players and officiating. During numerous times of the year Ella has worked with me to make our sporting teams as enjoyable and successful as possible. Ella has also been influential in increasing participation from female students and has been an exceptional role model. She consistently displays a positive attitude towards all sports and maintains a high work ethic. This award is well deserved and I congratulate her.

Josh Nolan, Sports Coordinator

Kendo at Melbourne University

On Monday after school at 4:30 the kendo club went to Melbourne University to join in their kendo training. I found it good that we could go and see how a full kendo club full of committed people operated. I personally found the experience eye-opening and that there is a big world of kendo outside of BSC. There were about 30 kenshi (kendo practitioners) in the class and I thoroughly enjoyed the 2 hours that the training went for.

Ben Carroll 8S

Kendo at Melbourne Uni was an awesome experience. We were in a big gym and the sound of the shinais clashing was extremely loud. We participated with members from the Melbourne University Kendo Club and they were really skilful. It was great fun and I learnt a lot. Thanks Mr Sheppard for giving us this great opportunity.

Matthew Harbourd 7B

On Monday night, three other students and I got to experience Kendo training at Melbourne University. At the uni we met many people and watched them do Kendo with their partners and then with us. I felt exhausted at the end of the session but it will be an experience I shall always remember.

Harry Wilkinson 7K
In Book Week at BSC we saw books on a range of topics in our classrooms with teachers sharing their collections on politics, poetry, philosophy and photography, science and science fiction, the art of speaking and the history of art; biographies, diaries, journals and reflections.

With so many people reading and talking about books it was wonderful to have access to the Melbourne Writers Festival and their website to see what Melbourne was talking about during the festival which began with the keynote address from Simon Callow on Charles Dickens and the Great Theatre of the World.

Many of our classes attended events at the MWF including our Year 12 Politics class attending the Q&A session at the BMW Edge at Federation Square, Year 7 and 8 English classes attended a range of speakers and tend to book clubs and discussion forums. The name? “Outside of a dog, a book is a man’s best friend, a dad doesn’t do much to help create a better future. Core to this goal is a belief that there is no greater force for changing the world than a powerful idea. TED is devoted to ideas Worth Spreading.

It started out (in 1984) as a conference bringing together people from three worlds: Technology, Entertainment, Design. We recommended a range of TED Talks to students across Book Week; you might like to have a look at TED TALKS at http://www.ted.com.

Another idea worth sharing for Book Week was the State Library of Victoria website called inside a Dog, a site all about books, by young people for young people. Students read book reviews, or signed up to write book reviews, they had the opportunity to join book clubs and discussion forums. The name? “Outside of a dog, a book is a man’s best friend, inside a dog it’s too dark to read.” Groucho Marx. You might like to have a look too at http://www.insideadog.com.au.

We finished Book Week off by acknowledging that 2012 is the National Year of Reading. “The National Year of Reading 2012 is about children learning to read and keen readers finding new sources of inspiration. It’s about supporting reading initiatives while respecting the oral tradition of storytelling. It’s about helping people discover and rediscover the magic of books. And most of all, it’s about Australians becoming a nation of readers.” From the National Year of Reading website, http://www.love2read.org.au/about-us.cfm

Have a look at the National Year of Reading website for some great ideas to get kids reading, keep them reading and expand their world.


Literacy is important to us and while it was fun to highlight reading during Book Week, every day at BSC includes developing our students’ reading and writing, speaking and listening skills across all areas of study. I hope you enjoy some of the ideas worth sharing that we explored during Book Week 2012.

Pauline Pearson Literacy Leader

On Wednesday the 29th of August students, teachers and parents alike braved wet weather and Melbourne’s bitter winter for an outdoor screening of the musical classic “Grease”. Students donated plates of baked goods, sausage rolls, and other goodies, and there was soup made by teachers (Oki) and parents. All proceeds of the night went to “Open Family”, an Australian charity who provides assistance integrating homeless people into mainstream society and working one on one with at-risk youth.

“Open Family” targets a specific age bracket; young people aged 12-24, the same age of many of our students. In Australia, more than 32 000 young people in this age bracket are homeless. Spirits were high despite the rain, and everyone got involved in singing along to “Summer Loving”, belting out ‘Grease Lightening’ or dancing to ‘You’re the one that I want’. The night had a fantastic atmosphere of community and school spirit and was a great representation of students getting involved in an important cause!

Mikaela Constable, Social Justice Captain
On Wednesday, the 19th of September, all of year nine made their way down to Hampton beach for the day. We have been studying coast lines in class and this excursion was organised so that we could transfer theory learned in class to a real world environment. Activities carried out throughout the day made sure that a healthy balance was maintained between enjoyable activities and enjoyable school work. All students appreciated this and appreciated the BBQ even more. By the end of the day it was evident that everyone had enjoyed themselves and had had a great day.

