The Importance of School Facilities

Quality relationships and quality teaching are what matters most in a school. We say this often at Brunswick. Over the past few months, our school has been involved in preparing an application to the Victorian Government’s Building Futures program. The consultation and writing process involved in this submission has emphasised to us the importance of facilities in enhancing quality teaching and relationships. Further information about Victorian School Design can be accessed at [http://www.education.vic.gov.au/management/infrastructure/schooldesign.htm](http://www.education.vic.gov.au/management/infrastructure/schooldesign.htm).

While visitors to our school frequently comment on displays, gardens and how well maintained the classrooms are, most of our current learning spaces do not allow the flexibility that research into the relationship between building design and pedagogy demonstrates is so important in sustaining successful student centred learning approaches.

We have applied for a Senior Learning Centre so that our Year 11 and 12 VCE and VCAL students have a modern, ICT rich and flexible learning space that will support their learning needs and reinforce their identity as senior students.

How would this be different to the box shaped rooms they inhabit now? The space will be designed to allow for a mixture of passive and active learning and for individual, small and large group activities to occur at the same time. Examples include lectures, meet the examiner sessions, study skill and carer advice seminars, master classes, study circles, teacher and student led mini tutorials, group annotation of student work samples and follow up of teacher feedback.

An Art Studio space would allow students to work on large projects for Art and Design subjects and to exhibit their work in progress, without needing to pack up all the time. The Science area in the Senior Learning centre will be designed to replicate a university style lab rather than a conventional science room. This will allow for more individualised approaches, ready access to ICT including data loggers and voting devices and a more confident transition for students undertaking Science and Engineering courses, a pathway followed by many of our students.
We have also applied for expanded performing arts and gym spaces. These are needed to enable us to meet increasing demand. Anyone who has attended a Music or Drama concert recently we see how inadequate the space is for our steady growth in performing arts and sports subjects, and very popular non-traditional specialist subjects such as Circus, Kendo and Puppetry. The skills learned in performing arts connect not only to qualities that employers increasingly value such as collaboration, problem solving and communication; they greatly enhance students’ personal development, emotional intelligence and confidence. Our repeated success at Rock Eisteddfod has demonstrated the powerful learning and personal development opportunities for performers and back stage crew alike. The interrelationship between success in sport and in appropriate learning space is illustrated by the performance of our 2009 Year 7 Boys Hockey team. While our Year 7 Boys were the State Premiers in both Soccer and Hockey, it is the Hockey success which was the most surprising. Prior to 2009, the school had barely won a game in hockey. To now be able to go through to zone, regional and state finals in a team where several students had never played hockey before is directly related to the fact that 2009 was the first full year of access to the Community Facilities Funded hockey ground.

When consulting the student leaders as part of this submission, all noted the difficulty and disappointment of moving from the open and attractive Year 9 Learning Centre to the traditional and less aesthetically pleasing senior classrooms. One student focus group expressed this as “We need a Year 9 Learning Centre for VCE students.” Other student comments were:

“A refurbished area would create a focussed environment conducive to learning and different to the library as it would be a closed environment. It would give us better access to VCE Coordinators and teachers so we could more easily ask teachers questions about our work. It would help us form study groups and create a sense of unity and togetherness. This new area would create positive attitudes and encourage students to be more respectful to learning and feel better about school”

“Having enough performing arts areas is important as these subjects are very important to us. Dance and Drama help us to learn confidence, skills and independence in learning. It appeals to other qualities rather than just the academic areas of students. It lets students learn things that we love to do and will keep doing after we leave school like drama and playing music that are expensive to do outside of school. It will mean we can have sound improvement to block the sounds that interfere with our classes. It will be good for extra-curricular things like Rock Eisteddfod and Kendo that build community.”

“Our school does not have enough gym space. Sport, PE, Kendo and other ways of physical engagement are important as they are an outlet and break up the day for us students.”

