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Principals’ Message

Brunswick Secondary College students received their semester 1 report at the end of last term. This document is both a summary of students’ progress and achievement, and a guide to what students need to do to progress to the next level of learning and development.

Toward the end of last semester, the school also received its report. Similar to the semester reports that students receive, the School Review Report commended the school’s achievements and progress toward its goals, while also making focused recommendations for future directions. We can be proud of our continued growth in reputation and results, but must never be complacent. As the quote from the Report left highlights, we are committed to achieving strong, continued school improvement.

The Terms of Reference we identified for in depth reflection were:

I. Learner Progress: To what extent are we identifying and meeting the needs of all students?

II. Teacher Collaboration: To what extent do teachers work together in teams to analyse student achievement, develop strategies to move students along the learning continuum, and help each other build on strengths and work on areas of development?

The DEECD has introduced Peer Review for the first time this year. This involved me choosing two Peers (other Principals) to participate alongside the lead Reviewer, Jill Jackson, in examining our school’s data and progress and making recommendations for the period of the next four year Strategic Plan. I am a keen advocate for this new process. Our school benefited greatly from the informed and perceptive contributions of our Peer Reviewers, Deborah Harman, Principal of Balwyn High School, and Brian Considine, Principal of Sydney Rd. Community School. The Principals added value and rigour to our self-evaluation and strategic planning process, asking probing questions, bringing an external lens to our practices and sharing perceptive contributions of our Peer Reviewers, allowing each to speak performatively.

The review day was marked by high quality, robust discussions and evident enthusiasm to provide an engaging learning environment where all students are challenged to achieve learning growth at or above expected levels.

There will be a clear focus on developing an agreed instructional teaching and learning mode, enhancing instructional leadership, designing a guaranteed curriculum that is aligned to AusVELS, embedding research-based teaching practices, improving assessment for learning, strengthening feedback processes for staff and student and catering for the social and emotional wellbeing of students in the next strategic plan period 2015-2018.

Brunswick Secondary College Peer Report, June 2014

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So much of a School Review is rightly about analysing school performance in relation to statewide measures and mandated data sets. I believe that a key strength of our School Self Evaluation Process was the inclusion of a strong parent, student and staff voice.

This enabled us to hear the individual experiences and stories behind the data. Here is a powerful example: at the suggestion of one of our School Council parents, we asked teachers the question, Why do you stay? The question yielded diverse and very personal responses.

Some examples:

I believe in an inclusive, challenging and positive education system for all students and see BSC as striving to be an excellent example of this.

The staff are committed and really want students to both do well and to develop as individuals.

The staff - I feel part of a team with a worthwhile goal.

The students - appreciate our work and challenge us.

The suburb - the proximity to the city and the local neighbourhood feel.

The diversity of students and the dynamic teaching staff in a school with a strong direction providing exciting opportunities and growth for all stakeholders.

The school is a reflection of the Brunswick community in which I live; there is an inspiring and energising undercurrent of growth and lateral thinking and commitment to sound pedagogy. I am made to feel professionally valued and supported by staff and students.

What the school offers is already good - a holistic education. The rewards are immense and there is a real sense of community. The staff are motivated, collaborative and willing to take on new challenges.

We are now engaged in the energising process of developing our new Strategic Plan. I look forward to the term ahead and hope to see you at High School Musical. I have seen the rehearsals - it’s fabulous.

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Vivienne Tellefson
Principal
THE BRUNSWICK
Directed by RMH Music Therapist
Emma O’Brien, MMus, RMT, Manager
and Senior Clinician MT.
The “Live Music is Good for You” Festival is in its 5th year at the
Royal Melbourne Hospital.

On Thursday May 8th, 6 BSC woodwind students
performed a variety of quartets and trios in the RMH
atrium, foyer and outside the 1st floor lifts, much to the
delight of audiences, patients and visitors. Students also attended a lecture entitled “Music and
Music Therapy in Health” and learned HEAPS from
Music Therapist Emma O’Brien about the positive
effects of playing live music. Did you know that playing
live music for one hour increases our killer T cell count
and so helps fight cancer cells? Also, that playing live
music activates ALL areas of the brain, unlike any other
art form?!

Lyndal McLean
The ‘Music is Good for You’ Festival at the Royal
Melbourne Hospital was an amazing experience.
We learned a lot and we got to hear some great
stories of music working in people’s lives.
The things we learned about in the music therapy ses-
Sion were very inspirational. Playing music helps people
in many ways – it calms people, entertains them and
can brighten up their days.
We were able to help people by playing our music. It
was amazing and I’m glad I had the experience of
playing in the ‘Music is Good for You’ Festival.

Julie Pascall

I enjoyed being able to change peoples’ moods and
their feelings just through playing music. I loved the
experience, the therapy side of it was very interesting
too. The fact that it changes people both mentally and
physically was very interesting.

Jeremy Mafescioni

Being able to perform at the Royal Melbourne Hospital
was a fantastic experience. Not only did we get the
chance to make people smile with our music, we were
told about music therapy and how it helps the elderly
and cancer patients communicate and relax.
Overall, it was a memorable and touching experience,
one that I would definitely like to be involved in again.

Sasha Gillies-Lekakis

The trip to the Royal Melbourne Hospital was a
mesmerizing experience for all. To learn about the
science of music therapy was incredibly interesting,
learning about stroke victims who fully recovered from
music and singing. We learned that music is processed
differently to regular speech which allows for a variety of
things to be discovered such as how the brain uses all
of itself to listen to music. Those who study music use
their brains more. We were also shown how music has
allowed for many recoveries of cancer and stroke vic-
tims. It was, to be honest, one of the most amazing
and interesting days I have experienced.

Gabriel Taburet

At the Royal Melbourne Hospital, we were able to meet
the music therapists and learn about some patients
whose lives changed with music. After learning a few
things about music therapy and the ways it was able to
benefit the body, we made our way to play our music
with a new understanding of how it could help people.
I really enjoyed the experience.

Rachel Wang
Images of Greatness evening is the highlight of the year in Year 7 English. It is easily my favourite event on our calendar. Each year, it is the unit which binds our new Year 7s together as a collective of Brunswick Secondary College students for the first time. As they research great people throughout the world and throughout history, the students begin to understand the diverse range of achievements and options that there are out there. The evening itself is adorable, with students going to great lengths to embody their chosen person who could be anyone from Martin Luther King Jr to Mother Theresa. Parents and teachers enjoy putting their knowledge to the test and it is truly an inspiring evening.

