In this Issue

The Future Dr Taleb
BSC Solar Launch
Swimming Carnival
Rhonda, who graduated from BSC in 2010, is the first student in her family to go to university. When studying Science at the University of Melbourne, Rhonda fixed her sights on studying Medicine. She has been assisted in this quest by retired BSC teacher, Julie Bean, and encouraged by her proud family, particularly her mother Shedia, also a former student of our school. Rhonda’s story reminds us that each of us is capable of greater achievement but that this doesn’t just happen. True success belongs to those like Rhonda who work unwaveringly and persistently toward their goal.

Another inspiring recent BSC graduate is Rachael Hocking currently in the final year of a Journalism degree at RMIT. You may recall Rachael wrote a piece, Growing Up on Isolation Day, in the previous Brunswick Star. We are delighted that Rachael has offered to write a regular feature for The Star. In this edition, she reflects on the enduring benefits of her experience of studying drama and learning to overcome nerves. The text of Rachel’s powerful speech to the Year 12 students on the sixth anniversary of National Apology Day is also included. I still recall the stillness and reverence with which our students listened to Rachel’s thoughts and reflections on discovering her identity and voice as a young indigenous Australian.

This edition contains the second of our newly introduced PEEP feature, what makes us Positive Excited Engaged and Proud as teachers at BSC. It also introduces another feature, a column by our School Nurse, Jeremy Fiske. The topic grew out of the I-World Teenagers and Technology parent session last year. There is a section for parents and another directed to teenagers themselves on the vitally important subject of Sleep. It was great to see such an impressive turnout to psychologist, Maria Rabeiro’s evening sessionCreating Confident Kids held at the end of last term. We welcome parents’ suggestions for future Adolescent Health columns and parent information/conversation sessions.

I would like also to draw your attention to the Victorian Young Leaders to China student diary. The student entries convey the rich and varied opportunities for intercultural understanding, friendship and language development that this intensive six week exchange has offered to write a regular feature for The Star. In particular, I would like to commend the decision by the DEECD to provide financial support to students who seek and opportunity are fundamentally crucial.

Just as I began, I would like to close with a question I was asked during the primary school visits: ‘What makes your school different from other schools?’ It is a question frequently asked on parent tours too. Phrased this way, it is challenging to answer because it is not my place to speak on behalf of other schools. I respond therefore by outlining our school’s ethos and accomplishments, only comparing ourselves now with the school we were ten or fifteen years ago. Together with our commitment to diversity, community, excellence and equity, our school is defined by:

• Our quality of teaching, the rigour of our academic programs and the extensive support we provide through study groups, homework clubs and the work practice system. We were pleased to be identified as one of Victoria’s most improved schools, with The Age citing our median study score increase from 26 in 2003 to 31 in 2013. We are proud that the median of 31 was achieved through strong results across the whole student subject in all subjects.

• Our commitment to student wellbeing. This includes a cohesive social and emotional learning curriculum at each year level to support students’ transition from new Year 7s to Year 12 graduates. We also focus on building students’ strengths, resilience and learner confidence. We are proud that our school values are lived.

• A commitment to providing a vibrant, high quality and extensive co-curricular and performing arts program. It is exciting to see the greatly expanded numbers in debating, chess, instrumental music and sport over the past decade, and to see the development of new co-curricular programs such as Science, Environment, Maths Games, Creative Writing, Cooking, Media and Art clubs to name only a few. These clubs give students the opportunity to form friendships with like-minded students across year levels. We are always pleased to see many of our students pursue the co-curricular activities they have enjoyed and learned at school after graduation. I know that these more unbounded learning opportunities can also change lives.

Vivienne Telfeton
Principal
My name is Rhonda Taleb and I graduated from BSC in 2010. I was fortunate enough to gain an ATAR which meant that I was able to attend one of the most prestigious universities in Australia. I have always loved the abstract purity of the Sciences, but it wasn’t enough. I needed to contribute to the world. I needed to be a doctor, however I had no idea how to do this.

I discovered that to get into Medical School after completing my BSc, I would need to score well in a very difficult exam called the Graduate Australian Medical School Admission Test, or GAMSAT. The GAMSAT is held once a year, you have to pay to sit it, and the test itself lasts an entire day. You are assessed not only on your proficiency in Science but also in English, which involves showing how much you have thought about difficult issues people face in medical situations. To help me meet this daunting task my friend Hayja Taha connected me with one of my former English teachers, Julie Bevan, and we began to prepare.

Despite working very hard I did not score well enough to gain a Medical place. I had been told this was the likely outcome but knowing that did not help much when it happened. After a while I realised that my need to be a doctor was greater than my fear of failure and, with the same support, I attempted the GAMSAT for a second time. This time I was successful and was offered an interview for a Medical place at Deakin University.

I was very excited but very nervous as I am not confident in interview situations. Anyone who has ever had to do an Oral Presentation will understand. To help me with this Julie contacted Mr. Telfson who was able to set up some training sessions for me. I also practised with Julie and Mr. McKinnon. I am sure this helped me greatly, because a month later when the places were offered I was amazed to find I had been offered a place not at Deakin, but at Melbourne University in one of the most prestigious courses in the country. This was a bitter-sweet moment because although I had been offered everything I had dreamed of and worked so hard for I thought I would be unable to accept as part of the course was full fee paying and my family just did not have that kind of money. My wonderful mother insisted I accept the place and Julie supported her so I gave in and accepted. It was the best decision I have ever made.

Melbourne Medicine is very difficult but I love it. I have also been offered a Commonwealth placement and a Bonded Place which means that I don’t have to pay full fees and that when I finally complete my studies I will go and work in country Victoria which is what I want to do.

I have learnt many things from this experience. I have learnt that wishing is not enough, you have to actually make your dreams happen and that takes a lot of hard work. I have learnt that just being clever enough is not necessarily enough because money is a factor. I have also learnt that you don’t let this stop you because with the right support, you can always find ways around it. You need determination and resilience as well as ability. I have learnt that you have to be brave enough to ask for help because the generosity with which people will respond is amazing. I think the most important thing I have been the unwavering support of my wonderful parents Shedia and Ahmed and having people in my life who kept on believing in me even when I didn’t. That’s how I learnt that you must never give up, because then nothing good can happen.
Drama And Me

In pitch black, my knobby knees shook beneath short denim overalls. The chair I stood on began to gently rock. It was like the crunch of popcorn in a silent cinema; each crack felt more conspicuous than a fire alarm. The spotlight was blinding. Almost innately I clung tighter to the handmade doll in my hands, like you would a parent’s leg when meeting family members for the first time. What my body did next had to be precise. I thought. And then, it slowly dawned that 500 eyes were on me.

For the past 4 years I had been a part of the various performances that made up Brunswick Secondary College’s end of year Clock Tower performance in Moonee Ponds. I had danced or played the clarinet on stage to the same amount of people every year. However it was my fifth, and final, performance on that stage that drastically changed my perception of public speaking, and the confidence that goes with it.

In year ten I chose to do Drama as an early start VCE subject- meaning in year 11 I would have to write a five page eight minute monologue as a part of my final assessment. I wrote mine based on the To Kill a Mocking Bird character, Scout Finch. Before we were to perform in front of a panel of three judges in our performance exam, the class was given the option to perform a shortened, three-minute version, at Clock Tower. I did not think twice- in my mind it would the perfect practice before our exam. The fact that I wasregretting that decision for hours in the lead up to the performance has made me think about the strange confidence that overcame me when I agreed to the Clock Tower show.