The Building Futures submission was lodged late April and we can expect a decision later in the year. The process has helped us to think more ambitiously and decisively on the facilities and learning spaces that we need into the future. Students have had an active voice in this discussion. I was thrilled therefore when Madeline Scott-Jones, a student teacher from the University of Melbourne, brought to my attention a school design project that Filza Azhar had completed in the Year 10 Psychology Specialist Subject, Inside the Mind. Filza’s approach to the Positive Psychology Unit task was to create “A school designed to promote happiness and objective well being.” Filza uses ‘The Eight Steps to Happiness’ from Bhutan as its underpinning philosophy. In Filzah’s school, there is much opportunity for students to work as a group, to learn the life values and lessons they will need to go out and live independently in the future, to care for the environment and to learn how to live a healthy life through cooking, sport, and exercise and mediation classes. Students would be involved in planting and farming, learning to care for animals and the environment and experiencing the happiness that comes from doing a good deed. Television would be limited to educational purposes only and even this would be infrequent. Instead, an extensive range of extracurricular opportunities would ‘help students in the path they choose to take after they finish school.’ Filzah’s drawing of her school design is included on the next page of this newsletter. I am sure you will enjoy it as much as I did.

2009 Annual Report

The 2009 School Level Report is now available and can be accessed through the Victorian Registration and Qualification Authority website

http://www.vrqa.vic.gov.au/StateRegister/Search.aspx?SearchType=0 or on the school website, www.brunswick.vic.edu.au. You will notice that this report does not contain the level of context and the photos of previous Annual Reports. This is in response to a DEECD decision that all reports follow the same tightened format and use the same front page.

Vivienne Tellefson, Principal
Senior Soccer – Boys

Zone finals loom for the gifted senior boy’s soccer team. In the district competition the boys went through without conceding a single field goal. In the first game Deniz and Ciaran scored to account for Princes Hill. The first half was a little shaky but their class shone through. They continued to dominate in the second game and defeated Debney Park A team 2–0. Goals to Mohamed and Rory. The deciding game of our pool was against Melbourne High B team, both teams undefeated. Brunswick completely outclassed the other team and won 4–0, with a goal to Mohamed, Ciaran and a brace of goals to Deniz. The final was between us and Melbourne High’s A team. This was our third game in a row and Melbourne had had an hour’s rest after only two games. Brunswick dictated the pace of play in the first half, showcasing some brilliant skills. Although we tired in the second half the team managed to score a 0–0 draw. Penalty shoot-out! This was tense with both teams scoring with the first two shots. We missed our third shot but so too did Melbourne. Our fourth shot went in. Melbourne’s star midfielder stepped up, shot and missed. If we got the next shot in victory was ours. Hit the back of the net. Brunswick won on penalties 4–2.

The next round, the zone finals, will be on 23rd of June.

Tony Lawrence, Soccer coach

UBS Young Women's Leadership Academy

As many of you may know, I was chosen as one of fifty girls across NSW and Victoria, to participate in the UBS Young Women’s Leadership Academy in Sydney. As fancy as that sounds, it was basically an all girls leadership camp except we stayed at the 'Women's College' at the Sydney University and shared rooms with the students who lived on campus.

What began as a slightly nerve racking week; knowing nobody and not knowing what to expect exactly, ended as one of the best week’s of my life. The sessions that were held during the day included ‘Impact and Influence’, ‘Styles of Leadership’, ‘Ethical Leadership’ and ‘Goal Setting and Motivation’. These amongst a few other activities covered a wide range of leadership skills and qualities. They allowed me to gain a better picture of what a good leader should look like and how I can portray these qualities.

On a less serious note, one of the highlights would definitely have to be the food. I guess the organisers knew that they wouldn’t be able to hold the attention of fifty teenage girls for more than 2 hours so they just
Harry Barley in the pre fun and enjoy what would be the last game of footy the Elwood, presented opportunities to simply have some advance to the finals.

With our fate sealed, Princes was victorious. scored three late goals but alas it was too late and enough to break Brunswick's back. The Green Machine another goal early in the second half to the Hillers was decisive three-goal advantage into the main break.

Another goal early in the second half to the Hillers was enough to break Brunswick's back. The Green Machine scored three late goals but alas it was too late and Princes was victorious.

With our fate sealed – we needed to win all matches to advance to the finals – the second match, against Elwood, presented opportunities to simply have some fun and enjoy what would be the last game of footy the group would play together (sob, sob). Dylan Francis, Omar Saad and Matt Crosara scored goals in the first half. Still, scores were level and the team was determined to finish on a high.

Donny, who was sitting on the bench during the first half, suggested a solution: 'Sir, put me a full forward and we'll win.' The 'Raging Bull' booted two goals and set up several more to orchestrate a six-goal half to blow Elwood away.

It was a fitting end to a good day. Credit to all the boys who took part. Special mention must go to Ben Luc for his defensive bursts, Harry Barley, a non-football native who rucked in the second game, Omar Saad for his on-ball brilliance and Matt Crosara for his hard-at-it approach all day.