Nadia Cavallin Year 7 Coordinator

I decided to dress as Charles Darwin because I believe strongly in his theory of evolution. I admire how he just came up with that idea, and committed himself to studying it. I wore a full beard and a long suede coat. The actual night was a bit nerve-racking at first, but I ended up knowing all the answers to the questions I was asked, so I had a ball.

Vex Hatfield 7B

I dressed up as Rosa Parks. A lot of people didn’t know who she was. She is known for her Civil Rights actions in America in the 1960s. She stood up for her rights when a white person asked her to move from her seat on a bus, and was sent to jail for this. I chose her because I think it would take a lot of courage to do that initially, and also because she dedicated her entire life to the freedom of African Americans. The night was heaps of fun. It was nice to see parents and teachers so interested in our work.

Ava Monahan 7N

There were a lot of people dressed up at Images of Greatness. I saw a lot of interesting characters like Bill Gates, Mohammed Ali, Leonardo Da Vinci, Queen Elizabeth, Michael Jackson and Audrey Hepburn. There were a lot of adults, teachers and parents, asking us questions about our character. I was Leonardo Da Vinci, and I got asked ‘Did Leonardo Da Vinci know any other famous artists?’ quite a bit. I enjoyed it because I got to show my dad my work, my locker and show him around the school. It was a really fun day.

Noah Merhi 7B

I was dressed as John Williams, who is a very famous composer who scored Star Wars, Superman, Indiana Jones and a lot of films directed by Steven Spielberg. He created 98 film scores in total. I really like music, and I especially like his music, so to me he is a great person. I thought the Images of Greatness night was going to be scary, but instead it was loads of fun. Quite a few parents came to see me. They all asked ‘who are you?’ because he’s a bit obscure. One person asked if I was Abraham Lincoln!

Louie Marshall 7B
Experience

Work Experience Week ran from Monday 5th May to Friday 9th May with over 150 students out on placements and at least 25 staff contacting students during that time. The lead up to work experience can be nerve-racking and scary for some students, but thrilling and exciting for others. However, by the end of the working week students relax and become more confident individuals as they get to know their co-workers, understand the workplace a little better, accomplish tasks and learn new skills.

Work experience opens a student’s mind to the world of work, improves their communication skills and helps them to identify what aspects they like or don’t like about the job. Some were lucky enough to gain part-time work or paid holiday work out of their placement. Many students find a focus for their future whilst others have identified what they don’t want to do.

Teacher and employer feedback from the workplace has been overwhelmingly positive with many impressed by the maturity shown by the students and how well the students adapt to the responsibility of work and use their initiative to contribute effectively to the workplace. I always love seeing the smiles on the students’ faces when I go to visit them in the workplace. Congratulations to all students!

Catherine Jones Careers Counsellor

Barbara Camioło

Throughout work experience in a medical clinic I learnt many things like how to approach customers correctly, how to work in an office, filing and so on. I enjoyed learning new things and taking on different tasks. This job will help me in the future to be more organized and more resilient.

Reece Inturrisi

For work experience I undertook the job of a primary school grade 5/6 teacher and a PE teacher. I enjoyed this job because I had many different tasks including organizing for PE and camp and interschool sport. I got to organize activities for groups of kids during sport and the most rewarding part was the amount of friends I made during my time at work experience.

Kaitlyn Duggan

For Yr 10 work experience I decided to work in a pet shop because I am passionate about animals. I would constantly have a smile on my face but was always on my feet. The work placement itself was what I expected it to be and just being around all sorts of animals all day made that week very worthwhile and fulfilling. I did many things such as taking care of the animals, cleaning the kennels, brushing the kittens, washing and walking the dogs, dusting, sweeping and socialize with customers and staff. My report stated that I had good behaviour, organization, punctuality, maturity and responsibility and had shown a great deal of initiative.

Jessica Steff

On my work experience at Australian Centre for Moving Image (ACMI), I learnt a lot more about filming, editing and the whole production behind what we see and know on TV.

Vassilas Grosias

I did work experience at Master Builder Association Victoria in their legal department with four lawyers. The experience was very interesting and eye-opening. The hours were from 8am-5pm which was pretty draining. Some of the activities I participated in were: sitting in on meetings between the lawyer and the client, researching cases and providing important information for the lawyers, reading cases and learning how to find the important information in a case report and reading and learning about Australia’s legal system. As well as that, I asked a lot of questions which were important to me about choosing law as a career and preparing myself for the future. I enjoyed my time learning from very intelligent and successful people and am thankful for the experience.

Scott Rogan

I worked at Monash University in the Geoscience Department. I learned a lot about the different types of geology like volcanoes. All the people working there were very helpful and also kind. I also got to learn a bit about biology which I am very interested in. Unfortunately, not all of the information I was given I understood, however, I did learn a great amount. On Wednesday I went to the Museum and I learned about dinosaurs and also the history of Victoria from hundreds of millions of years ago. On Friday I went down to BlairAthol Bay and Squeaky Beach where I found greenstone, squeaky sand and fossils. Oh, and I saw a cute little wombat!

Adrienne Awad

I worked at the Salvation Army store. In this job I started off by bringing all the donated material into the shop and sorting them into bags for either selling or things to be sent overseas for relief programmes. These programmes spread the clothes through poor, war-torn countries and provide toys and luxuries not afforded to most. I then had to tag and hang clothes fit for selling. I enjoyed the job and the friendly environment provided by the workers, especially my manager.

Izbeh Najam

I went to an Early Learning Centre, basically a kindergarten and childcare centre. I learnt a lot about the job which requires as much energy as a primary school teacher would. It is hard for kindergarten teachers because they have to prepare young children for school. I would recommend this job to people who enjoy the company of children. The environment is really friendly and the staff are very supportive of each other. I would want to work there as a part-time worker rather than a full-time because being a full-time worker is very stressful.

Nattanicha Bantakij

I went to Sunshine hospital and worked in different wards every day. On the first day I went to the Genetic ward and it was very quiet. Some people called you when they needed to go to the toilets or just a walk around the ward. I followed a nurse around and she was looking after four patients and I learned their profile by talking to them.

Ben Anania

I worked in an office across the road from a workite for Leighton Contractors. I worked from 8am-4pm doing odd jobs and errands for various people around the workplace. This week allowed me to observe the job of an engineer and also the people involved in the building side of the job. It was a great experience and has strengthened my desire to become an engineer.