It is telling of a number of things, and I think most important is the Drama classroom environment. Before I began Drama as a subject, I was not outgoing or a great public speaker. I enjoyed debating, and talking loudly with friends, but I never believed I had the ability to really impress a crowd of people with my words. This lead to a shocking case of fast, mumbled speech whenever I was asked to give an oral presentation.

Our Drama class was at first shy with one another, as it was made up of students in the year above my own, who seemed far more funny, intelligent and gifted at acting than all of us. A few weeks into the subject we had learnt to drop our inhibitions in a pile at the door with our crumpled jumpers, books and bags. There was something about the way Ms Haddrick, and later Ms Daniel, eased us into the Drama environment.

We played Drama games that made the subject seem like a “bludge” from the outside. In reality, what we were doing was building confidence at playing ourselves in front of each other.

Once we had learnt to be confident in our quirkiness and our humour, we learnt to not judge each other or ourselves as hardly as we once had.

My perception of street performers and buskers, who on daily basis pass themselves over to the public’s scrutiny, has changed incredibly. What Drama did for me has stayed over the years. Although I reached a stage where I was comfortable and relaxed around my classmates and teacher, the feeling of butterflies never settled each time I performed on stage as a student actor- even today, I fight them off as I step in front of any crowd as a public speaker.

Being confident in your abilities does not mean your nerves will flutter away the minute you step into the spotlight. I remember some words I once heard from a footballer, he said, the day he doesn’t have the urge to vomit from butterflies before a football match will be the day he quits the game. What Drama did for me was make me realise that these nerves are not a sign of a person who lacks confidence or charisma. Instead they should be seen as an indication of passion for what you are doing.

Embrace them. If you can hop on stage and perform, speak, dance and sing regardless of your worries of what other people think, regardless of your body’s resistance, than you have already hit the sort of confidence we bestow upon our idols. Indeed, we would be foolish to think Cate Blanchett did not quiver, even slightly, before giving her Oscar acceptance speech this year.

I would like to begin by acknowledging the Wurundjeri people, the traditional owners of the land we are on today.

I am here today because this week, on Thursday the 13th of February, will mark the 6th anniversary of Kevin Rudd’s national apology to the Stolen Generations. I am a Margo woman from the Marrijs Deserts of Australia, and, perhaps like many of you, I remember the day of the National Apology vividly. Where I was, how I felt.

I was in this school, only a few years younger than you are now. I was in year 9. I was sitting in F block for science. I remember Kevin Rudd’s voice cracking over the PA system, the sound wasn’t amazing, but everyone in the class was still. I remember being conscious of every move I made. I was cracking my knuckles and kept looking at the clock hanging above the whiteboard. I felt as if everyone around me had become extraordinarily aware of how I moved. I was sick in my gut.

I remember that I did not cry. I felt nervous, anxious and confused. I knew of the Stolen Generations, I knew my family had been affected. But I did not know how I was supposed to feel during an apology to our people. I felt undeserving because of how little I knew.

I do not relate my experience to all young people. Aboriginal or otherwise, but I do believe I was not alone in these feelings. As teenagers in high school, we study important historical events; we pull them a part and we analyse them, we read them and we act them out rarely do we witness them and very rarely are we a part of them.

For any of you who are confused about what you think you should take away from Sorry Day and its anniversary every year, I will share what little wisdom I have. Do not feel guilty if you are not Aboriginal and do not feel guilty for not understanding the entire history that sits on the 13th of February.

You are all about to become young adults and enter a world where you will need to make decisions that will have greater impact on your life and the shaping of your future. And very soon you will not be talking about your futures at all, you will be living them.

For me, the National Apology instilled a fear that I did not know enough, but also a fear that the years have past, and with them enough time to reflect on those feelings, I know one thing. I do not have an excuse for not knowing enough.

The national apology asked Australia not only to acknowledge our history and understand it, but to take it with us into our futures, so that the same horrors are never committed again.

Like me, you were all very young when Kevin Rudd gave his speech, and maybe just as confused. We acknowledged the apology every year now, and so every year we are given again the opportunity to experience it as we might’ve with more knowledge, with more understanding.

Whatever pathways you choose to take over the next few months and years do not have to directly involve themselves in Indigenous affairs for you to fulfill the prophecy of the Apology. In your lives you have choices, to see or not to see. I encourage you all; in whatever pathways you take, to not always look at Aboriginal Australia with shame and with sympathy. Look with awe, and experience it with empathy. Speak to people from all backgrounds, learn their stories and do not judge.

I think back to that stuffy, hot classroom six years ago, and I realize now why I did not sit with pride in my chair as the apology was read. Because our country is yet to reach a point where we celebrate our first people for the diverse, astonishing and surviving culture we have. By choosing to know our country’s history, you are enabling yourself with a powerful tool to understand the world. By choosing to celebrate Aboriginal Australia, and giving it the level of respect, admiration and empathy it deserves, you are actively participating in a world where human beings do not oppress other human beings. Thank you for your time.
On Friday 21st of March, Gary Mao and I were driven off to a camp which no one knew much about, by a woman who we had never seen before. Without knowing it, this departure set the theme for our weekend; trust. Gary and I both had to trust that the camp was going to be enjoyable and beneficial to our own development, along with having to trust in our driver’s abilities. Our trust paid off however and we arrived at the RYPEN (a Rotary youth enrichment program) camp along with 50 other kids from around Victoria.

The camp design was a little different than conventional school camps.

We started off with the usual ice breakers but then settled down to work out our own rules and goals for the weekend. We were told that we were to be treated like adults in how we ran the activities and how we decided to spend our precious free time. The only law imposed on us was that we had to attempt to complete our goals and that we had to follow our rules. This camp was all about development and for fifty-two young adults to develop, it makes sense for them to be treated as independent and capable.

The development began there but on the Saturday we were exposed to some very keen and insightful guest speakers. The first, Drew, spoke about public speaking. This was a useful talk as I had an English oral presentation due on the Tuesday after being back! Drew spoke about how you can speak in public with ease and how you can do it effectively. However, Drew also made links between how his tips and tricks could not only be applied to speaking in front of people but how they could be used to improve one’s confidence around people.

The second public speaker took another angle and spoke about goal development but again also about confidence. This talk, after a quick introduction, was much more interactive. We got a chance to put our public speaking skills to the test when, after having some time to finalise our goals, we were allowed to get up and speak to the whole group about what we wanted to achieve. These two men were incredibly enlightening and taught subtle but very important lessons. I would not hesitate to say that many of us took away those lessons in order to grow our own self-development.

At this point, every person there on the camp had learned things which will help them for years to come but RYPEN wasn’t done yet. Our final major activity focused on relieving stress.

We had a choice of five activities which relieved stress in different ways. I chose canoeing as the temptation to splash and capsize other boats was too much. Before everyone set out on their activity however, we had a chat about what stress is and how to combat it. This was possibly the most important talk that the group and our leaders had as, at our age, stress can often become overwhelming.

On our final night, we were treated to a lovely roast dinner, served to us by life-long RYPEN members who believed in developing children now as they will become the future leaders. We had two final guest speakers on this night. They both spoke about their experiences in Cambodia and how desperate the situation is there for most. These talks inspired us to donate much needed resources to Cambodia or possibly even go over there in person and help out.

Throughout this camp, we had developed in many different ways from how we viewed the world to how we acted in front of people and how we controlled a group. Along with all the learning, many close friendships had formed which meant for a very enjoyable weekend. Some kids even left saying it was the best weekend of their life.

