From the Principal's Desk

**Student Representative Council**
The Student Representative Council (SRC) plays an extremely important role at the school. It is critical that students have a body through which they can voice their feelings about a wide range of issues that may be pertinent to them. Consequently the democratic election process to determine each year’s school captains is quite competitive. I would like to congratulate the following students on their successful election to these prestigious positions.

**Year 11**
Monique Bordignon  
Taylor Murphy

**Year 12**
Emily Redfern  
Joel Bardwell

Emily and Joel will take up Community Representative places on school council for this year. This representation will allow the SRC to have access to school council and to allow their representatives to have a role in school governance.

One of the major projects undertaken by the SRC in 2013 was the Glenallen School Project. The Glenallen School is situated in Glen Waverley and caters for students with significant intellectual and physical impairments. An initiative of the SRC from 2012, this project has gained significant traction and is now embedded into our calendar of events.

The project involves a working party of 10 to 15 students working with the children from Glenallen to paint murals, based on agreed themes, in various sections of their school over a four week period. At the whole school assembly on Thursday 6 March, the Principal of Glenallen, Michael Cole, and a number of students thanked everyone at Swinburne for their work on the project. They presented certificates of appreciation and spoke of how the murals, based on fantasy and popular cultural themes, add colour to the lives of Glenallen students.

We look forward to continuing our relationship with further works this year.

**School Council**
I am pleased to report that all of the elected positions for this year’s school council have been filled. School council comprises:

**Parent Representatives**
Martin Keogh  
David Birrell  
Mark Roberts  
Victoria Goodes  
Fran Macdonald  
Bryan Smith
DEECD Representatives
Michael O’Brien
Rob Lewkowicz
Desi Rentos
Ian Penhalluriack
Joel Guye

Community Representatives (tbc)
Emily Redfern
Joel Bardwell
Oriel Flewell-Smith

VCE Season of Excellence
Emily Springthorpe and Kate Hughes from our 2013 VCE class will be represented in Top Designs 2014 presented at the Melbourne Museum. Top Designs is part of the VCE Season of Excellence managed by the Victorian Curriculum and Assessment Authority. The exhibition runs from Saturday 22 March until Sunday 13 July 2014, 10:00am-5:00pm daily (closed Good Friday).

Another one of our students, Johnathon Havakis, was selected to dance at Top Class.

The VCE Season of Excellence comprises twelve concerts (Top Class and Top Acts), two exhibitions (Top Arts and Top Designs) and screenings of short films (Top Screen). All work is produced by outstanding VCE students who completed technology, design, visual or performing arts studies in 2013. Events are presented in Melbourne’s major cultural venues.

Top Designs will show works created by 94 exceptional VCE students who completed VCE Media, Product Design and Technology, Food and Technology, Systems Engineering, Visual Communication and Design and VCE VET Interactive Digital Media. Exhibits include: garments, graphic and product design, short films (also shown in Top Screen), print layout, photography, food product planning, mechanical and electronic projects. Works are accompanied by folios and design plans comprising work briefs, client feedback and evaluation.

Parent-Teacher Conferences
Thank you to the parents who attended our first of two conferences for this term last Wednesday 19 March. Parents who did not attend this meeting may book a time with their child’s teachers on Compass School Manager. The next conference will take place on Wednesday 26 March from 3:30 to 7:30pm in the auditorium.

Michael O’Brien
Principal

VCAL and Boroondara Youth Services
The senior VCAL class of 2014 has been invited to complete a community arts project at the Boroondara Youth Services new premises at the Hawthorn Town Hall. Each student is creating a panel to be displayed at the Town Hall. This involves students creating their own design and then making their own frame for the artwork.

Before commencing the project the students went to the Youth Services to meet the staff and measure the space. As a class they decided that the designs should represent the services that they offer and be something that youth can relate to. The students
chose a mixture of words, pictures and symbols in their artwork.

