New Approaches at Year 8 and 9

We are excited to be initiating a new program for all students at Year 8 in 2011 called High Resolves. This is a global citizenship program designed to develop students’ view of themselves as having a personal responsibility and role to play in shaping their society. There are two full days of activities at Year 8 around the two themes of:

- Collective Identity – exploring the fact that although we are all different in many ways, underlying this is the fact that essentially we are a single global civilization
- Justice – looking at fairness and equity in particular in relation to the distribution of wealth across different communities world wide

The program is designed not only to raise students’ awareness of these issues, but importantly to develop their leadership qualities and their confidence in their ability to enact positive change in their world. The High Resolves program will go on into Years 9 and 10 with a group of students who elect to continue. We believe it is an excellent fit with existing programs offered by the school such as Bushwacked and World Challenge.

At Year 9 we have participated for a number of years in the School for Student Leadership program (previously known as Alpine School). We will not be continuing with this from 2011. We have concerns around the equity in offering this experience to a very limited number of students, and with the benefit to students involved compared with the cost overall to the school and to the individual students. This was discussed at the recent School Council meeting and it was approved that we withdraw from this program, instead working to set up a Year 9 Camp focusing on developing student leadership and offered to all students. This would replace the existing interstate camp at Year 9 that was both more expensive and restricted in numbers. We are wanting to organize a camp that develops student leadership and the cohesiveness of the Year 9 group as early in the year as possible.

We are confident that both the High Resolves program at Year 8, and the new arrangements for Year 9 will strengthen students’ connectedness to each other and to the school, and allow the maximum opportunity for personal development and student leadership at these levels at BSC.

Heather Secomb
Assistant Principal Years 7 - 9

Year 8 Hockey

Back to back champions

Game 1 was against Euroa, a well drilled and fit team. Brunswick dominated the first half but struggled to find the back of the net and went into half time only 1-0 up. After the break Euroa fought back and equalized, leaving Brunswick a little dazed and static. However, our team
rallied with fast movement down the wing by Rikvin and Stephen to break up the opponent’s defence. The whole team pressed hard and kept their formation. Ben read the play extremely well and scored twice. Alex ran hard in defence and created forward plays from the back half. Nathan excelled, bamboozling his opponents with slick flicks and strong drives to the wings. Yue worked tirelessly in midfield and used his blistering speed to advantage.

Game 2 Brunswick V Oberon. The first half witnessed creative play, many short corners and series of passes around the goal until an opening appeared. Our opposition was valiant but inexperienced and clustered around the ball. Still, 3 goals were scored. In the second half the team was rearranged to try new positions and combinations, with many of our stars on the bench. Nick Collins used this opportunity intelligently, creating many attacking moves. Tom Bissett held his line and repeatedly ran into the goal creating chances. Goals to Oscar, Christy and Nathan.

The final was against Vermont, a skilful and relentless opponent. However, the superiority of Brunswick was evident. They held their lines, worked for each other and followed Zeming’s instructions. The bench was keen to get on the field and every player wanted to contribute. Oscar scored in the first half but more impressively, led the way in the second half with some brilliant individual and team manoeuvres. He dribbled at least half of their players to the corner and back to the goal slipping a neat pass into Ben who goaled.

Final score 2-0. Oscar presented the medals to his players to the applause from many parents and other supporters. Zeming was congratulated for his coaching skills and style by the organizer and deserved to see his team win consecutive state finals. 2011 – is it possible?

Tony Lawrence

YEAR 7 HOME-MADE MUSICAL INSTRUMENTS

Year 7 classroom music students met the challenge of being creative and innovative, using a variety of recycled and/or simple household materials to make musical instruments capable of playing a melody in line with the principles of sound. Their presentation was interesting and exciting as they demonstrated their wind and string instruments and explained their process of exploration, trial and error as well as the fine tuning in creating their instrument.