Luke Johnstone
Year 11

RYPEN - Rotary Youth Enrichment Camp
On Friday the 21st of March Brunswick Secondary College held a Medieval Day for Year 8 students. This annual event is a great opportunity for students to experience different aspects of medieval culture first hand.

Students are currently studying Medieval History in Humanities and they developed their understanding of life in medieval times by trying on medieval clothing, creating a shield wall and playing a game of Viking Kubb. Students participated in a range of activities including: Music and Dance, Arms and Armoury, Costumes and Lifestyle and Games. Year 8 students joined in a barbecue at lunch time and spoke positively about what they had learnt.

Katherine Houstun HOL Humanities

I thought Medieval Day was interesting and fun. It was good to have important information delivered in an interesting and engaging way. For example, the shield wall and the weapons guys. They actually demonstrated weapons in medieval times, and methods they used for warfare. Also the music, games and clothing activities were really insightful into everyday culture.

William Mott

Medieval Day was a great way to explore medieval life. I liked trying on some of the armour and clothing that people would have worn. Everything that the guests said really interested me and all the equipment they had was so realistic and felt like it actually was from medieval times.

Alec Miller

Medieval Day was an enjoyable day because of the fun learning about life in medieval times. I never knew most of the things the people informed me about. I never expected to have so much fun while learning! My favourite activity was when I was sneaking playing the game “hit the bowl”. I won and that’s why it was fun and enjoyable.

Zaki Zenaidee

I really liked Medieval Day because it was fun, but we also learned things. This would have made the teachers happy. I think they Arms and Armor was the best and it was awesome that we got food and drink at the end.

Josh Bedford

We received some great feedback from presenters, particularly the very experienced teacher who ran the Medieval Dance sessions. He was very impressed by the students’ engagement in the activities and their knowledge of medieval cultures and music. In fact he said that BSC students were some of the most knowledgeable and curious he has come across.

Elena Caffrey

In Term 1 Brunswick Secondary College received a magnificent and generous donation from John Garamszegi, (pictured right) a former student of Brunswick Technical College. Approaching our centennary year, it is fantastic to not only hear from a past student, but to be the recipients of such generosity. John has offered us 2 very beautiful full sized violins, 1 three-quarter violin with bow, 1 half violin and 1 one-eighth violin. Tour string teacher, Sophie Dunn, and all the students are smitten by the cuteness of the baby violin in particular.

When asked why he wished to donate the beautiful instruments to us, John explained “I had been left a number of beautifully restored violins when my father died a few years ago. My father’s hobby was to buy and restore old musical instruments, especially violins, as he was an old Hungarian Gipsy musician. I was speaking to someone at work, who said that a teacher at Brunswick had told him that there are a number of students at the school, who cannot afford musical instruments, but are keen to learn to play one. I am happy to donate the violins to the school. They are all of very high quality.’

Not only is John donating his violins, but he has offered to pay for any repairs that they may need. Brunswick Secondary College, our Music Department, Sophie Dunn and (especially) our Violin students would like to take this opportunity to thank John for his beautiful gift, as he has ensured that more students will have the opportunity to learn an instrument.
On the 14th March, the SRC put together the first ever Brunswick Secondary College Solar Launch, a ceremony for our newly installed solar panels. It took a lot of planning and was a massive team effort to get everything ready.

We started with a breakfast at 8.15. The whole SRC, some teachers and parents brought plates to share, and in the end we had two whole tables filled with delicious food! Students, teachers, parents and guests mingled while we handed out badges to support the launch and listened to music played by students.

There were also several brightly dressed clowns and circus performers, volunteers from Ms Gilbert’s Circus class, who really gave our launch the carnival atmosphere we had envisaged.

From there we moved in to the auditorium, where Maggie, Lucy and I welcomed students, teachers and guests. We watched a video put together by our Media department which detailed the story behind the solar panels, and the process through which we obtained them.

We had several speakers, including people from MEFL, Braemac and Peter Allan, who initiated the project and was instrumental in gaining publicity and support. We also planted a tree, kindly donated by Bunnings, to commemorate the occasion and to thank Peter and all of the donors. We are extremely thankful to everyone for helping out both for the launch, and for the Solar Project in general. It was a great event and as Environment Captain I feel proud that BSC currently has the largest solar producer in Moreland.

Emily Wood-Trounce Environment Captain
Brunswick Secondary College has been fortunate to have been selected as one of eight schools to take part in the first Victorian Young Leaders to China program, travelling China from March 18 to April 28, 2014. During this time, 68 students and 10 teachers from participating schools have taken part in a one week intensive Chinese language program, a one week cultural program, and four weeks in school experience where students are participating in a structured curriculum program offered by the host school. Under the watchful eye of Jay Mason, these six students have immersed themselves in Chinese language and culture, forming meaningful connections both with Chinese students, and others in the VYLC program.

"Today, we began with breakfast as usual, then attended a Chinese language class and then immediately after, a Chinese culture class that outlined the cultural significance, popular food, and dialects of Beijing. Here we were given the opportunity to try some of Beijing’s foods first hand. Afterwards, we enjoyed lunch, then an extremely unique lesson with the Chinese students, where we learnt the Chinese songs ‘Welcome to Beijing’ and ‘Jasmine flower’. We were also lucky enough to watch some Chinese students sing, play piano and display their talents to us. After this, we headed out to Qian Hai (Front Lake), Hou Hai (Back Lake) and the Xi Hai (West Lake). These lakes were surrounded by an array of trees, markets and restaurants, and proved to be a wonderful, and visually beautiful experience. Today was a wonderful day!"

Gracie Tointon
In the past week I have done many activities, including getting to Nanjing, meeting my buddy and adjusting to the daily routine in China. I have spent two days with my buddy, and in that time I have met her parents, made dumplings and gone to her house. Not only have I made friends with the Chinese students here, but also the other students from Australia. We have gone on many excursion with them, such as going to the Confucian temple, a boat ride across the Qinhuai River and we have also observed the classes in the junior campus of the Nanjing No.1 Middle School.

The classes that we have attended have been interesting as even though we are learning basic subjects, such as the human body parts, asking directions etc. It is still difficult as we are required to go into more detail than we would at home. We have also played basketball with the Chinese students, and played with a Chinese diablo, which is much more difficult to get started than a diablo in Australia.

**Jimmy Chen**

Today we had a day to remember with bargaining skills being put to the test all over a Confucius temple market area. We started the day with a filling breakfast and then began classes on some questioning and answering. We are beginning to understand the structure behind bargaining and also giving directions. We were taught how to explain which way we wanted a particular person to travel and the time and place structure that needed to be included. The Confucius temple has just undergone the lunar festival and we saw the remains of many colourful lanterns. It was an inspiring yet quiet place where the smell of incense burned through the air and the huge 4.8 meter statue of Confucius looked out over the temple entrance. Before the entrance to the first building in the temple there was a wall that looked like a big lantern which we were allowed to sign as thousands had done before us. The buildings all contained interesting relics. Another fun activity at the temple was to swing a weight into a very large bell which would ring throughout the temple.

After our adventure in the Confucius temple we were given time to bargain around a market lane containing many interesting items such as toys and jewellery.

**Oscar Lang**

Today we started a new day at our school. We had a Chinese lesson on how to introduce ourselves and how to buy and bargain. We then learned Tai Chi with a Tai Chi master. We were all very tired after that but had a lot of fun. Then we did calligraphy and practiced the four basic strokes which was very interesting. To end the day we had a friendly match of volleyball and basketball with the Chinese students which was a nice way to get to know each other.