Lee Crossley, Coach

Italian Magic Show – Tuesday April 27

Anthony De Masi, a professional magician with years of experience in the entertainment industry, absolutely mesmerised our Year 7 Italian students with incredible illusions and tricks, many of which included live animals. Below are some of the reviews written by our students.

Madeleine Borg 7R

"It was a really great experience! Loved it! All through the show, my friends and I were trying to use logic to understand how he did things. Some things we figured out, for some others, we were stumped! It was all pretty cool especially when he made a guinea pig disappear and made a rabbit appear! Everybody still wants to know where it went!! All in all a great experience!"

Pina Mazzeo, LOTE Coordinator

"On Tuesday afternoon the amazing Anthony De Masi performed his magic show to all the year 7 Italian students. It was absolutely amazing! Some of the magic tricks he did were mind blowing! Some of these magic tricks included making a bird appear out of thin air, make a rabbit come out of his hat, he made a card appear out of an orange someone had chosen before the trick and he amazingly folded a ten dollar note and made it into a fifty! Everybody was amazed at some of the tricks he pulled off!!"

Adam Tsiamis 7U and Nathaniel Peacock 7S

Absent & Late Students

Please be aware that from Monday 24th May where parents have given their permission we will be sending sms notification to parents/guardians to inform them of student's lateness and absences.

If you believe that there has been an error in recording absences please contact the office.

Brunswick preferred a traditional approach to its first game – a leisurely jog around the square, followed by stretches and a pep talk.

Dylan Francis took the leadership reins for the day and did a brilliant job, rallying the troops into action and getting them fired up.

Princes Hill got the jump on BSC in the first half and took a decisive three-goal advantage into the main break.

Senior Footy report – Royal Park

Harry Barley in the pre-game warm up

The boys prepare for the first game

Matt Crosara Shows his skills

Wudassie Assfaw, 11S

Matt Crosara Shows his skills

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If you believe that there has been an error in recording absences please contact the office.
Students who arrive late to class must have a note of explanation signed by a parent/guardian, this must be shown at the office upon signing in and then given to your class teacher upon arrival. Students who accumulate more than 20 minutes lateness to classes without a note will be given an after school detention on the next school day. Parents/guardians will first be notified of this detention either via a phone call or sms. Critical information about the learning is always given by the teacher at the beginning of the class. Students who arrive late disrupt the learning of the whole group. We ask parents to support their child and the school in ensuring that they arrive at school on time for the start of the day.

**Exchange Students In Need Of Volunteer Host Families**

Expand your knowledge of other countries, cultures, languages and cuisines and consider opening your door to an international exchange student. World Education Program is looking for Volunteer Host Families for International Students arriving in July 2010.

Ludovico from Rome in Italy will be 16 years old when he arrives. He enjoys soccer, tennis, volleyball, basketball, cycling, skiing & water polo. Ludovico would like to become an Accountant when he finishes all his schooling.

Luiza from Brazil will be 16 years old on arrival. She enjoys going to the movies, playing cards & games, volleyball, computers & listening to music. Luiza is a calm and easy-going girl that enjoys fitness.

Melanie is a French speaking student from Belgium. She enjoys volleyball, dancing, gymnastics, camping, running, listening to music, water sports & movies. Melanie loves organising children’s birthday parties and enjoys meeting new people.

Gregorio from Italy will be 17 years old on arrival. He likes listening to music, singing, soccer, dancing, rugby & tennis. Gregorio is a fun-loving young man who enjoys sports and meeting new people. He is very excited about coming to Australia!

Are you interested to learn more about these students or others? Then please contact us for a free information pack. This will include a photo, a letter from the student and a letter from their parents. It’s easier than you think & a fantastic experience for all!

**Education Maintenance Allowance**

The EMA cheques are now available to collect from the front office for those parents who applied for Semester one payment.

**Student Medical Conditions**

Could parents of students who have anaphylaxis or other serious medical conditions please hand in a completed action plan for your child to the front office. If your child has a medical condition that the school needs to be aware of, please contact the level coordinator or Jeremy (school nurse).

**BSC Office hours** are between 8.30am and 4.30pm Monday to Friday. Phone calls and office enquires outside these hours will be recorded by the answering machine.