Panayiotis Avramidis

I chose to do work experience at Coles. It was an enjoyable journey in a friendly environment as staff welcomed me with open arms. They showed what the job requires, the rights and wrongs and also what it’s like to be in their shoes. My communication skills were constantly being used as that is a major element of that job. I was also being forced to work under pressure which is a requirement of an everyday job.

Zehry Taleb

I worked in a real estate office and I did filing the property A-Z and putting them in the correct folders. I also made up the folders that the staff would need to take to an open inspection of a property. I enjoyed scanning the properties so they will be able to see images of the house.

Bilal Sba El Alaoui

I worked with a criminal lawyer and visited the courts. At the court we saw a whole heap of cases from murders to drug trafficking, fines and not following your bail requirements. One of my favourite things to do was put all the files in the folders. It was nice and relaxing. I chose this job because I really have a great passion for criminal law. I learnt that almost all courts are public. I found it difficult to sit down for 3-4 hours.
Yr 10 Work Experience
Employer Comments

Jenna Beis
Geyer
“Jenna showed great talent in interior design.”

Lucien Dupe
Fuse Group Australia
“Great artistic integrity involved in the front window displays, fantastic initiative. Lucien was a fantastic addition to the store for the week. His customer service skills were wonderful and his attitude was brilliant. Thank you Lucien for all of your help.”

John Webber
Game Design
“John is clearly a very creative young man, combining his creativity with learned skills in touch typing and online courses on programming languages will take him far in game design.”

Katherine Banks
Primary School
“took initiative with students and was keen to help out and contribute.”

Junior Marsters
Primary School
“Junior has been an asset in working within the 3 / 4 area. He assisted students in a positive and supportive manner. Junior approached all activities in a professional manner. He was able to use his initiative to see what was required and responded accordingly. Thank you Junior.”

Brigitte Williams
Childcare
“Brigitte has had a pro-active attitude throughout the placement. She gets down to the children’s levels and interacts with children in a respectful and kind manner. Brigitte showed that sometimes when it’s busy, she can be proactive in assisting children crying or sad with a cuddle or even a story. Thank You!”

Zac Winkler
Production Company
“We wish Zac every success in the future. We think his research and attention to detail were at a very high standard. We really enjoyed having him in our office. Thanks Zac for all your hard work. From all the Radio Karate Team.”

Chutipa (Best) Yuenyong
Pharmacy
“Best worked really well with other staff and always asked questions when unsure.”

Adrienne Awad
Community Shop
“A pleasure to have here, we’ll have more like her thank you.”

Huseyin Bator
Nike Australia
“Hus was a big help with what he did for us. He was a little quiet at first which is understandable, but once he became more comfortable, he fitted in with the team really well. He was well presented, with a positive attitude and took on any task given to him.”

Monday 23rd June was a cold and wintery day, but despite this a team of keen and enthusiastic Year 11 girls ventured over to Fitzroy High School to compete in Inter-school Futsal. Although the competition was small our effort was large.

Our team consistently attacked the ball and gave it their best. Chloe Goodman-Armstrong was voted ‘best on field’ by her team-mates, scoring a total of 4 goals for the day. Melanie Lasslett was a strong player in defence and as goalie kept the opposition goals to a minimum.

Parrishah Ebrahimi-Erakis played a cool and steady game, directing the ball around the court, preventing a stop start game. Caitlin Anderson was voted ‘best on bench’ by the team, providing endless encouragement for those on field. Despite our best efforts we were defeated by the better team, University High. However in true Brunswick spirit this group of girls finished the day with a smile on their faces, vowing to give it another shot next year.

All in all it was a great day.
Recently, our Year 10 English and Yr 9 SEALs viewed a performance of William Shakespeare’s Romeo and Juliet as part of their text response studies this term. Some lucky students got to be a part of the action and joined the Montagues and Capulets on stage during a street brawl scene.

Eddie Joijode, Sophocles Mavrelis, Ali Taleb and Mostafa Radwan stole the show in their walk on roles as clan members. Here are some reviews of the show from the students:

**Sasha Gillies-Lekakis**

The performance of Romeo and Juliet that we saw was amazing! The actors cleverly used their space and props to create several different locations. The amount of characters portrayed with just 3 people was astounding! It was a fabulous performance that I would definitely see again.

**On the 22nd of April we were gifted with the chance to watch a modified version of the play Romeo and Juliet. The play was a live production of the text we were studying in English, Romeo and Juliet. The play proved valuable in our learning and our understanding of the piece, and it was educational and enjoyable. The production company were amazing and I would gladly watch any of their interpretations of Shakespeare’s plays.**

**Ben Silke**

The performance of Romeo and Juliet was a great feature to watch and analyse for the preparation of our essays. It was on the first day back of Term 2 and was an amazing act that I found brilliant. It was hilarious, spectacular, and had a brilliant plot that kept us watching. There was a lot of thinking behind the performance; especially with only 3 actors performing and I definitely would watch this terrific short show again!

**Tor Bak**

Brunswick SC students of Chinese were privileged to host a visit by DEECD Secretary, Richard Bolt, Executive Director of the International Division, Sue Christopher and Manager of the Internationalizing Education Division, Connie Andreanna.

As LOTE Captain, it was exciting to address BSC students who are studying Chinese and also to introduce and thank Mr. Bolt for his reflections on the importance of Asia and Chinese to Victoria.

Our guests, together with the parents, teachers and Year 7-12 Chinese students who attended the presentation, enjoyed hearing about the DEECD six week immersion program that some of our Year 9 students were fortunate to attend last term. Our current Year 7 and 8 Chinese students will have an opportunity to apply to participate in 2015 and 2016.

There is a Chinese proverb that says, ‘The teacher may open the door, but you must enter yourself’. The Victorian Young Leaders to China program gave students the opportunity to take that step by immersing them in Chinese culture for an extended period of time - six weeks and allowing them to overcome obstacles such as the language barrier.

Congratulations to the leaders and thanks to everyone, including Richard Bolt, the Secretary of the DEECD, and Jay Mason from Brunswick SC for opening that door.

**Xavier Dupe, LOTE Captain**
Fun Fact: The title of Ghosts would have been “Again Walkers” if it were translated word for word. Ghosts is a Norwegian play written in 1881 by Henrik Ibsen in reaction to the high society of the time being riddled with syphilis (a venereal disease). At the time, sex and STDs were scandalous, and even though it happened frequently you couldn’t talk about it. Society wanted to keep such things hidden.