Tomorrow we are going to the Great Wall and having dinner with a host family. It is really exciting!

**Hilman Hambali**

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Tomorrow we are going to the Great Wall and having dinner with a host family. It is really exciting!
The room was a hive of activity as the students of Year 9 LSS set up their laptops, proudly displaying their Student Driven Curriculum Projects. Every student had selected a topic and prepared a detailed presentation which included research, comparative statistics, their informed opinion and a presentation speech. As the visitors (teachers and students) arrived, the excitement was palpable.

The energy in the room was representative of the effort they had put into their work over the previous weeks. Visitors swirled around the room moving from presenter to presenter taking in information about a range of topics – The psychology of horror, Mythical creatures, Our obsession with our looks, Batman: superheroes – why humanity needs to believe in the good guys, Children’s fantasy films: the importance of these in the development of children, Famous buildings of the world, Zoos of the world: ethics versus education and many others.

It is heartening to see every student positive, excited, engaged and proud of his or her achievements.

Alison Sanza  Assistant Principal

Many students who were involved with Circus last year performed at the Solar Launch earlier this term. This event highlighted for me the spirit of Brunswick students in getting involved and putting themselves out there. I was proud so many students were willing to give up their own time to assist in promoting a school event. Many students attended the co-curricular circus club this year or last and all got into the spirit of the event dressing in clown costumes and entertaining visitors to the school.

Hilary Gilbert, Head of Learning- Health and PE

I am very proud of the students in my Food For Thought class. They have worked well in small groups to develop recipes and to research charities we could raise money for. Many students have taken on leadership roles and were able to keep the group on task so they could achieve the best outcome. Group one made cookies and vanilla slice and sold them within the school last week. They raised over $120 for the Breast Cancer Foundation. What impressed me the most was their organisation, teamwork and how excited they were about the task.

Sally Goss Junior School Leader

This year I have introduced a must/should/could structure to my lessons with year 7 students. This sets out tasks that must be done, should be done and could be done. The latter is designed to extend and challenge students to use higher order thinking skills. It also maintains the engagement of students in lessons and ensures everyone has a task to go on with. I am proud to see students in my year 7 class aiming to complete all three tasks and in doing so, attempt to challenge themselves to do their best.

Megan Conley Head of Learning- EAL

Amongst the study pressure of Year 12 the year level managed to find some time to unwind and have fun with team building activities during COGS in week 7. It was a pleasure to see the whole year level interacting, laughing, smiling and working together whilst playing blindfold beach-ball soccer, dodgeball and working out some brain teasers. It was a timely reminder that balancing school commitments, family, hobbies and social life is important for success in Year 12.

Warren Evert Senior School Leader
Cecilia has made a determined effort to challenge and extend herself in Mathematics this term. She has applied her mathematical knowledge and skills to solve complex problems in a methodical manner and with a high degree of accuracy. Well Done Cecilia!

**Tas Michael**
Head of Learning - Maths

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**The focus of VCAL is the development of life skills and vocational readiness. Through a broad range of applied learning opportunities, the Year 12 students in this photo played significant roles in supporting the organisation of the recent Year 7 Disco. They spent class time and their own time making relevant enquiries and purchases. On the day of the disco they attended for several hours, despite it being on their VET day, carrying out their specific tasks with responsibility and good humour.** The most gratifying aspect for me as the VCAL Coordinator was that at the end of a very busy day their shared consensus was that their participation and hard work had been fun. What they had clearly learnt was that the opportunity to contribute to their community; to volunteer their efforts, and to collaborate with others was extremely empowering and worthwhile endeavour. This is at the heart of our VCAL Program.

**Andrea Faelen VCAL Coordinator**

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**Students in my Year 11 VCAL Work Related Skills class are required to organise class outings for all Year 11 VCAL students applying the employability skills they have been studying in class. Josh Naturani, with the assistance of Riley Williams, researched a range of options. They considered the pros and cons of each before settling on the Airborne option in Roslyn Park. They carefully worked out a complicated itinerary incorporating a number of different public transport routes and times to fit with our schedule. Details of the outing with the payment and parent consent deadlines were regularly communicated to both classes. The outing was an outstanding success with a very high turnout of students who thoroughly enjoyed the day and appreciated the meticulous planning carried out by Josh and Riley. These boys, while meeting some of their VCAL Learning Outcomes to a high standard, also provided a valuable learning experience for other students and typified the VCAL spirit of excelling through applied learning.**

**Michael Bartley Year 11 VCAL Work Related Skills Teacher**

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**After watching the Documentary film ‘Wasteland’ involving Catadores working at a trash-sorting centre in Brazil, in which a renowned modern artist, Vik Muniz, works with the Catadores to create a work of art. The class discussed whether it would be ethical to transport these Catadores to Sao Paolo, and later London to view the galleries of Modern Art. Students had an engaged discussion as a class debating whether transporting people living in the third or developing world to the UK for the purposes of education and arts awareness was appropriate.**

**Steven Kolber English, History and E.A.L. (English as an Additional Language) Teacher**

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**In my VCE PE class I have a student who has not completed unit 1 and 2, making unit 3 and 4 extra challenging. Although this is the case, Ella Fussa has not let this become a barrier in her approach to learning the content. She is always setting the learnt of the class, always contributing to class discussion through questions and answers and constantly seeking additional support and resources outside of the classroom. Her effort and motivation to achieve to the best of her ability gives me great satisfaction, as a teacher.**

**Chris Tipping Year 10 Coordinator**

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**On Wednesday 19th March our International Student Cap- tain Shabeeh and I were invited to attend a welcome break- fast at the prestigious Government House, hosted by the Governor of Victoria, Mr Alex Chernov. The purpose of the ceremony was to welcome all Victorian international students and importantly, acknowledge the significant contribution and perspective that international students bring to our education system. The ceremony included speeches by the Education Minister Martin Dixon and performances by past international students. Shabeeh was excited and proud to be a representative of our school. He was both curious about the origins of such formal functions and the order of proceedings, and very keen to meet and talk to other international students. Within minutes of being there Shabeeh was introducing himself to other students and teachers, and discussing various ideas around International Student Programs such as excursions and peer support. It was great to see how such an event could foster connections between schools and both Shabeeh and I look forward to a joint excursion in the near future.**

**Anne Siciliano International Student Coordinator**

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**Trade Eastwood Transitions Coordinator**
College Dux
Hai Nguyen

‘It is my extreme honour to stand in front of you as the College Dux of 2013, having achieved an ATAR of 99.15 and having been awarded a Melbourne Access Scholarship to study a Bachelor of Biomedicine with a concurrent Diploma in Mathematics in 2014. My advice to you is to pick subjects that you love, regardless of whether they are scaled up or down. You will receive tremendous support from your teachers and peers during your VCE journey. However, in the end it is you who has to push your own boundaries, strive harder, grow stronger and push beyond what may seem like your limits. There is no instant recipe for success. Success comes hand in hand with perseverance, commitment and resilience.

Assistant Principal’s Award
Anthony Campagna

‘I think the one piece of advice I can give you all is to not take your education for granted. Don’t think of it as a chore, think of it as a privilege and put everything you have into it.’

Principal’s Award
Bridget Pennington

‘Doing Arts at Melbourne University was a bit unexpected for me, considering I did Maths Methods, Specialist Maths, Chemistry and Biology. However doing Global Politics, with a great teacher, ignited a strong interest in me. I’m now looking to major in Global Politics and International Studies. I will miss the supportive community at Brunswick and the encouragement of my teachers. Above all, I value the little things I have learned from being part of such a diverse community.