Pan Flute
I got a big piece of PVC pipe from Bunnings and cut it into certain lengths to make the right notes – long pipes for the lower notes and shorter pipes for the higher notes. I sanded the ends to make them smooth and exact. Then I glued 5c coins at the bottom of each pipe to block the sound from coming out of the end. I painted the pipes a different colour so they looked cool. After that I glued all the pipes together then I duct-taped them to give the pan flute extra support. To make the sound I have to blow across the holes so that the air vibrates through the pipes. I enjoyed making my pan flute because I love working with my Nanna in the shed and I like the feeling after making an instrument and hearing the end result.

Ben Cauchi 7B

Slide Lap-Guitar
I came up with the idea because Dad loves string instruments and we had a wooden box which my Dad thought would make a good sound box.

This assessment task gave me the opportunity to realise how easy it is to create music, but that you need to put in a lot of effort to make your instrument successful. It was fun to construct an instrument and work with drills which I had never, ever used before! It was also fun to work out a tune, learn how to tune it and use a slide! I mostly enjoyed this task because it was a fun assessment task instead of too much written work.

Hannah Rolls-Korin 7N

Chimes
I got my materials from Bunnings, home and my Dad’s work. It was fun to have a finished product, play it and listen to it and know I was the one who made it. I enjoyed it when I found a problem and fixed it – like when I put some nails through and fixed it using paper clips. It was fun to work with my Dad in building the Chimes.

Stuart Wood 7U

Xylophone
I used wood, nails, screws, felt, chopsticks and rubber. I got the materials from the art teacher, a music teacher and from home. My xylophone consists of 6 bars – the sounds from highest to lowest.
I put felt underneath the bars so that the sound would vibrate. If I didn’t put the felt underneath, the bars would make a very dull sound. I enjoyed making my musical instrument because I’ve never made anything out of wood and I was excited to hear the sound after all the stress and preparation I put in to it. It was a new experience for me.

Yi Jie Xu 7S

**Flex-i-tar**

I made my musical instrument with my hammer and nails. Ms Kurick helped me, my Dad helped me and my Mum. It took me a day to make but the screws wouldn’t join so I glued it a bit and it still wouldn’t join. I painted the wood and put the tuning pegs on it. It was fun and I made it myself. There was no-one to bother me or criticise me. I liked it and that is all that mattered. I can change the pitch by pulling the end piece in and out which tightens and loosens the string.

David Madrigano 7B

**Xylomophone**

I got my materials from Bunnings. I cut the plywood to the right size and drilled holes to it and put it together by drilling holes and sticking tacks to it. I enjoy making things and seeing how they turn out.

Ben Lawrie 7B

**Box Bass**

I have learned how hard and fun it is to make a musical instrument. All the hard work is nothing compared to playing and listening to the instrument at the end. That and I think I got a little closer to my Dad. And then at the end, showing everyone in the class is even better. After doing this, I feel like I want to make more instruments, maybe even harder!

Jack Pryce 7U

**Tissue Box Guitar**

I enjoyed this activity because I got to learn more and more about musical instruments and how they work. I also enjoyed the trial and error because then I could show that I had put some thought into making my own instrument. The part I didn’t enjoy was my original instrument didn’t turn out so well so I had to modify it until it would work properly and then it started to fall apart on my way to school, oops!

Adam Vosper 7U

**Thumb Piano**

I used 2 hacksaw blades, 3 screws, 3 wing nuts, 1 thin piece of wood cut in to thin pieces and 1 thick piece of wood cut to make the main body. My instrument made a sound because the hacksaw blades vibrate over the sound hole and I got different pitches by changing the lengths of the hacksaw blades. I got to spend time with my Dad and enjoyed building it because I learned how to use different tools in different situations. The only problem I had was getting the right lengths of metal.

Michael Cameron 7C

**The Metallica**

First I found the metal pipes sitting in an old box. Then I got a coathanger from my parent’s wardrobe and some string from the cupboard. Then I measured the pipes to different lengths to get different pitches and got my grandad to cut them and drill holes through them. Then I put them together and decorated it. I didn’t really enjoy making my instrument because I couldn’t get the pipes to get all the right notes (G, A and B).