Luke Johnstone, Year 9

It was a beautiful sunny day on the 19th September 2012 when our entire year nine level ventured out to Hampton beach. At first I thought to myself it was going to be like every other excursion, but surprisingly it turned out to be a particularly great experience. When we were on the train we had some amazing views on the beach. When we arrived at Hampton Beach we were able to explore the beach and the surroundings. The smell of the sea water was amazing. The activity was working on a task that outlined issues facing some of Victoria’s coastlines. Afterwards we had a delicious barbecue lunch, which some of the year 10 VCAL students cooked up for us. It was great to have lunch together alongside the beach. Beach volleyball was my afternoon activity. The only thing that scared me the most on the day is when I found a little hermit crab hanging off my jumper, my friends and I laughed all day. We all shared an amazing day at Hampton beach.

Josh Suarez, Year 9

“This was one of the best excursions I’ve been on”
Jordan Masini-Barry, Year 9

Year 9 Geography Excursion
On Wednesday 19 September the Year 9 year level went on a Geography excursion to Hampton Beach. The students completed an investigation of the beach front area looking at erosion patterns and human impacts on the natural environment. The sun was shining, the students were well behaved and the BBQ lunch was delicious! Thanks to all the students who attended, the Year 10 VCAL students for running the BBQ and to Ms Kate Allibon for organising such a great day out! Michelle O’Brien, Year 9 teacher
Wodonga High School Visit

Wodonga High Schools’ SEALP class from the Murray River, New South Wales, travelled to Melbourne to visit Brunswick Secondary College’s corresponding SEALP class. They arrived during period five on a Monday afternoon. Both of our classes hit it off as soon as we got to know each other, the girls and boys alike felt comfortable socialising with all of us. The teachers supervising got us to play some ice breakers which involved gruelling challenges including making structures that could support a paperweight out of marshmallows, spaghetti, and a whole lot of trial! By the time we were finished everyone was sticky and oddly appeased with our models quick demise. By the end of the day we all really liked each other and wanted to see each other before they left early the next morning, so many of us decided to catch up for dinner out that night. We were extremely amused at how they reacted to the multiculturalism of Melbourne food. Everyone joked and talked with each other and by the end of the night we all agreed to friend each other on Facebook. The whole experience was enlightening and fun. I enjoyed myself immensely. I hope to see them again soon.

Adrienne Awad, Year 8

We were visited by the SEALP class of Wodonga Middle Years College. After travelling for hours, they finally arrived at our school, where we then took part in many different activities over the fine afternoon. After we were partnered, we chatted with the students, exchanging information about the different learning environments that we participate in. We then worked together in groups, creating a structure that had to support a weight using minimal materials. Later that day, we had dinner at a local restaurant with the other students. We had a great chat over the meal. It was definitely a wonderful experience for us, and hopefully for them, and we hope to see them again.

Adam Melhem and Pano Avramidis, Year 8
The program involved various guest speakers coming along and briefly chatting about their job, what’s involved, where the job can lead and what personal qualities someone might need to do this type of work. We wanted students to see the connection between school and work, how the subjects they study at school assist in various jobs today.

So far, we have been fortunate to have inspiring guest speakers such as Dr. Justin Denholm, Physician specializing in infectious diseases talking about his work in medicine.

Whilst extensive education and training is involved, it has lead him to travel overseas and assist in developing health management plans in countries where there are high levels of infectious diseases.

- Natalie Mrmacovska – DEECD Human Resources – provided a great presentation on the do’s and don’ts to produce effective resumes.
- Omar Merhi from the Electrical Trades Union also came along to talk about the electrical trades and other trades in general and the pre-requisites to getting into an apprenticeship by finishing secondary school (VCE or VCAL) and doing a pre-apprenticeship. Omar provided a wonderful insight into what employers expect of apprentices and the need to develop good skills in Mathematics and English in particular.
- Lachlan Poppins, Mechanical Engineer, provided a fabulous overview of what engineering is about with the definition “to make things happen”, “using skills to transform concepts into structures, services, systems, machines and manufacturing products.” Lachlan was very passionate and informative about the need for more engineers and the fact that he loves what he does and it is very rewarding to be able to design solutions to projects as well as do hands on work. Yr 9 students should be starting to think about organizing their work experience placement for Yr 10.

Work Experience for 2013 will take place in Week 3 of Term 2, Mon 29th April to Fri 3 May 2013.

Catherine Jones, Careers Counsellor & Work Experience Coordinator

MYLIFE Career Program

Year 9

During extended pastoral throughout Term 3, Year 9 students have been involved in the MyLife Career Program which is aimed at giving the Year 9 students a taste of different careers, to explore various occupations and to introduce the skills required to search and apply for a year 10 work experience placement.

Part of the program allows students to participate in activities via the My Future website www.myfuture.edu.au which is a wonderful career exploration resource as well as preparing their own resumes, and practicing applying for jobs, phone and interview skills.

Student Response to MyLife

The My Life Careers Program provides a great opportunity for Year 9 students such as Jack and myself to participate in a series of interactive online programs and explanatory talks that guide students through the careers maze.

A series of guest speakers have been invited to give us talks regarding what it takes to make it in different industries and the background information of their particular job/career. These invited guests are equipped with years of experience and professionalism in their field, for both future VCA and VCE students.