VCAL Award
Zac Simmons

‘Doing VCAL made me more aware of my strengths and limitations. VCAL helped me to succeed because teachers were patient with me and they used different ways to help me understand things. Most importantly though, doing VCAL helped guide me in the right direction.’

School Value Award
Yousef Yehia

‘Brunswick Secondary College has a lot to offer its students. By participating in co-curricular programs and the SRC I learned a set of life skills I would otherwise not have learnt.

Brunswick Spirit Award
Mallory Hamid

‘With 51 different cultural backgrounds, Brunswick is an incredibly diverse community. I think the biggest thing we learn as students here is cultural acceptance. At Brunswick, we embrace our cultural differences. I think the wider community has a lot to learn from the students at BSC.’
I would like to congratulate Christine Duong from my year 9 Chinese class for her outstanding work ethic this year. She has actively contributed to class discussion and has been more confident to speak Chinese in class. She has also completed all work to a high standard and submitted her homework on time. Well done Christine!

Jiwei Xu

In the last two years in Chinese I sat with a good friend and occasionally was distracted in class by talking. This year I decided to sit next to someone that I knew would be good for me in getting all my work done and assist with my Chinese pronunciation. I also have made a real effort this year in getting all my homework in on time.

Christine Duong 9W

Kristie Dawson has worked diligently to begin Year 12 History exceptionally well. She has consistently completed preparation for SACs in a timely manner and has responded positively to all feedback. Kristie’s willingness to ask questions about confusing content means that she solidifies her understanding before moving on, and that she is delving deeply into the issues under discussion.

Alex Pierce

When I began year 12 History I wanted to do the best I could and get the most out of the subject. I always sit at the front of the class because it’s easier to ask questions and join in class discussion. I also revise a lot using my summary notes and at the moment I feel like I am going really well. I have made sure I get all the homework in to get a better understanding of all the topics.

Kristie Dawson 12R

I would like to nominate Chris Villarosa as a student who has achieved success. I started working with Chris term two 2013 as his Health/PE teacher. In the first few classes Chris was an active participant in class discussions but did not seem interested in completing any work or participating in physical activity. I kept him back after a class one day to ‘have a chat’. We started talking about his work practices, interaction with others, lack of enthusiasm for the subject and set some short achievable and long term goals. He became actively involved in all class sessions and participated in physical education sessions and completed and handed in all work by the due date. In term three he achieved perfect work practices, an amazing achievement!

Lynn Kyle

Last year I had a talk with Ms Kyle about how I could improve my work practices. She also suggested ways to make it easier for me to contribute during class. I then put that into focus and started seeing positive results and getting good feedback from teachers. I am now a more positive student and join in more things in the school community.

Chris Villarosa 9W

Tiarua Mino 9K has improved his organisation, arrives on time and with all his books and prepared to learn. He has proven himself very capable and intelligent thanks to the effort he applies to his studies. Keep up the great work Tiarua!

Steve Kolber

I have improved a lot this year by trying hard to get all of my work done. Being positive about school and learning hard has helped me to understand the tasks given. This year I’ve done do my best to get every homework task in when it’s due.

Tiarua Mino 9K
Year 7 students who attended the Disco have been buzzing with excitement after a night of dancing, conga lines, glow sticks and limbo. The event was a fantastic collaboration between the VCAL students, Peer Support leaders, Parents Association and Year 7 teachers. It was wonderful to see students cheering each other on in the dance off and having a great time with their new friends. The disco raised enough money for the Year 7 cohort to purchase a solar panel, with some extra funds to go toward air conditioning.

Nick Tranter Drama Teacher
For me the disco was an adorable trip back in time... Nick Tranter and the older students did a great job in recreating such classic school dance staples as the Conga line and the Limbo competition. The positive and enthusiastic attitudes of Year 7 students who attended meant that the night not only ran smoothly, but was a joy to be a part of. A highlight for me was watching Year 10 Peer Support leaders interacting with new Year 7 students, creating a safe and fun environment for them to come out of their shells.

Simone Vukotic
English Teacher

Back in March we had the Year 7 Disco to raise funds for the solar panels. We spent weeks planning the disco and were very happy to see the huge turnout. Everyone was super excited to be there and the enthusiasm was contagious.

We had a makeshift photo booth where the year 7 students could capture good times spent with their newly made friends, with all proceeds going towards the solar panel. We were also lucky enough to have our incredibly talented Performing Arts Captain for the night which we really appreciate. Overall it was a super awesome night and was definitely the BEST DISCO EVER!

Nivan and Liana Peer Support Captains.

It was awesome! The music and activities were fantastic! I loved dancing all night. It was the best disco EVER!

Zaine Hamka-Clark 7U

It was the best! The music was great and the games were super-duper fun. I loved dancing and I think I lost a few kilograms especially wearing my onesie!

Fouad Al Badaoui 7N

The disco was fun, the music was all new music, the lighting and games rocked! But overall it was GREAT. Rating: 10/10

Isabella Rowe 7R

I had lots of fun and I met new people that are now my friends.

Bree Panagiotidis 7R

It was a lot of fun dancing and singing with friends to songs. Also the photo booth was good

Natalie Shaw 7R
Performing Arts - A Closer Look

Clarinet Workshop
On Thursday 3rd April, our clarinet students attended a workshop with clinician Julia Stoppa. Julia has enjoyed a career in almost every facet of the music industry and has performed widely in Australia and overseas as an orchestral and chamber clarinetist. Topics included the fundamentals of clarinet playing (embouchure, breath support, hand and finger positions, articulation and intonation to name a few). Julia worked on the pieces our students are currently playing and students said they felt a big improvement in their overall sound and confidence. ‘We trialed some new mouthpieces and reeds – that was amazing! Julia was really helpful and informative and we learned about how to focus and blow properly’. Jude Angove and Erik Newgreen

Tari Piring is an Indonesian Plate Dance. It’s based on a traditional dance from West Sumatra, Indonesia, where it is performed as a celebration after harvest. ‘Tari Piring’ incorporates manipulation of plates held in the dancers’ hands to show everyday movements such as the preparation of food and work in the rice fields. It expresses well being, happiness, joy, togetherness and the prosperity of the Minang Kabau people. The Year 9 Dance class learned Tari Piring to celebrate Cultural Diversity Week. Ms Eastwood thought it was a very fitting choice given how proudly diverse we are as a school and our focus on wellbeing. She was very impressed with our performance.

Pascoe Vale North Primary School Fete
In Term 1 the Brunswick Choir, the A Cappella Group and the Brunswick String Ensemble were given a fantastic opportunity to test their performance skills at the Pascoe Vale North Primary School Fete. The Choir performed an uplifting version of Pharrell’s worldwide hit ‘Happy’, whilst the A Cappella Group sang the Macedonian ‘Shto Mi E Milo’. For the Year 7 students, this was their first public performance, and they did beautifully. For others, this was a timely and fun warm up for the Chamber Concert coming up in Term 2.

A Visit to Government House

In March I attended a Government House breakfast for international students, which was a great new experience that I enjoyed a lot. Also, it was a great opportunity for me to meet other international students from other schools and talk to them about their experiences in Australia which was enlightening for me as well as enjoyable. I could relate to a lot of their stories. The speeches given by the Governor and Minister were also amazing and really helped me understand the importance of international students and how we can be an integral part of Victoria and Australia as a whole. I really appreciate and I am honoured for the opportunity given to me by BSC to go to such an event and gain exposure into the life of Victoria.