Ghosts is famously a banned play. When it was originally written all the playhouses refused to show it as it would expose the unspoken origin for the disease of lies - how secrets and covering lies up can spread through homes and families. I don’t think Ghosts is the right play to see if you are new to watching theatre. MTC is a text-based company and Ghosts is a text-heavy play. Honestly, I think young audiences would be overwhelmed by the amount of talking that goes on. There is very little action in Ghosts and it is a one act play. They talk for ages in this play in one room and then everything happens all at once. I think young audiences would be a little tired of how long you have to sit and listen. Don’t get me wrong, Ghosts is interesting, compelling and exciting, but I was aware of how long I was sitting for. However, the climax happened at the right moment, just before it was about to get too long.

Gale Edwards, the director, comes from a background of directing musicals. Edwards is renowned for epic shows. The set designer, Shaun Gurton, created a rich non-naturalistic concept. Epic is the word that comes to mind. The true meaning of epic: large and intense. The wallpaper fading away, the floor boards tuning up at the edges. They’ve created the perfect place to go mad.

Ghosts is a literary play rich with symbolism and metaphors. The stage design lends itself well to the metaphors of the play. The dark, torn up stage acts as a metaphor for the sin ruining the home, and the epic glass windows weep a ‘veil of tears’ throughout the play. The set reflect the themes of the play: the epic glass windows weep a ‘veil of tears’ throughout the play. Ghosts explores passion, how history repeats itself, and the disease of lies - how secrets and covering lies up can spread through homes and families. The set designer, Shaun Gurton, created a rich non-naturalistic concept. Epic is the word that comes to mind. The true meaning of epic: large and intense. The wallpaper fading away, the floor boards tuning up at the edges. They’ve created the perfect place to go mad.

Linda Cropper, a well-known Australian TV actor (you know her from being Asher Keddie’s ‘hippy mother in Offspring’) is all the good things in this play. Cropper has a lot of dialogue in Ghosts. She owned the stage through out the piece. Cropper was the one you watched on stage even when acting against Philip Quast. Quast was big, naturally funny, and musical actor whose presence and ability could have easily stolen the scene. His large stature and stage presence made it easy to watch him, but Cropper literally had the audience to fall for. Ben Pfeiffer’s Oswald was the opposite to Quast’s Pastor Manders. Pfeiffer looked like he could blow away in the wind or snap in half and watching him go insane was tragic. Part of you wanted to watch Pfeiffer because every time you looked at him you were reminded of how exceedingly torturous his situation was. Pips Edwards held his own on stage with the heavyweight and played Regina with the conviction and determination that her character needed. Richard Piper made me hate his character who was the worst father ever.

Why is Ghosts, a Norwegian play written at the turn of the 20th century, still applicable to inner-city teenagers living at the start of the 21st century? Ghosts is still relevant because of the way it depicts relationships between men and women. Mrs. Alving spends the entire play trying to work around the obstacles men put up. She is bound by honour, nobility and duty, which are all im- pressed upon her by the Pastor. She attempts to protect the young maid Regina from being abused by her father. Mrs. Alving is constantly trying and failing, to her credit, to do what is right as well as being by her marriage vows or sending away her son to protect him from his immoral father. Pastor Manders is no help to Mrs. Alving either. Mrs. Alving has to solve problems put up by social expectations and gender roles, and the male characters are unhelpful at almost every turn. The difference is that in the lovable kids movie, they aren’t doing it on purpose and everything is ok in the end.

This is not the case in Ghosts. I make this comparison to show that 100 years later we are still making stories like this. This is why I think Ghosts is a feminist play: openly discussing immorality and sex was taboo in 1881, and discussing feminism in 2014 can elicit a defensive denial. We’ve learnt to deal with sex and disease, but I still can’t use the word ‘feminism’ without encountering antago- nism. Captain Alving only ever thought about himself, and Mrs. Alving had to hold the home together. She had to send her son away, the person she loved most in the world, just to protect her husband’s honour.

Ghosts is still relevant because of the way it comments on gender roles and the social expectations of duty and honour. Women still have to deal with the sort of obstacles Mrs. Alving had to deal with. Ghosts proves that things like feminism are not new nor outdated, and are not only discussed by women. Henrik Ibsen saw the standards and wrote about them. That’s why great writers do - observe truths. Go, Henrik!

Linda Cropper and Philip Quast in Ghosts (Photo by Jeff Busby).
On Thursday 22nd May, a number of our brass and woodwind students attended the Melbourne Masterclass Series held at Montmorency Secondary College. Students enjoyed the opportunity to see and hear Tony Hicks (Australian Art Orchestra) and Greg Spence (Yamaha Performing Artist) and they also took part in the workshops.

Today I learned more about building my playing technique on the trumpet by attending a Masterclass with Greg Spence – an amazing trumpeter. He provided me with great advice which I will put into action when I next play. Many thanks to the wonderful Marc Matthews who arranged for us to go to the Masterclass and who teaches me trumpet.

Damian Christakis

The Workshop was a really good experience. We learned a range of new techniques and I learned a completely new way to think about practicing and playing.

Gus Cox

I enjoyed listening to children and adults play their instruments and I learned how to improve my fluency and breathing skills.

Joshua Sim

A special thanks to Marc Matthews for enabling our students participate in this unique opportunity.

On Tuesday 6th May the Year 8 Forensics class visited the Melbourne Police Museum and participated in a 2 hour session where they got to play the role of forensics experts, examining evidence from an exhibit created at the museum to solve a fake murder mystery. I enjoyed answering the questions and wandering around the museum afterwards.

Aidan Western

I really liked the guns and dress ups.

Abdul Ayoubi

I was quite interested in the stories of the crimes and the way they were investigated. I also enjoyed investigating the fake crime scene.

Albert Rolfe

Our class went to the Victoria Police Forensics museum. My highlight of the excursion was the activity Kate (the tour guide) had prepared for us. It was a set up crime scene. We were split into groups and then we had to answer a question given to us about things in the crime. My group’s question was to find out the identity of the murderer.

Raied Chaudhry

I enjoyed listening to the techniques and methods used by forensic scientists and comparing them to what we do in class. I also enjoyed the detective work with the (gruesome) body.

Peter Biancofiore

I really enjoyed the three-quarter day at the Police Museum. The instructor, Kate was very informative and the program gave a gritty and brutally realistic perspective on the fields of Forensic Science.