The talks are accompanied by various enlightening presentations and mini clips, which inspire all year 9 students to begin to consider their desired profession. Subsequently, an open question and answer time is provided where students are given the opportunity to interact with the guest speakers.

Students are then encouraged to hop online and participate in questionnaires and activities related to resume writing and interview skills as well as guiding students towards a career that is best suited to their cognitive skills and own interests. As year 9 students heading to year 10, The My Life Careers Program has opened windows for us in terms of seeking knowledge and creating a deeper understanding of our desired professions, being Public Relations (Yasmin) and aviation and computer engineering (Jack).

The program has created a sense of motivation and enthusiasm amongst the Brunswick students, as we begin to engage in various conversations about our aspired career professions. We both feel inspired and quite excited about taking the first baby steps of planning a long and prosperous future ahead.

Yasmin Saeed 9U & Jack Pryce , Year 9
On Tuesday the 21st of August the school auditorium played host to The Brunswick Chatterbox - Brunswick Secondary’s first in-school public speaking competition. Entrants ranged from year seven to year twelve and all showed great courage in presenting some fantastic speeches. All the audience, the teachers, me and my fellow student leaders who attended were very impressed with the maturity shown by all students, particularly the juniors, in talking about some serious global issues.

Congratulations to Elise Louey who took out second place in the juniors with her speech about dying languages, and Yasmin Saeed who won the junior competition with an inspiring speech about refugees. Congratulations also to Brianna Inturissi who won the senior competition with a rousing speech about the modern feminist, and a shout out to PJ Byrne and Emma Hamza who won the junior encouragement award and audience favourite respectively. A huge thank you to all who helped out on the night, particularly our major sponsor, Brunswick Rotary and other sponsors, Brunswick Bound, Brunswick Hockey Club and Veri Koko.

Thank you also to our judges, Local Member Jane Garrett, and former School Captains, Wudasse Assfaw and Holly Moore. We hope to see even more contestants next year!

Maggie O’Shea
Public Speaking Captain, Yr 10

Student Reflections
I enjoyed Chatterbox because I got to express my opinion on a topic of my choice and I got to listen to other people’s opinions as well.
Sophie O’Connell, Yr 7

I like Chatterbox because it was a chance to show our skills in public speaking. I enjoyed listening to all the people’s speeches. Some were funny and some were serious. I hope we do it again next year.
Emma Hamza, Yr 7

It was fun to talk about important issues and was an enjoyable experience. I was able to use humour to get my point across and it was a large part of me winning a $100 prize.
PJ Byrne, Yr 9

It was really good experience to give a speech along with twenty or so other students, ranging from year 7 to 12. It was also great seeing the different styles each speaker used to convey their points.
Blake Everitt, Yr 9

Chatterbox was a really good opportunity to speak in front of an audience about some topical issues; it was an amazing night and I gained a lot from hearing the speeches from my fellow students.
Evan Kittelty, Yr 12
On Tuesday, 18th of September, Brunswick Secondary College held their annual Clocktower Concert. As music captain it was really pleasing to see students from all year levels come together and perform. There were some amazing performances from both the ensembles and soloists and the audience was thoroughly entertained throughout the night. The Clock Tower concert was one of my highlights for the year. It was a successful and fun night.

Congratulations to everyone who performed and a huge thank you to everyone who was involved, particularly Music Coordinator, Suzanne Kurick, and all of our music teachers at Brunswick.

Mitchell Wood, Music Captain, Year 12

It was really good as a senior student, to be able to help junior students with their nerves on the night. As a vocalist, it was good to be backed up by such a wonderful stage band and to learn how to listen to a conductor. I also learnt how to hold a strong melody in the vocal ensemble. My highlight would have to be performing in the VCE band as it was pure fun and enjoyment.

 Larissa Li, Year 11

The concert band was enjoyable because it was like a break from school and work, and I could focus on having a good time with my friends, as well as dancing to the music. I was able to experience the full attention of the audience and was happy when they all smiled and clapped along during our Rock the Boat performance.

 Claudette Cacalda, Year 11

All the performances were amazing, especially the vocal quartet performing Bring it on Home. The harmonies were angelic and their voices fitted together. I also felt that Brunswick Voice had improved so much from day rehearsals and I got goose bumps from so many different acts. Overall this concert was one of the best Brunswick has ever presented.

Shannon Zhong, Year 10

I felt this was one of Brunswick Voice’s best performances yet. The teacher’s band was also a great piece as we got to see our own music teachers performing a groovy and uplifting song. Overall, I would like to congratulate all of the participants in the show for putting on a magnificent Clocktower performance.

Louise Fisher, Year 10s

The Clocktower Concert was a remarkable success, as all performers showed such profound talent and passion in the music they created. The back-stage crew was not only extremely generous on lending their helping hand to set up the stage but also kept a high standard of professionalism throughout the whole show.

Prativa Tamang, Year 10

It was very scary performing in front of all the people in the audience, but I was happy to perform and that the concert was such a success.

Matthew Harbourd, Year 7

It was a good experience for me performing to such a large audience and the feedback I received was all positive.