Shabeeh Haider Raza
My first driving experience with Drivers Ed was both terrifying and exciting. Not only was this the first time driving with school, but it was my first time driving altogether. This definitely intensified the situation. Thankfully, I was in a supportive group, and our instructor was lovely, so it was fine. She taught us the basics of driving, such as parking, U-turns and the importance of using mirrors. Overall it was a really enjoyable experience.

Selina Moir-Wilson, 10R

My first driving experience was good. I was very nervous and scared because I felt I had a huge responsibility to take care of the passengers. Even though it was an area where I couldn’t really hurt anyone, I made sure I concentrated really hard and paid particular attention to what the instructor was telling me. I definitely had a lot of fun and enjoyed my lesson.

Jack Milne, 10U

My first driving lesson was fun because I had driven before at my cousin’s farm. Because I had this experience, I knew I wouldn’t be nervous. I did well in the driver’s seat. Con, our instructor, was very helpful and made driving a lot easier. I scored very well for my first proper lesson, I received some 2s and some 1s, which is quite good. Con even asked me if I had my L’s, and said if I did he would have let me drive back to school!

Sam Marsters, 10U

I was the first one to drive in my group, and went surprisingly well, considering how scared I was that I was going to stuff it up. The instructor was really nice and helped when I needed it. She said I need to work on my reversing, but I am able to turn really well. Apart from a few small mistakes, my whole group did really well, and we had a lot of fun

Jessica Steff, 10U

My first driving experience was with Camelot Driving School. This was about two weeks ago when myself and two friends went out with an instructor to a car park in Maribyrnong. Leo, Sam and I each drove the Toyota Corolla for approximately 20 minutes. We practiced accelerating, U-turns, parking and turning amongst other things. We are lucky to have this experience, as we learn to keep control of the car and we are acquiring the knowledge before we go for our L Plates.

Gianni Spiezia, 10B

Year 12 VCAL Sails Away

In February the Year 12 VCAL class attended the Victorian Sailing School Camp at Eastern Beach in Geelong. The sailing camp was a lovely experience for all students. Everyone had a fun time getting to know each other, everyone took part in all the activities that were held and had a great time. None of us wanted to leave! Some of the activities that took place were sailing on the sail boats, beach volleyball, going out as a big group for dinner and watching movies. Most of the students picked up many skills over the length of three days. We all gained skills like how to sail, learning how to cook for one another, sharing accommodation and being supportive of one another. It also helped us build strong relationships with our teachers, and was a really strong start to the year!

Connor Krikis and Jayden Panagiotidis Year 12
Debating this year has gone off with a bang, and we now have more keen debaters than ever! In fact, we have so many debaters that we have had to move into a larger room. Through tackling tough topics every week, everyone’s public speaking and debating skills have been growing enormously. There is a great debating spirit among us, and even a bit of healthy competition towards the other schools. We have three debates left to look forward to, and by the end, everyone will have the skills to be confident, persuasive speakers. Most importantly though, everyone will realise that debating is the best thing in the world!

Elise Louey Public Speaking Captain

In Legal Studies, we have been studying law-making by parliament. This includes the ways in which legal reform is initiated, so a speaker was invited from the Victorian Law Reform Commission, an independent body that investigates areas where the law needs to be changed. The speaker told us that while the VLRC mostly does work referred to it by the Victorian Government, they undertake thorough community consultation and also investigate areas suggested by members of the community. The presentation was useful and informative (and a welcome alternative to classwork on a Friday afternoon) and helped to show the real application of the theory learned in class.

Xavier Dupe Year 12 Legal Studies

Victorian Parliament and Melbourne Magistrates’ Court - Legal Studies Excursion
On Wednesday 12th March the Year 11 Legal Studies classes had the privilege to go on an excursion to the Parliament of Victoria and to the Melbourne Magistrates’ Court. During the excursion we were able to see first-hand, how our parliamentary system works in our state, and to observe aspects of our political system. Our state member of parliament, Jane Garrett, came and met us during our visit, and talked to us about her role in parliament, and the work that she does both within parliament and in her electoral office.

At the Melbourne Magistrates’ Court, accompanied by our two Legal teachers, Ms Fourniotis and Ms Giannakakis, we were split up in groups and had the freedom to walk around to different court rooms and to observe different cases.

This excursion enabled us to understand, and to see in practice, the theory we have been learning in our classes. This brought things to light and gave me a clearer and better understanding. Upon our arrival back to school our first task was to write down our thoughts on the cases we had observed and give a brief summary on the cases and on aspects of the court experience that we found interesting. I would like to take this opportunity to thank our two legal teachers for enabling our classes to go on this interesting excursion.

Troy Vasileiou Year 12 Legal Studies
THE BRUNSWICK
Swimming Carnival
2014

What a beautiful day to spend by the pool, or in it! The 2014 BSC Swimming Carnival kicked off with the friendly rivalry between Lan Se, Caagar, Abyad and Oro in full swing and on display in various onesies and elaborate costumes. Whether you were competing fiercely for that Brunswick Bell prize, or spending the day cheering your friends on in the shade, it was fantastic to see such an enthusiastic turn out. Gold by name, and gold by nature, Oro won the day for the second year in a row. This was especially lucky for Mr Tranter, whose ostentatious gold medal could have become slightly awkward if the results had been different. We hope to see that Brunswick Spirit alive and well later on in Term 2, when Caagar, Lan Se and Abyad will get their chance to win back the Brunswick Bell at the 2014 Athletics Carnival.
Outdoor and Environmental Studies

On the 27th and 28th of February the Year 11 Outdoor and Environmental Studies class went on an interactive learning experience called the ‘Coastal Expedition’. Over the two days we completed tasks like surfing, snorkelling, kayaking and a beach walk at Clifton Springs, Ocean Grove Surf Beach and the Barwon River. Everyone enjoyed themselves immensely and we learnt a lot, which helped us understand the theory learnt in class and complete the upcoming SAC to a higher standard.

Hayley Boyce  Year 11

Designing Our Future

In the last week of Term 1, Art and Design students and teachers from Brunswick Secondary College attended the agIdeas Design Futures forum. This convention is held annually and gives secondary students interested in a design career the opportunity to hear from ten world leaders in a variety of design professions, who this year presented to over 2500 young creative types.

Students heard from leaders in the fields of landscape and costume design, illustration, graphic design, typography, advertising, industrial engineering and more. Some highlights included a Dutch designer developing glow-in-the-dark road surfaces, an American illustrator discussing his concept drawings for the Transformers movie franchise, and a presentation about the emerging technology of augmented reality.

Mitchell Brannan HOL - Art

Home Run

On the 17th of March 2014, the two teams of Year 8 Softballers headed to Burnley Park to play against Melbourne Girls College and University High. Both teams showed good sportsmanship throughout the day, we had fun and cheered our teams on. There were many home runs and catches. Highlight players included Veronica making a home run and Eve taking the catch of the day.

We enjoyed ourselves and are looking forward to the tournament next year.

Ciara Martin

New Captain

Being my first year as a captain at Brunswick Secondary College, I have been faced with a lot of new challenges, like being a leader and having responsibilities outside of my class work. However, it has been completely worth it. Being a part of the SRC is an amazing experience in itself, let alone being able to work in a field that interest you. For me, that is media, and it is unbelievable how rewarding it is to be a captain and be able to make a difference in the school. All in all, my first time being a school captain has been amazing so far and I cannot wait for what’s to come. As media captain I have filmed many of the school videos, such as the Solar Launch and SRC Camp video. I have also been a part of the Cutting Room co-curricular club and also been a part of the SRC in general.