William Mott
In Term 2, Year 9 Drama students study various styles of puppetry, including the shadow puppetry traditions of Indonesia. Melbourne’s own Polyglot Puppet Theatre visited our school to run their “Shadow Tricks” workshop and give students ideas about how to use shadows in performance. Year 9 Drama students have been busy over the last few weeks creating their own shadow puppets and junk puppets, and will finish the semester with performances.

Nick Tranter Drama Teacher

On Thursday 12th June we went to a theatre connected to Federation Square to watch a play called “Who stole the sole?” The main theme of the play was the impact of social media, in particular, sexting.

The play was about a girl who was encouraged by a male friend to send an inappropriate photo of herself to him. The rest of the play explored the consequences for both her and her friends. After the play, there was an opportunity to ask questions of a panel comprised of the actors, some lawyers who have dealt with these cases and a select group of students from the attending schools (one of whom was Sasha Gillies-Lekakis from Brunswick Secondary). It was good to learn from the lawyers about the legal consequences of such actions. The actors explained how they wanted the audience to perceive the characters.

Kelly Turnor Teacher

On the 12th of June, 20 students were chosen to watch a play called ‘Who Stole the Sole’ at Federation Square. The play was about the complex world of teenage communication on and offline. I really enjoyed the play because it gave out a message about what happens and how to be safe while on social networking. It was also good because it included music and dancing. I’d love to see the play again!

Chantelle Mejia Cai Year 8

We, the Junior SRC and some other students, went to the ‘Who Stole the Soul’ production. The production was great. We learnt many things about what is relevant to our age groups such as cyber bulling and other things related to the internet and social media sites.

Chloe Cerra Year 9

Polyglot Puppetry Incursion

“The Polyglot Puppet Theatre was a very enjoyable experience. We learnt new tricks and uncovered secrets about Asian culture!”

Sasha Gillies-Lekakis ’95

“It was really great to interact and be creative with your ideas and movements. It really brought out the creative side of me and others”

Hannah Blazzo ’9K
Early in Term 2, the Year 10 Drama elective class attended a matinee performance of Yellow Moon at Melbourne Theatre Company (MTC), part of the 2014 Education Season. Having finished Term 1 with some impressive realism performances, this excursion served as a launch pad for our study of non-naturalistic theatre. The bold production struck a chord with the audience and helped students grasp the conventions of Epic Theatre. I hope these excerpts from reviews written by the students give you an insight into their experience.

**Nick Tranter** Drama Teacher

“Yellow Moon is a breathless drama from the Scottish playwright David Greig and directed by Leticia Cáceres that takes on the Bonnie and Clyde legend. The story is based around the lives of two teenagers drawn together after a life-changing night. ‘Stag’ Lee (Luke Ryan) is the insubordinate boy who is lost in his own world and lives with his mother Jenni (Daniela Farinacci) and her boyfriend Billy (Mark Constable). ‘Silent’ Leila (Naomi Rukavina), sick of her life, sees herself as ugly and stupid. She tries to find herself in the pages of a celebrity magazine to make sure she exists, but can’t.”

*Isbah Najam* 10S

“Yellow Moon is a play that will stay with you for years after you’ve watched it. The themes of trust, loyalty, friendship, self-esteem and choice could not be represented any more perfectly.”

*Elise Louey* 10S

“The simple set made the show interesting because it made you think what could it be next and the synergy it had with the plot made it easily one of my favourite parts of the show.”

*Jack Sambell* 10R

“One of the techniques they used that I loved was when Stag Lee was talking to Leila and they have a conversation, but then we hear Leila say this is how it really goes and we see the same scene again with Stag Lee saying the same things but Leila not saying anything.”

*Lucien Dupé* 10W

“Getting a chance to see this play because of my elective drama was really fun and educational at the same time. Honestly, I am a fan of theatre because theatre bring out more emotions out of an audience than a film does.”

*Eddie Joijode* 10K

“In an entertainment industry full of gore and effects constantly exposed to the younger generations it makes it difficult to create shock factor, especially when over the top sets and extras are not included, but the minimal details of ‘Yellow Moon’ explode on stage and match the stun factor of action and romance movies today.”

*Adrienne Awad* 10S

“The designers of Yellow Moon do a marvellous job with the layout of the set. The costumes that were used were mainly plain and simple, however the lighting and use of mist in the traverse theatre setting emphasised the significance of the storyline and created an amazing vibe on the stage.”

*Aydin Ilhan* 10N

On Tuesday 6th May Brunswick Secondary College Chess Club hosted a Chess tournament. It was great to see so many of the chess club participate in what was for some their first tournament. There were many fine games and our players were dedicated, committed and fair. The competition was very close with Brunswick coming a close second place (22 vs 18.5). Andrew Zheng came overall top player in the competition. Many other players also won medals and certificates which you can see in the photo. Congratulations to all.

*Liam O’Grady* Maths Teacher

Student write-ups.

The chess tournament was great. My friends and I had a great time. I won silver medal. I think that’s good. It was all referring to chess. It felt like a serious game but of course it’s supposed to be fun too. I will defiantly go next year to the tournament again. Even some beginners joined our tournament team and gave it a really good shot. That was great. Everyone in the chess tournament was my friend which made it very fun. The school we were versing was a private school. Next year. WE WILL WIN!! I play chess at least once a day. One of the kids in our school won 6 ½ games out of 7 he helped our school with points. I am trying to be better than him. At the end we lost but it was a very close game. We will take our revenge next year with freshJacobs and we will WIN!!

*Keanu Hamza* (7B)
Teaching Drama across all year levels at Brunswick, I am privileged to see many talented students demonstrate their skills in the classroom every day. That could not have prepared me for the amazing diversity of styles and high calibre of performance on display at the Brunswick Stars Talent Show. I was thoroughly impressed by the confidence of all performers, and the considerable effort put into preparing their acts. Everybody looked so comfortable on stage, and was so well supported by the encouragement of the audience. It was a truly inspirational night, impressively organised by our Performing Arts Captain, Larissa Li, and the students of the Performing Arts Committee.

Nick Tranter  Head of Drama

As Performing Arts Captain, I am proud to say that the mix of the support of the Performing Arts Committee (PAC), the enthusiasm of the participants and the generosity of the staff meant that 'Brunswick Stars', our inaugural talent show, was a raging success! The PAC put in a lot of effort to create 'Brunswick Stars', whether it be liaising with local businesses, advertising and promoting the event within the school community or putting in the extra hours needed to prepare for the event. The Performing Arts Room was transformed into a sea of red and yellow, creating a warm and vibrant environment.