The opening of the Youth Service is on the Wednesday 16 April. On this day the class is officially invited to attend and present the artwork to the Boroondara Youth Service. There will be attractions and food for everyone on the day.

Two of our students will be making a speech to thank all of the staff for this opportunity. The Youth Service has been kind enough to donate $100 worth of art supplies to the school.

Larissa and Erin
Senior VCAL

Food for thought
Always have breakfast! Breakfast contributes to our general wellbeing, providing us with energy and part of our daily nutritional intake. Studies have found that students who skip breakfast have poorer cognitive functioning in the classroom such as difficulty paying attention (Shaw, 1998).

Eat your way to success! Certain foods have been found to boost brain functioning:
- Walnuts
- Blueberries
- Foods high in omega 3, such as salmon
- Broccoli
- Tomatoes
- Turmeric spic
- Celery

And always get a good night’s sleep! Adolescents need on average 9 ½ hours of sleep a night. Make sure you have a sleep routine and stick to it! Avoid light-emitting devices, such as your computer or smartphone before going to bed. And never sleep in more than three hours on the weekend, which will make it harder to sleep on Sunday night.

Study Support is available in the library every school day including Wednesday. We offer support with organisation, time management, SAC and exam preparation, maths, essay writing, comprehension and reading skills. If you would like some help or advice please drop in and see Rachel Baxendale or any of the Study Support staff.

Rachel Baxendale
Study Support Manager

Change of Personal Details
We are currently working through the process of updating our database with personal details. If you have changed any information please forward the changes to our General Office staff, Florence, Gail or Judy.

As this newsletter is distributed electronically via email it is important that we have your current email address recorded accurately.

Introducing the “making the most of 2014” group for Year 12’s new to Swinburne in 2014
This group was conceived of by an ex-Swinburne student who is currently here two days a week (Mondays & Fridays) for most of the year, her name is Sarah and when she went to Swinburne she found that there was never enough time to speak with and get to know all of the other amazing people who are drawn to this college. Unfortunately a lot of the connections that she did make at Swinburne only came about towards the end of the year, right before people tend to go their separate ways; travelling etc. This is a chance for likeminded individuals to meet some other Swinburnians sooner rather than later!

This group will meet once a week at lunchtime on Friday or Monday (depending on what suits you). The group will give students an opportunity to meet other people they might not be in class with, to discuss their experiences so far and maybe even learn some new skills (don’t worry though, no pens or paperwork!)

The group leader will base the group’s goals and activities on what discussions the attendees would like to have together, some examples of things that may be covered include: ideas for acing your exams without having to spend more time studying, introduction to various meditations, mindfulness practices, stress reduction techniques and more!

Plus, there will be free food provided! I’m really looking forward to meeting some of this year’s Swinburne students so please don’t hesitate to come along and bring others! I’ll contact interested students about where and when we will be meeting before this Friday. Feel free to drop by the welfare office if you are interested or have any questions or ideas.

Sarah De Cata
Business Management Students Go Shopping
The Year 11 Business Management students spent a whole class in Melbourne Central and they were not there to shop!

Their first school assessed coursework (SAC) was an analysis of retail outlets in Australia in terms of size, legal ownership, business strategies, stakeholders and social responsibility and Melbourne Central was chosen as the venue to collect data for their assessment. They loved it because it did not feel like they were doing a SAC and the teacher loved it as she observed them with a cuppa.

Meet Australia’s Start Up Entrepreneur Of The Year 2013
The year 11 Business Management students were fortunate to meet Sheryl Thai, founder of CupCake Central who visited the class to give a guest lecture on the decisions and motivation needed to start a small business. She was an IT professional who had a passion for baking but could never think of quitting her top salary, multinational job to pursue her passion full time. Then the global financial crisis hit and the decision was made for her. A redundancy package got her started and she began as a micro business operating from home. Her inspiration came from visiting the Magnolia Bakery in USA where she saw how glamorous the humble cupcake could become.