Nadine Brown  Media Captain

Food for Thought

In Australia it is amazing if we make it to the age of 100, but in poorer countries it is a miracle if a child makes it to the age of 6. To me this is very sad. We, the people of Australia are too busy obsessing over little things, like if our hair is messy or if that cute guy noticed her or not, to realise that there are worse things going on in the world like children being forced to marry or someone having only days to live. Most kids our age can’t be bothered going to school but somewhere else in the World there is many children begging their parents to send them to school. In Australia we have technology that we take for granted. In other countries they would be lucky to have paper and a pen.

We get to travel the World but those in other countries may not get to see outside their own town. We as a nation don’t see how lucky we are.

Isabel Weaver  Year 8

On Monday 7th April Brunswick Secondary College hosted an In-Service for the Australian Institute of Physics. The event was specifically for the Physics Fraternity and attracted 30 educators from around Victoria. These dedicated teachers spent their first day of the school holidays learning tips and tricks from the experts Colin Hopkins (Bialik College) and Dan O’Keeffe (AIP Education Committee). Some practical and engaging applications of Physics were shared, it was quite a show. Andrew Hansen (Assistance Chief Assessor, VCAA) gave an insight into marking Year 12 exams, and how to better prepare students to perform well. This knowledge, and all the experiences these teachers shared over the course of the day, made an invaluable contribution to our understanding of what it is to be a great Physics teacher.

Tamara Brennan  Physics Teacher
Brunswick Secondary College vs Northcote High School

We arrived at the ground. It was hot and sunny, perfect weather for cricket. We weren’t feeling confident. We knew this was going to be a battle. We lost the toss and we bowled which was we wanted to do anyway. A luck break. We started pretty well but it didn’t take long for NHS to start getting the upper hand. The runs started piling on, but then two quick wickets from Daniel Ponter changed the momentum. This was the best innings I have ever witnessed by kids my age. They were hitting sixes left and right. Whenever we had a slight edge Northcote would turn it up a notch. We were getting wickets but they had a really good batting line up. They had great depth and a really well drilled side. They ended up with a whopping total of 5/198 off 20 overs. We went off the ground feeling even less confident than we had at the beginning of the day!

However, William and Aaron had different ideas. They opened the batting and did it with style. They put on a magnificent partnership. Aaron fell just short of a half century, whilst William, who was hitting anything and everything, made a spectacular century. We needed six off the last ball. It had been an amazing game and it all came down to this. This final moment. The hitting machine known as Will Mott hit a magnificent four off the last ball. It was a great team effort, and everyone did what was needed. So close! Maybe we’ll get them next year!

Jack S, Declan R and Gus C

The team were runners up in the Northern Metropolitan Region Grand Final.

Team: Will Mott, Aaron Petsios, Jack Sabatino, Ben Freeman, Gus Coverdale, Raff Carroll, Declan Ramage, Patty Boreham-Delaney, Rafiul Akan, Daniel Porter, Finn O’Callahan, Ben Holihan.

Year 11/12 Cricket Team

On Tuesday the 18th of February, a gallant team of noble young gentlemen ventured forth to take on the might of University High in a battle royale played on a strip of green carpet set in the middle of a field of emerald coloured grass at a location known only as Poplar Oval.

After winning the toss, we elected to bat in this 30 over extravaganza. We were then informed that both teams would be using the same ball, negating the advantage we thought we would have by batting first.

Tom Riordan led the batting charge with a brilliant 119 out of the total of 209. Other contributors of note included Alex Bachmann with 43 and blisters on his heels and Christy Bennett-Spark with a cavalier knock of 32 not out to guide us home. The partnership of Tom and Alex provided a partnership of around 140 to consolidate in the middle of the innings.

In the field all the boys were on. Bowling was tight and throws were accurate. The wickets were spread evenly among the 8 bowlers and two direct hit run outs spelt disaster for University High. Aydan Moran starred with 3 catches to confirm his nickname of “The Iceman” as he is always cool under pressure. Brunswick ran out winners by 43 runs in a 209 to 166 run victory.

We then ventured out to Blake Park in Preston on the 28th of February to participate in the Zone finals against the mighty of the Northern Region. Our first match was against the foe known as St.Helena Secondary College. We again batted first and in the 12 overs allotted managed a modest total of 6/80. The batsmen who performed well were Tom Riordan with 27, Conor with 16, Alex with 13 not out and Tom Bissett with 11. St.Helena then donned the pads to try and chase down our score. After 6 overs, they looked to have the game comfortably in hand at 1/61. Enter Conor P. Martin who immediately upon being given the ball disposed of their gun opening bat [and Under 17 state representative] to put us back in the game. We then dragged them back to have them 5 wickets down when they passed our score with just 3 balls remaining in the innings. Conor finished with figures of 2/9 off his 2 overs, Rasikh and Tom Bissett also picked up a wicket and Luke Johnstone ran one of the opposition out.

The boys were stung hard by this defeat which only inspired them to lofty heights in the second match against John Fawkner College. We opted to bowl first and ran through their batting attack with relative ease. David V and Conor each picked up 2 wickets while Tom B, Jack V, Tony E, Imthath and Rasikh all finished with 1 wicket. John Fawkner were bowled out for 52, leaving our boys what looked to be an easy chase in 12 overs. Thankfully, this proved to be the case with us passing their score without losing a wicket. Conor M and Tom R again did well, finishing with 18 not out and 33 not out respectively. Unfortunately, St.Helena also defeated John Fawkner meaning they progressed to the next round and we were left to pick up and bat and ball and go home.

A fine effort of teamwork and sportsmanship shown by the 15 boys who participated over the 2 days. Well done to all involved.

Michael “Freddy” Stringer
Coach/Supervisor
Sleep is an extremely important part of our lives, yet by its very nature we don’t pay much attention to it. Sure, we know it feels good to snuggle into a nice comfortable bed, but then what? When we are asleep it’s just not that interesting, and so it seems to be something we can be all too willing to sacrifice especially if there are other things we’d rather be doing or need to squeeze into our busy lives.

Teenagers have busy lives. School, homework, sport, hobbies, friends, family, technology and entertainment all demand their attention. With only so many hours in a day it’s especially important to allocate sleep time and maximise that by doing what you can to ensure that sleep is effective.

Sleep expert Arthur Teng, head of the Sydney Children’s Hospital’s department of sleep medicine says that “Australian teenagers are chronically sleep-deprived. A 15-year-old should be getting 9-10 hours of sleep a night, but they’re lucky to get 6-7.” This lack of good sleep can have a dramatic effect on how children perform academically.

Being aware of the effects of a lack of sleep can help you decide if action is needed for your child. However, please be aware that everyone suffers from a poor night of sleep every now and then, it is only if it continues unchecked that it will begin to affect your child negatively.

Some of the effects of lack of sleep include: Poor attention, concentration and memory - “There are a lot of teenagers who are struggling to stay awake. The first thing that goes out the window is your short-term memory, which is what you need to learn.” Dr Teng said.

Irritability and other mood disturbances – Adolescence can be a volatile time with mood changes due to raging hormones and the flood of new experiences and responsibilities that come with growing up. A lack of sleep will only magnify this further. Impaired judgement, reaction times and poor physical coordination – Not only can a lack of good sleep affect performance in sports, but at a time when older teens are learning to drive it can affect distance and speed perception. This presents an undisputable danger to all road users.