I would like to take this opportunity to thank and congratulate all those who participated. It was an inspiring display of maturity, commitment, individuality and, of course, talent! I would also like to extend a special thanks to our sponsors, Brunswick Rotary Club, Melbourne Theatre Company and The Clocktower Centre. Finally, I want to thank our special guest judge, Bethany Simons, for taking time out of her busy life to share her expertise as an industry professional. I really hope Brunswick Stars becomes an annual event, a legacy that I leave at BSC.

Larissa Li  Performing Arts Captain
Last Thursday on the 29th of May, our school hosted a talent show called Brunswick Star. Including me, there were 17 participants altogether, who showed tremendous bravery and showcased their outstanding talents in front of an audience and our four amazing judges.

On the night, I was fortunate enough to perform a Nepalese dance in front of the judges and a terrific audience and display Nepalese culture through the wonderful dance style and beautiful music. It felt good being up there in front of the lights and to show people what I love to do. It was a good experience and a great night.

Anushka Gaire Year 10

For the Brunswick Stars, talent show Tiffany sang “When I Was Your Man”, while I danced a contemporary jazz routine. Before the performance we were extremely nervous, but really excited. Just before we were about to start, Tiffany looked out to the audience, stayed calm and tried to block the audience out so she could focus on the song. I took a deep breath, as I waited for the song to begin, but I went blank! I tried to improvise until I finally got back on track. We were astounded by the amount of talent the other participants brought and were blown away by their performances. Congratulations to everyone who participated, on a tremendous performance and great deal of camaraderie.

Ellie Constantinou & Tiffany Cheng Year 8

Prizes Awarded
- Rising Star – Diya Ahuja
- Junior People’s Choice – Joshua Calwell
- Junior Judge’s Prize – Ellie Constantinou and Tiffany Cheng
- Senior People’s Choice – Michelle Iap
- Senior Judge’s Prize – Sanjeeban Chattopadhyay

On the 1st of May the Year 11 and 12 boys participated in a soccer round robin. In the morning the boys didn’t look too convinced that they were going to proceed into the next round of the tournament. However, on the way to John Fawkner oval the boys worked out a formation which would best suit the style of football that they played. We played a 4-3-3 formation, very much an offensive plan.

The first game was against Fitzroy High School. It took 10 minutes for Brunswick to break the deadlock with a scissor kick scored by Haqil. This lifted our spirits and meant we scored another 5 goals. That ended the first game 6-0. This put Brunswick on top of the table.

We were up against Uni High next, however Uni High had to beat Fitzroy which they did in a close game only winning 2-1 and scoring in the last 10 minutes. Watching that game was a good chance for us to size them up. After seeing them play, Brunswick kicked off against Uni High. 5 minutes in and Brunswick had a corner. Giorgio took the corner, and called out to Yianni. The two of them had a plan. Giorgio whipped it to the back post and Yianni, with an insane header, put the ball in the back of the net.

The boys were buzzing! Uni High were shocked and started to play long balls to the strikers every time. Classic defense strategy. Next thing you know, Massimo got the ball, ran into the box and was chopped from behind to win a penalty. You could feel the tension in the air. He took the shot to the left side of the goals. Time slowed down as we watched the ball soar. The keeper dived and got a hand onto it. My heart dropped. He’d saved it. But no! The shot was too powerful and made it over the line! This gave us the momentum we needed. The boys performed really well for the rest of the game and fully deserved the 6-0 victory against Uni High as well. We are psyched to be heading to Zone next term.

Giorgio Mavrelis
Let’s begin with the award, seeing as most of the program falls under it. The award is the Duke of Edinburgh, bronze level (this being the tertiary level of the award). To gain the award by the end of the year, you must complete 4 components. The first component is **Physical Activity**, which can be completed outside of school. The second component is **Skill**, which includes a range of things such as languages, music, and many more. The third is **Service**, which is things done for the community free of charge. You must do one of these three activities for 1 hour per week over the course of 6 months.

The other two, you must do once a week for an hour for three months. The fourth component is the **Adventurous Journey**, which works a little differently. The Adventurous Journey is three camps that must be attended throughout the year, and our class completed our first Adventurous Journey just five weeks ago. The camp went from the 6th of May to the 9th, in the Nayook campus of the Rubicon Outdoor Centre. It was a real camp, not like the ones in previous years.

We set up tents in campsites, a vital skill for the outdoors. We learned about setting up camp, cooking food in the outdoors, and lighting fires for warmth, also a good skill to learn. This was just the tip of the iceberg for the camp. The main features were a bushwalk and a rafting trip along the Yarra. The bushwalk was 14km through thick bush and rough terrain. Our destination was the Ada Tree, Victoria’s largest tree, at 76m tall. It was a truly spectacular sight, well-matched by the scenic walk through the bush.

The other activity was white-water rafting along the Yarra. Not the Yarra you would be familiar with, though. This Yarra consisted of crystal-clear, clean water, unlike the filth that runs through our city. The rafting was something most of us were unfamiliar with, including myself, though it took no time to get used to the paddling technique and the movement of the inflatable raft. The rapids downstream were a little more difficult to get used to, however, and I’m ashamed to say that at the height of our trip, the roughest rapid of them all, I was dumped. It was all part of the fun though, and aside from the rapids, it was a very picturesque cruise down a beautiful body of water.

The camp was a trip to remember, but this is just another of the components of the program. At the beginning of the year, we were introduced to trangia cooking, which we got the hang of, and cooked with many times throughout the semester. The highlight there was the pancakes. Yum.

More recently we’ve been working on different environmental studies, such as tree-planting, and we are planning to share our skills in this area with primary school kids. All part of our quest to attain the prestigious Duke of Ed Award (bronze level).

So, if you’re looking for an elective that you might actually, genuinely enjoy, Bushwhacked is the way to go for Year 9. Though the fee might seem a little lofty at first, the price is all worth it for a year of fun.

Alessandro Rizzo
THE BRUNSWICK
OUTDOOR
SCIENCE
CAMP

On Wednesday 14th to Friday 16th of May the Year 11 Outdoor & Environmental Studies class went on an Expedition to Rubicon Outdoor Centre.