She started her first store on Glenferrie Road and she now has three stores in Melbourne and talks are on for a fourth expanding to Sydney. Our students got to ask her questions, visit her store and sample her yummy cupcakes. There’s nothing like hearing it from an entrepreneur, especially when she was awarded Australia’s start up entrepreneur of the year 2013 for her achievements.

Red Cross Australia Comes To School
The Year 12 Business Management students got to hear from Rahul Ghosh, the Finance Business Partner (VIC) of Red Cross Australia on Strategy 2015. This is an initiative launched by their senior management on reducing dependence on government funding and increasing self-reliance through fundraising, retail shops and training centres. After all, “the age of entitlement is over”.

Students were given an insight into their organisation structure, mission and vision statement, business strategies and the nature of operations in a not for profit non-government organisation. It was an eye opener for many students that the Red Cross was a non-religious organisation in the private sector and was involved in more than blood donation service. It helped that the first SAC ended up being based on Red Cross Australia. The strategy here is to expose the students to the industry as much as possible.

Compass School Manager
The school is now using a product called Compass School Manager to automate a number of administrative processes. Using our parent portal you will be able to:
• View up-to-date class and school attendance information
• Approve or enter upcoming or past absences for your son/daughter
• Download, print and approve upcoming excursions
• Access information regarding upcoming events and news
• Access your child's progress reports
• Book your Parent/Student/Teacher conferences
A letter explaining how to access Compass School Manager and login details has been sent to all families.

Rob Lewkowicz
Assistant Principal

Term one, hopes, dreams and Swinburne values
Term one is always a joyful time at Swinburne as students embrace the possibilities of a VCE unencumbered by the interruptions of compulsory sports days, the rules required by schools with years seven to ten and the freedom to choose where to spend lunchtime and non-scheduled class time. Term one is characterised by hope and the growing realisation that to be successful one has to take responsibility for one’s learning in ways that may not have previously been part of one’s school experience.

Towards the end of term one coursework requirements and the number of assessment tasks grow and, for the first time, all three of our core values come into play. Respect comes first, usually in the first week or two as students and teachers get to know each other and trust is built while the teaching and learning relationship develops. This is an exciting time at Swinburne where plans are made and dreams of success loom large.

Responsibility comes with the growing realisation that to achieve at the level they expect students must begin to develop the independent work practices that characterise a successful student. In week five the first interim report cycle serves as a wake-up call for all students as they realise that the VCE is a marathon event. For many this report serves as confirmation that they are on track and developing responsibility for their learning. For some it is an opportunity to pause, take stock and to set goals to work more consistently and responsibly as they plan to achieve better results in the second interim report cycle which is in week 10.

Commitment is required to run the VCE well, tackling the year not as a series of high stress sprints through assessment tasks but as a race that is won by steadily applying oneself to participation, learning and preparation for assessment. Performance in assessment should hold no surprises students who have committed to their training. Commitment is probably the most challenging of our values but also the most important, in the VCE and in life.

Fear of failure: This is very common amongst VCE students. What if I commit but do not achieve my dreams? This fear can be overwhelming for some but can be contained by the knowledge that it is such a waste of time and energy to finish the year with the realisation that one didn’t go for a personal best.

Fear of success: Ironically some students are afraid that by doing well they will be committing themselves to a life of work that will never end. The VCE will finish, but commitment will not and learning to manage success brings another set of challenges, mostly positive ones.

Fear of losing autonomy: some students fear losing themselves in their work, that by committing to the VCE they will lose their independence and cease to be their own person. Perhaps another way of thinking about it is to realise that commitment allows one to control one’s autonomy.

Fear of being alone: Yes there will be many hours alone, but with commitment there can also be many hours with one’s friends and colleagues, either studying or relaxing knowing that the job is done for the day and that socialising has been well earned. It can be a revelatory experience.