Gux Cox 7B

**3-String Box Harp**

I really enjoyed making my instrument because I had heaps of time and I had lots of help. I made sure the length of each string was different so that the pitch was different. I cut a hole in the box so that the sound would come out. My Dad and some of his workers helped and we had a lot of laughs because we stuffed up lots of times and took a long time to make it. Although it was fun, it was hard to make this instrument.

Serkan Cetin 7U
Paddle-Pop-Piano
My first instrument was a piano and it was very hard to make but it broke so I made this. I stuck the paddle-pop sticks higher and lower to make different pitches. Most of my paddle-pop sticks broke because I did it too hard. I enjoyed banging the hammer but I didn’t enjoy wasting my paint on my first piano.

Bilal Abdulwahed 7W

Ocarina
I made my instrument by creating the base and sound hole from air-drying clay. I made the sound by pressing into it with my thumb and then cutting a hole with a straw. I then turned it over and placed an icypole stick so it covered half of the hole. I then made a dome for the top and drilled 4 holes into it. I took the icypole stick out and placed the top on. Then I blew into it to see if it made a sound. After that I had to leave it to dry. I made a few ocarinas before this one but they didn’t work. The problem was that the airhole and the mouthpiece didn’t join at the right point. This task was a new experience for me and something my grandpa had done before.

Elowen Amos 7S

Suzanne Kurick
Head of Learning - Music

KENDO STUDENTS MAKE TEA BOWLS
During each exam period, the Kendo elective vacates its regular home in the gym mezzanine. This is because the noise of kendo becomes quite a distraction for those sitting downstairs. During that almost month-long period the year 8 Kendo class engaged in another Japanese cultural pursuit, the making of Japanese tea bowls or chawan. In Japan, famous chawan can command prices that rival an artwork by Van Gogh, and Mr Tim James, our new Ceramics teacher, was able to show us how to produce a particularly famous kind of Japanese pottery, white shino-ware (shinoyaki 志野焼).

Students quickly took to the task and with Mr James’ help, the chawan were ready for glazing. The look of this kind of tea-bowl is very rustic with no obvious decoration. Simplicity and restraint are desirable qualities. The roughness of the pottery reminds the user of the Earth, where the materials comes from, and all things go back to. Above is a picture of the class posing with their display at the 2010 BSC Art Exhibition.

When it came out of the kiln after the second and final firing I was quite startled at the quality and beauty of the students’ finished work. Their teacups far outshone my own clumsy effort. If you are the parent of one of these students you should be proud of their efforts and look forward to having a potential “Van Gogh” enter the household collection!

Ben Sheppard
Kendo Teacher

Year 10 Photography

This semester the year 10 Photography elective was kindly supported with two awards donated by Vanbar Photographics in Carlton. We decided to award an Art Faculty Award, judged by the art staff (but not myself) for the individual photograph they felt stood out in aesthetic and technical terms. The winner was Sara Brunt, with her portrait of Wen Yang. An honourable mention goes to Alistair Woodward’s portrait of Kai.

A second award, the Development Award, was given to the student who showed the most consistent and dedicated approach to learning the skills of photography. And although I could have given away half a dozen of these awards easily, I chose Siririt Suwantevakup. Siririt kept...
trying new things even after all her assignments were finished, and showed great potential with the demanding techniques of darkroom photography.

This semester’s cohort has been a pleasure to teach, and it has been a shame to have to award the work of only two students, when so many produced excellent work. I only hope that the others have all chosen to do VCE Studio Arts and will pursue photography as their main medium...

Ben Sheppard
Photography Teacher

Kind Donation

The Art and Technology department would like to thank Don Mc Kie from Melbourne Milling for the very generous donation of 20kg of Agnews Water Putty. The putty is currently used by students studying woodwork in years 8, 9 and 10. The water based putty is more environmentally friendly than oil based fillers and providing students continue to take care with their halving, rebate and finger joins the 20kg should last all of 2011.