Stanley Ye, Year 7

I liked performing and I got a bit nervous, but it was a great experience.

Leif
Mid-Year Exams
The things that made me successful in my mid-year exams were my preparation, determination and attitude towards work. Furthermore, the teachers at BSC are very helpful and supportive. The effort they put into teaching has helped me a lot. The thing that I have found most difficult and the greatest challenge this year is to be really organised and know how to study effectively. In regards to next year I am not completely sure what I wasn’t to do, but know that I want to go to University. I am thinking of doing something in a science field. I feel confident and prepared for the end-of-year exams, particularly after experiencing mid-year exams. However, I know that more revision will be necessary before I take them.

Peter Mossemeaner, Commerce Teacher

Brunswick Secondary College’s annual Teacher vs Student debate

It was an exciting and hilarious event, and this year was no different. The debate takes place each year during Science Week and this year’s topic was “that all genetic engineering should be allowed”. With witty arguments ranging from conspiracy theories to mutants taking over the world to “that all genetic engineering should be allowed”. With witty arguments ranging from conspiracy theories to mutants taking over the world to “that all genetic engineering should be allowed”.

On Monday the 27th of August, I went with my Year 12 politics class to see the ABC panel discussion show Q & A. It was very exciting as we got to see Tony Jones, the Silver Fox, in person. We were also able to see the mechanics behind the program. Moreover, we were provided with a detailed analysis of important political issues such as the role of religion in society. Afterwards we took a photo with panelist Sefi Atta, who introduced one of us to her children. I would like to thank Ms Gardner for organising it.

Daniel Neuwenhuis, Year 12

Year 12 Politics Q & A

On Monday the 27th of August, I went with my Year 12 politics class to see the ABC panel discussion show Q & A. It was very exciting as we got to see Tony Jones, the Silver Fox, in person. We were also able to see the mechanics behind the program. Moreover, we were provided with a detailed analysis of important political issues such as the role of religion in society. Afterwards we took a photo with panelist Sefi Atta, who introduced one of us to her children. I would like to thank Ms Gardner for organising it.

Daniel Neuwenhuis, Year 12

Plan Your Own Enterprise competition
One out of three small businesses in Australia fail. A contributing factor for some is their failure to plan. Hopefully now our future entrepreneurs in Yr 9 might not suffer the same fate as one of their major 5GSE projects this year was to create a 3000 word business plan to submit in the national Plan Your Own Enterprise competition. Students developed skills in organisation, planning, innovation, decision making, research, communication, prioritisation, collaboration and reflection while exploring the feasibility of their business idea. On top of these important life skills, the hard work and dedication of Elowen Amos and Beliana Sticame were recognised achieving a well deserved 3rd place in the Victorian teams division for BC Catering, a high end customisable corporate catering service. This is exceptional given that the majority of the competition comes from Year 11 VCE students. Well done to all the students in Yr 9 on their efforts in tackling a real world solution they might face later in their lives.

Peter Masssemeener, Commerce Teacher

Dante Alighieri Poetry Competition
Each student in our class wrote a poem in Italian about a topic of our choice. They were then entered into the Dante Alighieri competition and when judged I received first place out of all the competing schools in Victoria. The winners then went to a presentation evening at Melbourne University. It was quite fascinating listening to all the other winners recite their poems. When it was my turn to recite mine I was nervous. My poem was about nature & nature’s and was quite hard to translate from English to Italian so my teacher was a great help with that. I think I am quite lucky to have an opportunity to study a second language like Italian because it will really enrich my life and make my life more exciting for whenever I travel. I would like to thank Ms Hosseini for helping me in learning Italian for succeeding in this competition and for accompanying me to the award night. I would like to thank Ms Sando for attending the presentation evening as well.

Charlotte Brunt, Year 7

It was exciting to learn that I came third in an Italian competition. I didn’t expect it at first. To learn that I had come third in the whole of Victoria made it even more surprising. I also heard Charlotte had come first in the whole competition. We had to write our poem in Italian and I wrote about athletics. It was hard because I got confused with the language but I have learnt three different languages. I wasn’t expecting to make the top ten in the whole competition coming first. I have done Italian all these years. On the actual night I felt anxious and nervous but I had a lot of support from family, friends and the teachers. When they called my name I stood up, scored but I didn’t have to say my poem. I shook two peoples hand and they presented me with a prize; a dictionary and a trophy to recognise my achievement. After Charlotte finished saying her poem we had a photo taken together and walked back to our seats congratulating each other.

I would like to thank my teacher Ms Hosseini for all her teaching this year and her encouragement.