NB: If you are contacting the school to let us know your child is going to be absent, you can also e-mail the school on Brunswick.sc@edumail.vic.gov.au

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**Nikki Medwell, Inbound Exchange Administrator, World Education Program**

Ph: (03) 9598 4733 Fax: (03) 9598 4233

Toll Free: 1300 884 733

Email: nikkimedwell@wep.org.au

Full support is offered to all host families by National Office staff and a local WEP representative from your community. An emergency phone number is also provided.
**Keeping You Informed ~ from the Year 7 Coordinator**

**May 2010**

**About the Images of Greatness Twilight Event:**

Congratulations to the Year 7 students for their involvement in the Images of Greatness twilight event, on Wednesday 28th April. Throughout the evening, the students were able to demonstrate their learning of past weeks. As part of the Year 7 English program, students were expected to research someone who has impacted on their lives and/or made a positive contribution to society. During the evening our students became the person they spent weeks researching, transforming the Learning Centre into a Hall of Fame. The people represented at the exhibition were from diverse backgrounds and included people from the past and the present. In preparation for the evening students tapped into their creative side in order to make their ‘person of greatness’ come to life and make this twilight event a huge success. Coco Chanel arrived in her usual fashionable style and Jamie Oliver provided guests with homemade cupcakes and other sweets. President Obama, Mahatma Ghandi, Walt Disney, Thomas Edison and many more people of greatness visited our school and shared their life experiences, challenges and achievements. The Learning Centre in F Block was buzzing as students shared their learning with parents, friends and teachers. The students showed they really knew what they had researched and responded to questions with ease. I know that before the evening, many students were worried about their presentations and about talking to people, they did not know. After the event, I spoke to several students and asked them what they had thought of the evening and how they felt at the end of the night. Many students said they thought ‘it was a great night’ and they ‘had fun’. I agree that it was a fantastic evening with students engaged and at the centre of the learning. I thank all the Year 7 teachers for their work towards the Images of Greatness twilight event. I also thank the parents and staff for supporting this event, your presence made it extra special and added to the success of the evening. Students’ feedback is recorded below.

Omar Abdullatif, 7K (alias Barrack Obama): ‘I thought it was a great night because everyone was there and everyone dressed up as their character. I had one woman who kept popping questions at me. I felt good because I could answer her questions correctly. At the beginning of the night, I was a bit nervous because I forgot where I had put my poster. Then I found my friend Marisa, I found my poster and my nervousness passed.’

Dakota Aubichon-Cascon, 7U (alias Amelia Earhart): ‘On the Images of Greatness night I felt so tense and stressed, but then I became comfortable with what I was doing. I took on the part of Amelia Earhart. The more I got into it the greater it was! The people around me seemed calm and I felt that I was the only one who was stressed! As the night progressed, I became excited and I enjoyed myself.’

Mathilda Cameron, 7N (alias Alfred Hitchcock): ‘The Images of Greatness evening was fun. It was funny seeing everyone dress up as famous and great people. A lot of visitors came on the night and they asked questions. I was Alfred Hitchcock, the famous director. Overall, the presentation evening was enjoyable and amazing. I felt that everybody achieved something spectacular.’

Tamara Irwin, 7C (alias Amelia Earhart): ‘I found it a bit stressful. There was not a lot of room to move around because there were so many people. All the students put in so much effort. The bad thing was that we, the students did not get to see everyone else’s work. My family was pleased with everyone’s work and the effort the students put into their work. At the end of the night, I was relieved and I wanted to go to sleep.’

Massimo Lancieri-Bartley, 7C (alias Thomas Edison): ‘Just before I was about to go to the Images of Greatness night I was worried. When I got to school and during the night, I was proud of myself. I liked it when the parents came to look at my poster. It was a great night. I also saw lots of other good posters that were done by other students.’

Jordan Messini-Barry, 7B (alias Shakespeare): ‘I like the fact that some students had every member of their family at the night. I found out that some grownups did not know some of the things I had discovered in my research, such as Shakespeare dying on the same day as he was born.’

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Abdullahi Mohamud, 7R (alias Michael Jordan): ‘I thought it was a good night because there were heaps of people there. It was easy to talk to people and answer their questions because I had done the research and I could remember the information. I only looked once at my poster because I wanted to check the names of Michael Jordan’s three children.’

Emily Najjar, 7W (alias Coco Chanel): ‘Before the night, I was a bit nervous because I have not given many presentations to parents. The evening was good because I could share what I had learnt. The parents learned from me and I learned from them. One of the parents told me that Coco Chanel was one of the first women to get a tan and other women followed, so she set the trend.’