What does sleep do that is so important?
Sleep is as essential to human life as food, water and breathing. Although it is possible to go for periods without sleep, the longer we do so the more rapidly ineffective we become. Sleep deprivation is even recognised as a legitimate form of torture. During sleep when the mind and body is in a state of deep relaxation, physical growth and repair takes place and the immune systems regenerate. Mental encoding is reinforced during sleep which means that what we’ve superficially learned during the day becomes a deeper knowledge at night. This knowledge is less easily forgotten and more readily recalled in times of need. It is not only academic knowledge that becomes embedded but social and behavioural awareness too. You could say our experiential higher knowledge, our awareness of our self and others, our empathy and our ability to relate are all encoded during sleep.

What can you do to encourage your teens to get a good night’s sleep?
- Encourage a regular bed time. Routine helps with our internal body clock. Teenagers naturally want to stay up later but they must still be able to function in the morning. Students who are cranky or asleep in class are not open to learning and can often be a distraction to others.
- Encourage them to not only turn off their phones and computers but to leave them out of their bedrooms. If you are wondering what’s different from when you were a teenager, this is it. Information and entertainment overload via a digital light source keeps the brain stimulated when it should be resting and reflecting. If there is one child awake at night texting or on Facebook, this means there are dozens of kids awake at night.
- Encourage exercise and family conversation. Exercise is the healthiest way to make the body tired and want to rest, while open family conversation gives a teenager a chance to discuss issues that may be bothering them and keeping them awake at night with worry.

Jeremy Fiske
School Nurse/Adolescent Health and Wellbeing.
A Teenagers Guide to Sleep

Sleep is as essential to human life as food, water and breathing. Although it is possible to go for periods without sleep, the longer we do so the more obviously we become weak and ineffective on all levels. Sleep deprivation is even recognised in some countries as a legitimate form of torture, which is a pretty strong way saying it’s not good for you! During sleep when the mind and body is in a state of deep relaxation, physical growth and repair takes place [extra important during teenage years] and the immune system regenerates to keep you healthy. Mental endurance is reinforced during sleep which means that what you’ve superficially learned during the day becomes a deeper knowledge at night. This knowledge is less easily forgotten and more readily recalled in times of need such as during tests and exams. However, it is not only academic knowledge that becomes embedded during sleep, it’s social and behavioural awareness too. You could say our higher knowledge, our awareness of our self and others, our empathy and our ability to relate to other people are all encoded during sleep. To put it another way, a good night of sleep can not only make you smarter, it can also make you nicer!

Sleep Hygiene: 8 things that may help you sleep

Set a regular bedtime.
Going to bed at the same time each night signals to your body that it’s time to sleep. Waking up at the same time every day also can help establish sleep patterns. So try to stick as closely as you can to your sleep schedule, even on weekends. For the most part try not to go to sleep more than an hour later or wake up more than 2 to 3 hours later than you would during the week.

Exercise regularly.
Try not to exercise right before bed, though, as it can rev you up and make it harder to fall asleep. Finish exercising at least 3 hours before bedtime. Many sleep experts believe that exercising in late afternoon may actually help a person sleep.

Avoid stimulants.
Don’t drink beverages with caffeine, such as energy drinks and coffee, after 3 p.m. Avoid that second bowl of ice-cream for dessert too as sugar is also a first rate stimulant.

Relax your mind.
Avoid violent, scary, or action movies or television shows right before bed — anything that might set your mind and heart racing. Reading books with involved or active plots may also keep you from falling or staying asleep. Try reading something interesting... but not too interesting!

Unwind by keeping the lights low.
Light signals to the brain that it’s time to wake up. Staying away from bright lights as well as meditating or listening to soothing music, can help your body relax. Try to avoid TV, computers and other electronics, and using your phone (including texting) from at least 1 hour before you go to bed. When using computers, TVs and smart phones you are staring directly into a light source. Digital devices work on the blue light spectrum which registers like the daytime sky on your brain telling you it’s time to wake up.

Don’t nap too much.
Naps of more than 30 minutes during the day and naps too close to bedtime may keep you from falling asleep later.

Create the right sleeping environment.
Studies show that people sleep best in a dark room that is slightly on the cool side. Close your blinds or curtains [and make sure they’re heavy enough to block out light] and turn down the thermostat (pile on extra blankets or wear PJs if you’re cold). Lots of noise or a white-noise machine (or app!) if you need to block out light) and turn down the thermostat (pile on extra blankets or wear PJs if you’re cold). Lots of noise or a white-noise machine (or app!) if you need to block out light) and turn down the thermostat (pile on extra blankets or wear PJs if you’re cold). Many sleep experts believe that exercising in late afternoon may actually help a person sleep.

Technology: 5 Ways to Reboot Yourself

Lol...Omg...Idk: Why am I so tired? Ever sent an embarrassing text message? Perhaps a message that neither you nor your friend can understand because it looks like gibberish, or one that’s accidentally sent to someone who shouldn’t have read it? Perhaps your night time pings, rings, and vibrates could be the reason why?

Lack of sleep can cause you to send embarrassing texts. But more importantly, sending and receiving messages late at night can disrupt your sleep and leave you tired and unfocused when it’s time for school. Studies show that lack of sleep, or interrupted sleep, can affect everything from your mood to your sports performance. So try to stay connected with your friends, but how useful can you be when you’re exhausted? Give your ‘tech’ [texts, emails, calls] a rest from bedtime until your alarm clock rings so you can rest. Yes, I said ‘alarm clock’, those old fashioned things that told the time and woke you up and nothing else. Guess what, they work and they’re cheap too.

Get your friends to buy you one and then try turning your phone off.

How can you ease out of being accessible - but sluggish - all the time, to unplugging at bedtime? Buzzes can be just as loud as beeps or rings, especially late at night when everything else is quiet. Plus, if your friends have no one to talk to, maybe they’ll be inspired to turn off their phones and catch some Zzzs, too.

Make getting enough sleep your way to look and feel good.
Getting sleep is a great way to look and feel refreshed and focused in the morning. To get the sleep you need, tell your friends you will receive your last text, email, or phone call an hour before bedtime. This way, they’ll know their beeps or buzzes will have to wait. It can be quite a challenge to go from being constantly accessible to powering down at a certain time. But sticking to a cut-off curfew for your gadgets and gizmos will help you ease into bedtime and give your brain some tech-free downtime. And if you need an excuse, just say your parents are making you do it!

Jeremy Fiske
School Nurse/Adolescent Health and Wellbeing.

Get your phone out of your room completely.
Try charging your phone overnight in a separate room. While your cell battery is restoring, you can get the sleep you need to recharge your own battery. Having your phone in another room can reduce the chance that you’ll use it during and after bedtime. Remember generations of people the world over have woken up either naturally with the sun! In the recent past, people have used a regular old fashioned alarm clock, and like I said, they’re cheap and they work!

Effects of sleep deprivation

- Irritability
- Cognitive impairment
- Memory lapses or loss
- Impaired motor coordination
- Severe yawning
- Hallucinations
- Symptoms similar to ADHD
- Impaired immune system
- Risk of diabetes Type 2
- Increased heart rate variability
- Risk of heart disease
- Decreased reaction time and accuracy
- Thinner cheeks
- Other: Growth suppression
- Risk of obesity
- Decreased temperature