Over the 3 days students participated in a high ropes challenge course and a two day low technology bushwalk. On the bushwalk, students created their shelters from tarps, took no electronic devices or time telling devices, cooked on camp fires and created the food they ate from non-processed foods similar to what would have been done if bushwalking 100 years ago.

The bushwalk was through the Rubicon Valley, where students learnt about the towns that existed prior to the 1939 bushfires, found some artefacts from these towns, saw the hydroelectric power plants and learnt about the different land uses throughout the Rubicon Valley. On returning to Rubicon Outdoor Centre the students completed a debrief where each student added one sentence to create a story of their experiences on the expedition. The students’ collaborative story appears below:

On a cold Wednesday morning in Brunswick, a group of students awaited their destiny. The buses departed and soon arrived at the destination, north of the great divide. Little did they know this would change their lives forever. 16 students set out to battle the wilderness.

We learnt how people experienced the outdoors 100 years ago (sort of), lacking the aid of modern technology we faced off against the elements. We had a small amount of modern technology, but still pulled through okay. There weren’t many complications, issues or problems that we needed to deal with – our trip was cruisey. So cruisey that we saw a town about 70 years old.

Then we walked past a dam which is used to control water flow, and saw 70 year old sites where once tennis courts were. We got to camp and had to construct tarp shelters to sleep in for the night! The boys used a tree to help their shelter which fitted them all and was protected. The night was cold and we fell asleep to the sound of running water. On the walk back to the bus we had some ‘solo’ time sitting on our own next to the stream reflecting on all of the things we’d done and seen over the past two days.

The students of 11 OES class
Henry has been punctual to every Year 9 Drama class this semester and always comes prepared with his materials. Henry told me that being on time for class has become a habit for him, and it is one that will serve him well as he enters senior school. This has allowed Henry to use class time effectively, and his puppetry performance was thoroughly rehearsed and polished as a result. Great work Henry.

Nick Tranter

I found that once I got into the habit of being early for every class it was quite easy. Being organised at home is just as important as being organised at school. I have a way I of scheduling the work I need to do at home and this helps me get things in on time.

Henry Stockfeld 9U

I spoke with Bob’s father at parent teacher interviews earlier in the year. At that time Bob was unfocused, easily distracted and not completing work in class. Since that time Bob has steadily improved his work habits. He has shown maturity in choosing to remain focused on his work when other students are being a distraction. He sits where he will be able to work well. I think he’s made a shift towards the behaviour that will serve him well in VCE. I’m really pleased for him.

Tamara Brennan

After parent teacher interviews I decided it was time to change myself – in class I was always quiet and tried to concentrate my best all the time. I also talk to my dad about my class work and he helps me understand things. I am very happy my effort has been noticed. Thanks Ms Brennan.

Bob Khamhom

Elvin Dorr is to be commended for his improved work ethics in year 10 maths. At the start of the year he would be easily distracted but recently he has taken his math subject much more seriously and is hard at work during class time. He completes as much as he can in class and asks some very good questions when he is unsure.

Well done and keep up the good work!

Shang Wang

A few weeks into this term I realised that exams were a real part of senior school and decided to try and stay focused in class. This was easier than I thought and made sure my friends were distracting me in class then I would move away. The more effort I put in, the more prepared I feel before each class – Maths is one of my favorite subjects.

Elvin Dorr 10U

Alice has shown a commitment this term to contributing in class and working collaboratively with others in year 8 Humanities. Her historical significance essay was of a very high standard. Keep up the great work Alice!

Katherine Houston

I am really enjoying history this year as we are covering interesting topics in a very engaging way. I think my essay writing skills have improved a lot also.

Alice Osornprasoph 7S
Tackling Bullying at BSC

At Brunswick Secondary College we focus on positive relationships between all members of our community. With the emphasis on respect, responsibility, empathy and cooperation, bullying is never acceptable. Students are provided with opportunities to discuss what a safe and caring culture looks like and within this positive framework, we address each individual’s responsibility to act against bullying.

Alison Sanza
Junior School Assistant Principal

At BSC, we are committed to providing a safe, happy and stimulating teaching and learning environment in which all members of the community can grow and thrive. Bullying in all forms jeopardises the wellbeing of individuals and our school community more broadly. As such, it is unwelcome at Brunswick SC and something we work hard to prevent, both through the curriculum and in our work with individual students.

BSC has a comprehensive anti-bullying policy which defines unacceptable behaviours and outlines the school’s response. The policy was created in consultation with representatives from all members of our school community: students, parents and staff, and it can be found on our website.

Caroline Hart
Student Welfare Coordinator

As part of the year 7 COGS program, the Youth Resource Officer from the Brunswick Police came to present a session on safety online and in the community. As a follow up from this session, students focussed on bullying, paying particular attention to keeping themselves and others safe online and at school. One activity was to develop an anti-bullying jingle. The Find Your Voice class worked exceptionally well as a team and created a great sounding, catchy song. They were very excited to hear their song playing over the school speakers at the beginning of the school day.

Through the COGS program we aim to provide a safe, supportive and respectful school community that promotes student wellbeing. We have recognised the need to develop a shared understanding across the whole school that all forms of bullying are unacceptable. Student safety is of utmost importance. We equip students with strategies and knowledge of how to deal with bullying and the possible ramifications through small focus groups, class discussions, performances and whole year level presentations.

Sally Goss
Junior School Leader

Rostrum Review

On Sunday the 19th of May, I took part in a public speaking competition called Rostrum Voice of Youth. It was a state competition and there were many other students taking part from a range of different schools. For your speech, you had to choose a topic out of preselected prompts, and the prompt that I chose was “Climb Every Mountain”. I chose to write about my grandmother Irene, and the hardships that she has experienced. When I went on the day, I was organized into a heat that had no one that I knew. This upset me a bit because I was looking forward to seeing my friend’s speeches. In the heat that I was put into, there were 7 speakers including me. While I didn’t win my heat, I had a very enjoyable and eye-opening experience, watching the presentations of the other speakers and seeing how they interpreted the prompts. I went home in a very good mood.

Peter Bianciflore
Year 8

There is truly no better way to spend a Sunday than listening to a bunch of teenagers pouring their hearts out on a topic about which they are passionate. Brunswick Secondary College was lucky enough to host one of the 2014 “Rostrum of Youth Public Speaking Competition” heats. Witnessing so many amazing speeches filled with maturity and knowledge made me really proud of this younger generation. However, I am especially proud of all the students from Brunswick who stood up and gave it their absolute best. I am sure everyone knows how difficult it is to deliver a speech in front of strangers, and for this, I congratulate them all for doing so well. Public speaking is a fantastic opportunity to communicate your ideas and beliefs, so I urge all students to participate in our school’s annual public speaking competition: CHATTERBOX. It will be coming up next term, so stay tuned!