Tor Bak, Year 7

Plan Your Own Enterprise competition
One out of three small businesses in Australia fail. A contributing factor for some is their failure to plan. Hopefully now our future entrepreneurs in Yr 9 might not suffer the same fate as one of their major 5GSE projects this year was to create a 3000 word business plan to submit in the national Plan Your Own Enterprise competition. Students developed skills in organisation, planning, innovation, decision making, research, communication, prioritisation, collaboration and reflection while exploring the feasibility of their business idea. On top of these important life skills, the hard work and dedication of Elowen Amos and Beliana Sticame were recognised achieving a well deserved 3rd place in the Victorian teams division for BC Catering, a high end customisable corporate catering service. This is exceptional given that the majority of the competition comes from Year 11 VCE students. Well done to all the students in Yr 9 on their efforts in tackling a real world solution they might face later in their lives.
I had a great experience in China. It took me 1 day to fly from Melbourne to Beijing via Hong Kong. “The High School Affiliated to Beijing Normal University” welcomed us. The assistant principal and 40 buddies were waiting us in front of the arrival gate. Then, I met my buddy and talked much with her. She gave me a Chinese knot as a welcoming present. I had Chinese culture class, such as calligraphy. Beijing opera, Chinese paintings, Chinese songs, Chinese traditional dance, calligraphy. After 2 days, the class was divided into 2 classes, advanced and intermediate. I was so happy as I was put in the advanced class. I learned a lot about Chinese culture and tradition. I learned how to draw using Chinese brush, make a Chinese mask, apply the facial makeup used in operas, paper cutting and pottery, singing, and play roles in drama. I learned lots of things that I had never known before.

I went to the Temple of Heaven which is fantastic. I found all the buildings are all round, and in a circle. The Temple of Heaven is in the southern part of Beijing and houses China’s largest existing complex of ancient sacrificial buildings. I went to Tiananmen Square and the Forbidden City too. It took me several minutes to go there. I used a transportation card, which I found similar to the Myki. Tiananmen is the largest plaza in the centre of Beijing. It has great cultural significance as a symbol because it was the site of several key events in Chinese history. The Forbidden City is the largest and most complete imperial palace and ancient building complex in China. The buildings fully embodied the artistic features and styles of ancient Chinese palace architecture. I then went to The Great Wall, which I found very fascinating. The Great Wall rises and falls with the contours of the mountains, winding across nine provinces, municipalities and autonomous regions for 6,700 kilometers. I also had new experience to live in my buddy’s house for 2 days of homestay. I felt very happy to stay with the host family. My homestay family cooked me dumplings, gave me moon cakes, and described Chinese opera. They treated me nicely. I found my host family different to an Australian family. They eat with chopsticks, and it’s unmannured to put chopsticks on top of the food. They set chopsticks at the side ready for food.

In Xi’an, I went to The Terracotta Warriors and Horses, Xi’an’s City Wall and Huating Hot Spring. Firstly, I found Xi’an is different from Beijing because as one of the oldest cities in Chinese history, Xi’an is one of the Four Great Ancient Capitals of China because it has been the capital of some of the most important dynasties and Chinese history. I visited the Terracotta Warriors and Horses, and the Xi’an Ancient City Wall. The first landmark visitors will encounter in Xi’an is the ancient city wall, which stretches round the old city. Everyone wants to ride the bicycle through the city wall. I took a ride with friends on the wall. I saw many big buildings and ancient buildings. It was the most exciting moment in my life.

Marcia Limas, Year 10

For the Chinese people we were their attraction as we were the tourists learning their culture. I would like to thank my homestay buddy Liu Xi Ran and her family for their patience, encouragement and delight at me attempting to say a sentence or a word in Chinese at the right moment. I would like to thank her father for giving me and his family all morning to the Great Wall for an afternoon and I would like to thank her mother for cooking such wonderful food. I found it very surprising that the Chinese students I met could actually speak fluent English. I was told that in China there has been an implementation where students learn a language since the age of 3 and receive 80% of their classes in this language instead of Chinese. This really helped the communication with me and the students of the school as my Chinese speaking skills are very limited because of the short time I have been learning the language.

I was shocked by how CLEAN China really is and how many people work to KEEP it clean. There was not one place where one couldn’t find at least one person maintaining clean the city and school grounds. It is said that prior to the Beijing Olympics, China implemented norms to keep the city clean from pollution that are kept until actual times. I actually want to thank all the people who spent their time to just keep the city clean for others.

During the study tour I learned that although one always has an accent when learning another language and even if the language is tonal, people can still understand most of what one is trying to say. I also learned that it is very difficult to communicate in full sentences. Also in China your cousins are considered your brothers and sisters due to the one child policy. In conclusion, I enjoyed every second of the trip. It is not possible to thank such a great opportunity. I hope more people are inspired in trying to participate in a study tour like this if the opportunity ever becomes available again. I totally encourage people to apply and experience a complete immersion in the amazing and long Chinese culture and history!

Yazaira Libertad, Year 9

After returning to Beijing, I ate a lot of Peking duck. I even sang a Chinese song to get a Peking duck certificate of achievement from the restaurant. I think that was the most delicious duck that I have ever eaten in my life.

Two days before we left China, there was farewell performance. I participated in a role play as a doctor, singing a Chinese song, Australian song and dancing. The local students also presented traditional Chinese dancing. I found it was very amazing.

The next day, I joined a sport meeting in the China International Sport Stadium. The other students and I did a marching band performance. I participated in some competitions and got a sport certificate and pin. I was very happy and excited. It was such a huge stadium, there were many students from different schools who were peking in a lot of different sport activities. I made new friends in there, too.