Amelia Newman, 7N (Frida Kahlo): ‘I think it was a fun night. I would recommend this for the Year 7 students next year. I wish that kids were more excited but overall it was great fun.’

Jack Pryce, 7B (alias Karl Benz): ‘The show was fun. The costumes were great. A lot of people put effort into their costumes and their posters. There were heaps of visitors asking the students questions and the students could answer them. This is one way we can show the parents what we have learnt. I would do the evening all over again if I could. I learnt a lot about Karl Benz. One thing I now know is that he was the first person to invent and design the Mercedes Benz.’

Marisa Quenette, 7K (alias Jamie Oliver): ‘I was nervous before the night because I did not know what to expect. Dad gave me his white top with the buttons so I could dress up as Elvis. During the night, I became excited especially when I saw all the other students dressed in their costumes. At first, I did not like being asked questions because I was nervous. After awhile I was not that nervous and I did not mind the questions. I could talk to people about what I had learned about Elvis Presley. I felt good.’

Liana Tenace, 7R (alias Elvis Presley): ‘I was nervous before the night because I did not know what to expect. Dad gave me his white top with the buttons so I could dress up as Elvis. During the night, I became excited especially when I saw all the other students dressed in their costumes. At first, I did not like being asked questions because I was nervous. After awhile I was not that nervous and I did not mind the questions. I was nervous but once the night started, I calmed down. On the night, I learnt about Mozart because he was next to me.’

Information Night for 2011 prospective families:
On 28th April, BSC held an information evening for prospective Year 7, 2011 students. I would like to thank the many current Year 7 students who remained at school after the Images of Greatness evening ended to take part in the different activities. These students had been at school all day, went home for a short break before returning to school and working hard well into the evening.

Four students in 7S tell about their learning:
As Year 7S students do not cover the Images of Greatness Unit, I provide the following students’ comments that tell you what they are studying in their classes.

Rudradeb Chatterjee and Georgia Polichroniadis: ‘In Maths classes, we have been working on directed numbers and plotting coordinates. In directed numbers, we were taught how to multiply, subtract, divide and add positive and negative numbers. We were also taught how to use a number line and an algebra block. Mrs Wills spends around 3-4 weeks on each topic (sometimes more if there is lots to cover in the topic). Now we are learning number patterns.

Channa Ratnayake: ‘I feel comfortable in 7S. The curriculum is challenging and moves at a fast pace. In Humanities, we have been studying ancient Egypt. As a work requirement, we did a research task on a specific topic. I learnt that Egypt had a very sophisticated and interesting culture for that period.’

Yi Jie Xu: ‘I feel like I am on top of my schoolwork. I am advancing and I am learning at a fast pace. I think being in the SEAL class was the right choice for me. I believe that learning is very important. In English, we have been reading Chinese Cinderella which is an autobiography about Adeline. Adeline was considered bad luck by her family because her mother had died three days after her birth.’

Nadia Cavallin
‘ONE STOP SHOP TO SUPPORT SCHOOLS’

A motivational session relevant to parents, school councillors & school mgt/staff - ‘to sustain and engage school communities’

**DATE:** Thursday, 10 June 2010  
**TIME:** 10.00 am - 12.00 noon  
**PLACE:** Whittlesea Secondary College  
**LOCATION:** Laurel Street, Whittlesea

Gail McHardy (Parents Victoria, Executive Officer) will present and discuss the following information and will be available to answer your questions.

- The PV CD Toolkit for Parent Clubs  
  (Tip Sheets & Pro Formas designed specifically to assist PCs)  
- Families as partners in learning  
- Strategies to build Parent Participation  
- Inclusive school communities  
- Communicate more effectively  
- Other relevant & current educational issues of interest

**Plus**

Cheryl Anderson has extensive knowledge of CASES 21 Finance reporting functions and although recently retired from the DEECD continues to provide professional development to business managers covering report interpretation and analysis. Cheryl will discuss such issues as:

- Fundraising  
- CASES21 Finance  
- Useful Reports  
- Communication  
- Financial Arrangements (Option 'A' & 'B')  
- Requesting Financial Information  
- Proforma Examples

Cheryl will also be available to take questions from the floor. Feel free to bring your own examples to show, share and ask about!

Register your attendance by June 9:  
**Phone:** Parents Victoria office – 9380 2158 or  
**Email:** office@parentsvictoria.asn.au

(please advise your name, school, contact phone number/email and session date)