Elise Louey
Public Speaking and Debating Captain.

Debating and Public Speaking Update
Skyline Program

The Skyline Education Foundation Australia VCE Bursary Program “Creating educational opportunities for talented youth in need of support” In 2014, Skyline is proud to announce that David Vadori Year 11, Brunswick Secondary College, has been awarded a bursary for 2014-2015 and welcomes the school as a program partner.

About Skyline

• The Skyline Education Foundation Australia is a voluntary, non-denominational organisation and is funded through tax-deductible gifts and community support
• The Skyline Education Foundation Australia recognises that ongoing educational and emotional support during Years 11 & 12 can lead to increased tertiary opportunities.
• Students entering the program receive a range of benefits to enhance their educational opportunities

Student Reflection

“The Skyline program has provided me with an invaluable opportunity to develop both academically at school, and also outside of school as a leader within my community. The Skyline program has instilled within me a profound sense of purpose and confidence with which I now approach all my endeavors. Furthermore the Skyline program has equipped me with the necessary set of skills and competencies that are required in order to successfully navigate VCE.”

David Vadori Year 11

Student Reflection

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David Vadori Year 11

Photo Caption

David with Dr. Peter Hollingworth the he 23rd Governor-General of Australia from 2001 until 2003, and the Chair of the Skyline Foundation.

The Careers team at Brunswick Secondary College recently conducted an EPICC workshop involving mandarin speaking EAL families. The aim of the workshop was to provide parents/guardians with information about the career development process, knowledge of the tools and resources that their teenager and parents can use to help them with their career learning and hints for good conversations, so that parents/guardians gain the confidence to have effective career conversations with their young person.

The workshop style was relaxed and comfortable with interpreters sitting with small groups at tables to help families understand the content and ask questions throughout the session. Practical components of the workshop demonstrating how to find labour market information on the Job Outlook website, looking at the parents page on MyFuture (Assist Your Child) website and key features of the VTAC website and then conducting written activities such as “Identifying where your child is engaged” was a great way to get parents/guardians thinking about the contents of the workshop and applying it in a meaningful way, thus providing them with conversation starters ready to use when they go home. A resource booklet was also provided to participants that included a list of useful websites, sample Bullseye posters and screen shots of the MyFuture (Assist your Child) website and the Careers@brunswick website as well as a Learning Pathways chart.

Feedback from the families who attended was overwhelmingly positive with parents saying that it was a very useful and informative session with great resources provided. Parents said they felt better informed and confident about their child’s career pathway options and were grateful that the school took the time to plan this night specifically for them. Brunswick Secondary College have secured funding to run workshops with refugee background families where translation and interpretation services will also be provided. The school is also planning to run EPICC workshops throughout the year for English speaking families to continue to demonstrate how the school and parents can work in partnership to assist their young students to learn to manage their own career development.
Do - Put some well spent time into study. You get the opportunity for a very good education here at BS, but it makes sense that you will need to re-fresh your understanding in order to retain it.

Don’t - Spend all your time studying. Set yourself a reasonable study timetable and stick to it. Then you will be able to give yourself time off as reward for study time well spent.

Do - Have confidence. If you know you’re good at it, that you’ve given it your best and you’ve got it well in hand move on to something else. Honest self-appraisal is more effective in beating stress than panicking or trying to meet unrealistic expectations.

Don’t - Lie to yourself. You know if you are not doing enough. Work steadily and try not to panic, or should I say beat panic by working steadily. Do the best you can and you’ll have reason to be proud.

Do – Sleep well. Use your chill out reward time to relax and unwind. Sleep is important for long term memory retention. Go to bed knowing you have a better grasp on it than when you woke up.

Don’t – Take your phone or computer to bed. Stress and panic feed and breed. Sorry guys, but there is a time to listen to your friends concerns about exams…. but it’s not at 2am the night before.

Do – Physical exercise. It’s great for helping to retain information. It also gives your thinking brain a chance to rest and pumps oxygen and blood through your body so you can relax and sleep well.

Don’t – Panic or stress your friends or indulge in their panic or stress. The best way to do this is to support and encourage each other. Find someone to study with and support them the way you want to have support yourself. And if it’s not working, clear out. Better to work alone than to be distracted.

Do – Eat well. It’s a no brainer. Your brain needs feeding with good and healthy nutrients….not sugar and caffeine.

Don’t – Think that this is the end. Whether you do better than expected or come away feeling a level of disappointment, know that you have a long life ahead of you. You can change your mind. You can do better next time. Many successes come after failures. Attitude and gratitude will take you far.

Do – Practice exams (ask your teacher for past exam or revision sheets). Set yourself a time goal knowing that you will be in a similar situation come actual exam time. If you’ve practiced then you’ll be less stressed.

Don’t - Leave it to the last minute to seek help and guidance. If you are really honest with yourself then there is no such thing as last minute surprises. If you don’t understand something just ask then and there. Don’t let it build from a mole hill to a mountain.

Do – Be smart. This is you education, no one else’s. Make the most of it by utilising the wide variety of resources available to you throughout the year such as feedback from teachers (they really do want you to succeed), Homework Club, Maths Help, Senior Study Group club, VCE English club, the library, to name a few. Use Compass! Teachers work hard to make these resources available to you. Also, remember if things are tough at home or there’s something else on your mind the School Welfare Team is there too.

Jeremy School Nurse

EXAM STRESS... think about this

Junior SRC

In SRC we have done many things in order to try and make this school better. This year the group of people who have joined SRC have been quite a good group and have helped the school raise a lot of money and make parents more involved in our school.

A few weeks ago we held an event known as Trivia Night, where the SRC helped to find prizes donated from the public and we charged entry guests to raise money. Earlier this term the SRC became involved with the Environment Club, supporting them in their wish to raise more money for the solar panels. The SRC also helps advertise school events by making posters and putting them up around the school.

This leads to more money for the school to make it even better! The Junior SRC is a really positive and happy group who will be happy to help more for the school. If you have any ideas about how to make the school a better place, come and see us!

Daniel Terrett and Adam Cooper

Junior SRC