For me, the most impressive place in China is The Great Wall, because it’s one of the 7 wonders of the world, and it is one of the most magnificent ancient defence works. I got a gold medal and a certificate that states that I have climbed The Great Wall for 888 metres. I also took a sliding car from the top of The Great Wall with my buddy. We had so much fun and excitement. The most incredible thing that I had never expected was the helpfulness of the Chinese School and the local students. I have gained many new experiences, more understanding of Chinese culture, and improved my Chinese language for my future. At this stage, I want to thank Brunswick Secondary College, Mt. Waverley Telleston, Mr. Ji Xu and all staff and teachers that have supported me during my study tour.

Marcia Limas, Year 10

One of the things I really found a highlight of the study tour was being treated like diplomats. We were invited into the most prestigious high school in China affiliated to the Beijing Normal University. We were given a buddy who looked after us and made us feel welcome.

We had language and cultural classes which included calligraphy. Tai is, the study of the Beijing opera and the years sport carnival of the school were some of the things that were included in our program. We also did some sightseeing which included calligraphy. Beijing opera, Chinese paintings, Chinese songs, Chinese traditional dance, calligraphy. After 2 days, the class was divided into 2 classes, advanced and intermediate. I was so happy as I was put in the advanced class. I learned a lot about Chinese culture and tradition. I learned how to draw using Chinese brush, make a Chinese mask, apply the facial makeup used in operas, paper cutting and pottery, singing, and play roles in drama. I learned lots of things that I had never known before.

I went to the Temple of Heaven which is fantastic. I found all the buildings are all round, and in a circle. The Temple of Heaven is in the southern part of Beijing and houses China’s largest existing complex of ancient sacrificial buildings. I went to Tiananmen Square and the Forbidden City too. It took me several minutes to go there. I used a transportation card, which I found similar to the Myki. Tiananmen is the largest plaza in the centre of Beijing. It has great cultural significance as a symbol because it was the site of several key events in Chinese history. The Forbidden City is the largest and most complete imperial palace and ancient building complex in China. The buildings fully embodied the artistic features and styles of ancient Chinese palace architecture. I then went to The Great Wall, which I found very fascinating. The Great Wall rises and falls with the contours of the mountains, winding across nine provinces, municipalities and autonomous regions for 6,700 kilometers. I also had new experience to live in my buddy’s house for 2 days of homestay. I felt very happy to stay with the host family. My homestay family cooked me dumplings, gave me moon cakes, and described Chinese opera. They treated me nicely. I found my host family different to an Australian family. They eat with chopsticks, and it’s unmannured to put chopsticks on top of the food. They set chopsticks at the side ready for food.

In Xi’an, I went to The Terracotta Warriors and Horses, Xi’an’s City Wall and Huating Hot Spring. Firstly, I found Xi’an is different from Beijing because as one of the oldest cities in Chinese history, Xi’an is one of the Four Great Ancient Capitals of China because it has been the capital of some of the most important dynasties and Chinese history. I visited the Terracotta Warriors and Horses, and the Xi’an Ancient City Wall. The first landmark visitors will encounter in Xi’an is the ancient city wall, which stretches round the old city. Everyone wants to ride the bicycle through the city wall. I took a ride with friends on the wall. I saw many big buildings and ancient buildings. It was the most exciting moment in my life.

Marcia Limas, Year 10

For the Chinese people we were their attraction as we were the tourists learning their culture. I would like to thank my homestay buddy Liu Xi Ran and her family for their patience, encouragement and delight at me attempting to say a sentence or a word in Chinese at the right moment. I would like to thank her father for giving me and his family all morning to the Great Wall for an afternoon and I would like to thank her mother for cooking such wonderful food. I found it very surprising that the Chinese students I met could actually speak fluent English. I was told that in China there has been an implementation where students learn a language since the age of 3 and receive 80% of their classes in this language instead of Chinese. This really helped the communication with me and the students of the school as my Chinese speaking skills are very limited because of the short time I have been learning the language.

I was shocked by how CLEAN China really is and how many people work to KEEP it clean. There was not one place where one couldn’t find at least one person maintaining clean the city and school grounds. It is said that prior to the Beijing Olympics, China implemented norms to keep the city clean from pollution that are kept until actual times. I actually want to thank all the people who spent their time to just keep the city clean for others.

During the study tour I learned that although one always has an accent when learning another language and even if the language is tonal, people can still understand most of what one is trying to say. I also learned that it is very difficult to communicate in full sentences. Also in China your cousins are considered your brothers and sisters due to the one child policy. In conclusion, I enjoyed every second of the trip. It is not possible to thank such a great opportunity. I hope more people are inspired in trying to participate in a study tour like this if the opportunity ever becomes available again. I totally encourage people to apply and experience a complete immersion in the amazing and long Chinese culture and history!

Yazaira Libertad, Year 9

After returning to Beijing, I ate a lot of Peking duck. I even sang a Chinese song to get a Peking duck certificate of achievement from the restaurant. I think that was the most delicious duck that I have ever eaten in my life.