Fear of attachment: Lack of commitment can keep others away. Parents and teachers can be kept at arm's length by characterising the relationship as one of conflict rather than collaboration. Letting others in opens a whole new depth in one’s relationships, which can take the strain when the going gets tough.

Let’s conclude by visualising the start line of the Melbourne Marathon. There are some participants who stand at the starting line nervously checking their watches, determined to win. There are many more, however, who have trained simply to achieve a personal best. And then there are those who are decked out in fancy costume, running for the fun of it. Each enjoys the race in their own way but all can learn a thing or two from the others, just as we do at Swinburne.

Get some tips from your teachers, use the holidays to mix up your training and come back refreshed for the next leg. There is a long way to go, pace yourself.

Jo Flack
School Improvement Manager

Anaphylaxis
Anaphylaxis is a severe and sudden allergic reaction and is potentially life threatening. It needs immediate treatment and urgent medical attention. The most common allergens in children are eggs, peanuts, tree nuts, cow's milk, fish and shellfish, wheat, soy, certain insect stings and medications.
If your child is diagnosed as at risk of anaphylaxis, inform your school as soon as possible.

You must give the school an action plan developed by your child’s doctor, along with your child’s medication including an EpiPen® or EpiPen Junior®. Once you have told the school of your child’s diagnosis and given them the action plan, it is the responsibility of the school to make sure all staff members on duty have completed accredited anaphylaxis management training.

The school will work with you to develop a detailed anaphylaxis plan specific to your child, including strategies to prevent your child being exposed to what causes an allergic reaction and how to store and use any medication.

It is also a good idea to consider your child wearing a medical warning bracelet to give important information about their condition to those who are unaware.

The DEECD recognises anaphylaxis is a serious health issue and that the key to prevention of anaphylaxis is knowledge, awareness and planning.

**How to access the SAC/SAT Dates Calendar through Compass School Manager**

**Step 1.** Login to Compass using your username and password which was sent to you via mail.

**Step 2.** Hover your cursor over the Star on the top toolbar (See picture below).

**Step 3.** Click on the SAC/SAT Dates menu.

**Step 4.** You will be asked for a username and password please enter (case sensitive) curricparent as your username and Access1* as the password (See below).

**Step 5.** You will arrive at the below screen after you successfully log in. You can navigate through days.

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The Death of Kobe   by Sarah Molea   Year 11 English

I woke, sweat dripping down my face. I could taste the saltiness of it falling down onto my tongue, like I had just been for a swim in the ocean. As I left the only standing hotel in Kobe I could see the desolate, ruined houses and streets, destroyed by nature’s fury. The air was dense and humid creating a heavy layer surrounding this enclosed environment. I saw a young girl no older than four sitting on the edge of the road, holding what looked like a half-eaten teddy bear. A rush of pure terror and heartfelt sympathy took over my body leaving me feeling helpless and useless and that feeling ate away at my insides for the rest of the trip. I was going to the most destroyed part of Kobe to interview a young girl, Shimao, left helpless by the devastating earthquake that had recently hit. A cold, dead breeze overcame me as if the many dead had just walked through me, leaving chills up my spine. It was almost as if the dense layer was lifted for a split second and I was shown the feelings of the many dead here. The agony and destruction they felt as they neared closer to the end. Suddenly the thick layer returned and the spirits vanished. I then arrived at the emergency evacuation center in Kobe.

The first sight to meet my distraught eyes was a young boy, the age of six, who had lost his leg from being stuck under a bookshelf whilst the earthquake destroyed everything around him. As I walked through the center I could slowly feel my heart sinking deeper and deeper into my chest as I saw more victims of the earthquake, and the anguish it had caused families as they still searched for their...
lost loved ones. Shimao was 24 and she lost her whole family in the earthquake. She was now left with no one. None of her relatives survived. I saw Shimao for the first time sitting next to a coma patient reading him a story about how wonderful life is and the joys of having a family. Her posture was strong but petite, and her face told a story of struggle and inner pain. She was trying to stay positive and brave on the outside but was slowly collapsing on the inside. As I walked closer to the generous young lady I heard a loud, eerie buzzing noise filling the room. At first I thought it would fade but it remained, as if the earthquake had stayed trapped in this room reminding and haunting all the survivors through a simple buzzing.