Tim James

L.O.T.E. AWARDS

During Term 3, a large number of our LOTE students from Years 7 to 9 participated in a range of external competitions. On behalf of our Language Teachers, I would like to congratulate all participants on a wonderful achievement. Special mention to the following students for their outstanding performance in each of the following competitions:

Pina Mazzeo
Head of LOTE

**Dante Alighieri Original Poetry Competition**

- Nivan Kaya Year 7 Honourable Mention

**Dante Alighieri Poetry Recitation Competition**

- Christos Milas Year 9 Honourable Mention
- John Gardiner Year 9 Honourable Mention
- Lucy McMillan Year 9 Honourable Mention

**ALC (Assessment of Language Competence)**

**Chinese Certificate 1**

- Kevin Su Year 8 High Distinction
- Michael Chen Year 8 Distinction
- Michelle Tap Year 8 Distinction
- Larissa Li Year 8 Distinction

**Chinese Certificate 2**

- Feiwei He Year 9 High Distinction / Distinction
- Apisith Ngampravatdee Year 9 Distinction

**Italian Certificate 2**

- Yanni Avramidis Year 8 Distinction
- Lucy Payne Year 8 Distinction

**Language Olympics 2010**

- Brunswick Secondary College — Silver Medal
- 2nd School in ITALIAN (Australia & New Zealand)

**Brunswick Secondary College ITALIAN STUDY TOUR 2010**

The fourth BSC Italian Study Tour will take place from November 28 to December 14. Participants include, 16 students from Years 7 to 11 and 3 staff members. The tour includes visits to the following main cities: Rome, Sorrento, Florence, Pisa & Venice. Sights include visits to: Colosseum, Roman Forum, Pompeii, Blue Grotto (Capri), Vatican, Tower of Pisa and many more places of interest. On behalf of the organising staff, I’d like to thank our Principal, Vivienne Tellefson and the School Council for their support and belief in the cultural and educational merits of this overseas tour.

Pina Mazzeo
Head of LOTE

**Important Work Experience Update**

The Child Employment Act 2003 (the Act) protects Victorian children under the age of 15 years who work, via a permit system and other legislative requirements. Changes to legislation regarding the employment of children under 15 years of age is coming into effect on 31 December 2010 (see ad at the end of this newsletter).

The main points to note are:

A new Ministerial Order 382 – Work Experience Arrangements has been made. A new Work Experience Arrangement Form has also been developed to accompany the new Order. This new Order will replace Ministerial Order 56 from 31 December 2010.

The new Order contains changes to policy that only affects students under 15 years undertaking work experience. It does not affect work experience arrangements for students aged 15 years and over.

Under the new arrangements all employers of work experience students under 15 years will be required to obtain a Child Employment Permit and ensure that all supervisors of these students hold a valid Working with Children Check card.

Existing requirements for employers and supervisors of work experience students aged 15 years and over will continue.

Parents should particularly note that:

- All work experience arrangements finalised prior to 31 December 2010, for placements to be undertaken prior to and including 30 December 2011, do not need to be re-made under the new Order.
- All new work experience arrangements made on or
after 31 December 2010 must be made in accordance with the new Ministerial Order 382, using the **new Work Experience Arrangement Form (available after 31 December 2010)**. I will arrange for all Year 10 (2011) students to receive the new Work Experience Arrangement form as early as possible in the new school year which will then need to be completed by all parties to the placement and returned to school as a matter of urgency.

**Catherine Jones, Careers Counsellor**

### EMERGENCY CONTACTS !!

Could all parents ensure we have accurate contact numbers both for themselves and for other available emergency contact persons (other than themselves).

### 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

### Head lice

With the warmer months approaching all parents are asked to be aware that head lice can become more of a problem. While this is not as great an issue as it can be in primary school, there are sometimes reported cases at secondary schools including BSC. Regular checking and treatment if necessary is essential. Additional information and advice can be found at [http://www.health.vic.gov.au/headlice/](http://www.health.vic.gov.au/headlice/)
Children under 15 years who work in Victoria are protected by child employment laws.

In many situations a Child Employment Permit is required. Child employment laws have recently been streamlined to ensure that children are well protected and the system works smoothly for employers. The reforms come into effect on 31 December 2010.

For more information, please call a Child Employment Officer on 1800 287 287 or visit www.workforce.vic.gov.au

Department of Innovation, Industry & Regional Development