Two days before we left China, there was farewell performance. I participated in a role play as a doctor, singing a Chinese song, Australian song and dancing. The local students also presented traditional Chinese dancing. I found it was very amazing.

The next day, I joined a sport meeting in the China International Sport Stadium. The other students and I did a marching band performance. I participated in some competitions and got a sport certificate and pin. I was very happy and excited. It was such a huge stadium, there were many students from different schools who were peking in a lot of different sport activities. I made new friends in there, too.

For me, the most impressive place in China is The Great Wall, because it’s one of the 7 wonders of the world, and it is one of the most magnificent ancient defence works. I got a gold medal and a certificate that states that I have climbed The Great Wall for 888 metres. I also took a sliding car from the top of The Great Wall with my buddy. We had so much fun and excitement. The most incredible thing that I had never expected was the helpfulness of the Chinese School and the local students. I have gained many new experiences, more understanding of Chinese culture, and improved my Chinese language for my future. At this stage, I want to thank Brunswick Secondary College, Mt. Waverley Telleston, Mr. Ji Xu and all staff and teachers that have supported me during my study tour.

Marcia Limas, Year 10
I would first like to say my thank you to the Australian and Chinese government, HANBAN, Department of Education and Early Childhood Development, the High School Affiliated to Beijing Normal University and Mr Xu for assisting me in my application. This year, 40 students from Public state schools were given the fantastic opportunity to visit China for two weeks. Before going on the trip, it was already clear that Chinese students consider their education very important and study very hard. So when I first communicated to my buddy, I was surprised at how fluent in English she was. It didn’t seem real that most of their classes are taken in English. Staying at the international dormitory building, I met so many other international students, coming from countries like Japan, Korea, Germany, and Kazakhstan. We stayed at our buddy’s home for two nights. I went to the Great Wall, with my buddy’s friends and their Australian buddies. I wish to continue to stay in contact with them and the students that came and made this trip unforgettable.

Some of my highlights were riding on a twin bike, with my friend, Hayley on the Xi’an City Wall, as it was one of the happiest and funniest times of my life. It was the first time for both of us, riding a twin bike, so it was normal that we would have a difficult start, but we managed to ride the entire Xi’an City Wall, without stopping, and in the rain. By the time, we arrived back at the stop; everyone was completely drenched from the bike ride. After breakfast each day, we would join the Chinese students in their morning exercises. It was a lot of fun, because it was more like morning dancing.

Before coming on this trip, I knew I had to make the most out of this opportunity by participating in many activities because this is a once in a lifetime opportunity. I participated in the Chinese role-play performance in front of the principal, directors and teachers, students of the high school and HANBAN. I greatly enjoyed the Sports Carnival, as I entered in three athletic events, 100m, 400m and 4x100m relay performing to the best of my ability, and I got a placing in all three sporting events, against other Chinese students. Two weeks of school life in China, though short, has left deep memories I will always remember.

Yi Jie Xu, Year 9
Achievers

High Achievers

Congratulations to all the students who participated this year in the nation-wide competitions provided by the University of New South Wales and the Australian Mathematics Trust.

These competitions provide valuable challenges beyond the school and we are proud of the efforts of all those who participated. Brunswick had some high achievers across the year levels and across the disciplines of Maths, English, Science and Spelling.

Brunswick Secondary aims to offer students the opportunity to get involved with a range of extension and enrichment opportunities both within and outside the school. We hope to see more students taking advantage of these opportunities to compete on a national level.

**MATHEMATICS YEAR 7**
- Distinction
  - Tor Bak
  - Ryan Da Silva
  - Zheng Yang Ding
- Credit
  - Jesse Forder
  - Kyle Keuris
  - Oscar Lang
  - Daniel Li
  - Lynt Lin
  - Jason Luo
  - Atul Shreshtha
  - Iris Shuttleworth
  - Ben Silke
  - Joe Winkler
  - Jimmy Chen
  - Hilman Hambali
  - Yannick Pavlakos
  - Daniel Phan

**MATHEMATICS YEAR 8**
- Distinction
  - Raymond La (HD)
  - Benjamin Anania
  - William Augier
  - Daniel Jay Bela
  - Dessi Lin
  - Toby Miller
- Credit
  - Pano Avramidis
  - Daniel Johns
  - Anna Louey
  - Ben Carroll
  - Nathan Kleinig
  - Adam Melhem
  - Martin Su

**MATHEMATICS YEAR 9**
- Distinction
  - Matthew Blair
  - Aidan Blair
- Credit
  - Amy Lee
  - Dylan Silke
  - Matt Reade
  - Hisham Ali
  - Elowen Amos

**MATHEMATICS YEAR 10**
- Distinction
  - Nicholas Collins
  - Yue Deng
- Credit
  - Michael Chen
  - Nikkiiikes
  - Guss Melhem
  - Megs Cimenoglu
  - Larissa Li

**ENGLISH YEAR 7**
- Distinction
  - Henry Jackson
  - Oscar Lang
  - Alessandro Rizzo
  - Melissa Shaw
  - Iris Shuttleworth
  - Joe Winkler
- Credit
  - Ryan Da Silva
  - Jesse Forder
  - Kyle Keuris
  - Daniel Li
  - Lynt Lin
  - Holly Payne
  - Jimmy Chen
  - Hilman Hambali
  - Daniel Phan

**ENGLISH YEAR 8**
- Distinction
  - Hayden Anglin (HD)
  - Hillam Augier (HD)
  - Bronwyn Cashin (HD)
  - Daniel Johns
  - William Vo
  - Qumruul Alkan
  - Benjamin Anania
  - Adrienne Awad
  - Nathan Kleinig
  - Scott Rogin
- Credit
  - Raymond La
  - Nellie Liyana-Arachchige
  - Anna Louey
  - Brijittie Williams
  - Zac Winkler
  - Nathan Borg
  - Dessi Lin
  - Adam Melhem
  - Martin Su

**ENGLISH YEAR 9**
- Distinction
  - Dylan Silke (HD)
  - Matt Reade (HD)
  - Shenal Vethanaygam (HD)
  - Matthew Blair
  - Amy Lee
  - Aidan Blair
  - Claire Na
- Credit
  - Haymam Ali
  - Phoebie Harraway
  - Celeste Biancofiore
  - Melanie Lasslett
  - Georgia Polichroniadis
  - Bellana Shreshtha
  - Yiye Xu

**ENGLISH YEAR 10**
- Distinction
  - Xavier Dupe (HD)
  - Lucy Payne (HD)
  - Maggie O’Shea
- Credit
  - Muireann Hanranhan
  - Shriwaa Abidahasi
  - Luic Awad
  - Nicholas Collins
  - Louise Fisher
  - Lewis Ingram
  - Nakisha Li
  - Lucy Payne
  - Tom Rondan
  - Joanna Zaffropoulos

**WRITING YEAR 7**
- Distinction
  - Melissa Shaw
- Credit
  - Holly Payne
  - Atul Shreshtha
  - Iris Shuttleworth

**WRITING YEAR 8**
- Credit
  - Melissa Shaw
  - Lucy Payne
  - Melissa Shaw

**WRITING YEAR 9**
- Credit
  - Claire Na

**WRITING YEAR 10**
- Credit
  - chloride Awad
  - Michael Chen
  - Megs Cimenoglu
  - Nicholas Collins
  - Yasmine Emresoy
  - Lewis Ingram
  - Liam Jenkins
  - Lucy Payne

**SCIENCE YEAR 7**
- Credit
  - Joanna Zafiropoulos
  - Tom Riordan
  - Lucy Payne

**SCIENCE YEAR 8**
- Credit
  - Joe Winkler
  - Benn Silke
  - Iris Shuttleworth
  - Ben Silke

**SCIENCE YEAR 9**
- Credit
  - Amy Lee

**SCIENCE YEAR 10**
- Credit
  - Matthew Blair
  - Phoebe Harraway
  - Samantha Na-Selwyn
  - Dylan Silke
  - Elowen Amos
  - Aidan Blair
  - Claire Na
  - Matt Reade
  - Bellana Shreshtha
  - Shenal Vethanaygam

**SCIENCE YEAR 11**
- Credit
  - Matthew Blair
  - Phoebe Harraway
  - Samantha Nasi-Selwyn
  - Dylan Silke
  - Elowen Amos
  - Aidan Blair
  - Claire Na
  - Matt Reade
  - Bellana Shreshtha
  - Shenal Vethanaygam
Wheelchair Basketball

As part of Health and Physical Education Week activities, Disability Sport and Recreation ambassador, Gary Connor, addressed year 7 students with a Wheel Talk presentation. He spoke about the importance of safety and gave an insight into having a disability, outlining the opportunities that still exist for people with a disability. His story was an inspiration to everyone who attended the presentation, and gave students a greater awareness of living with a disability and what it entails. Students were then given the opportunity to participate in a game of wheelchair basketball. All students participated to the best of their ability, discovering how difficult maneuvering the wheelchair could be, and gained a new appreciation by seeing the ease with which Gary was moving around the court.

Teachers were able to have a go at lunchtime, and as the students did, enjoyed the experience thoroughly. Thanks to Gary Connor for such an informative and valuable day, and to all that participated and contributed to its success.

Wendy Kenbeek, P.E Teacher

Wheelchair basketball was a great experience and a chance to try something new.

Sasha Gillies-Lekakis, Yr 7

I found the wheelchair basketball challenging but really fun. You should give it a go.

Ben Fisher, Yr 7

Wheelchair basketball was very enjoyable because we got to experience a sport in another special and fun way.

Joseph Buyukoz, Yr 7

Wheelchair basketball was a great experience for all of the year 7’s. It was an enjoyable game for everyone.

Alanna Mancuso, Yr 7

I thought that wheelchair basketball was really fun. It was a lot harder than regular basketball but it was more enjoyable.

James Burg, Yr 7

I enjoyed moving in the wheelchairs while playing basketball. The experience made me realize how hard Para Olympians have to work to be where they are now.

Harman Rumble, Yr 7