Shimao turned to face me with a sullen expression; she then covered the man’s face with a sheet and walked hesitantly over to me. We sat close to a window and Shimao rarely looked at me and instead looked out of the window with a hopeful expression on her face. Shimao began talking about her experience during the earthquake without me even asking a question. Her responses were in depth but also uncertain and throughout the whole interview her hand never stopped shaking.

“I stood frozen wondering if the tremors were ever going to end. It was very difficult to prepare yourself for an earthquake when you didn’t know it was coming. The sound that I was immersed in is almost indescribable. It was chaotic, loud and it sounded almost as if the whole world was collapsing around me. Glass breaking, cabinets shaking, even the ground was making a sort of roaring sound. But the noise that overtook all of those was the sound of victims screaming in agony, for help. The worst part of it all was that it was impossible to help during the earthquake without getting yourself killed.” Shimao paused for a moment and then got up to get whatever clean water she could find.

“What did you do after you knew that the earthquake was over?” I asked as she sat back down, trying to swallow the dirt-infested water.

“For a while I did nothing” she said. “I sat in the wreckage of what I used to call my home and said nothing.” She paused for a while until she found the courage to continue.

“My body went into complete shock and I couldn’t physically move. When I managed to get off the cracked and broken floor, I started searching for survivors. My family, friends and anyone who needed help to get out of the rubble the earthquake had created. It was as if I was in a never-ending dream and I was the only person left to find all the dead. Finding my parents lying lifeless on the middle of the road was when everything started to feel real to me and when I felt completely alone. The nightmare was becoming my reality.” She could no longer speak about the earthquake and we sat in silence for a while.

“Would it be ok if I asked about your life before the earthquake?” She nodded with a shimmer of hope in her eyes. “So what was life like before the earthquake?” Shimao replied without hesitation, leaping right into her story.

“Life before the earthquake was joyous. I had a life full of no complaints, no regrets and beautiful memories. I spent time working at the homeless shelter and went to university studying to be a nurse, which is now quickly becoming very real. I loved giving back to the community and tried to volunteer as frequently as I could, helping at soup shelters and to clothe the homeless. I lived with my parents in a little village with no more than 200 people in it. I liked being around familiar faces each day and having a very welcoming community to talk to and help look after. I loved the idea of the future and the thought of the unknown that was arriving every second of every day. My family was and though they are no longer here still are the most important people in my life and I worked to fill their stomachs. There was never a dull moment until the earthquake and that is when my worst nightmare became a reality and I lost the light in my life and the people I cared for the most.” I sat unsure of what to say. “I know that one day that light will come back and you will do great things for this world and make your parents proud, which I know they would be already. You are truly inspiring.”

Shimao told me of her plans to help rebuild her town and her dream of telling her story to the world, so that everyone who was willing to listen knew of the pure tragedy that collapsed Kobe. Our interview ended with the burial of Shimao’s coma patient and the words “rest in peace.”

Boroondara Student Leadership

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Boroondara Student Leadership

Mr Ted Baillieu MP, Member for Hawthorn was this week very proud to host the leaders from the various secondary and primary schools in the Hawthorn electorate at a special Leadership 2014 function at his office.
Mr Baillieu hosted many of the secondary schools including Swinburne Secondary College, Camberwell High School, Auburn High School, and Siena College at a function for secondary school leaders on Monday February 24, 2014. The guest speaker was Ms Stephanie Ryan the 27yr old National Party preselected candidate for the newly formed seat of Euroa. Mr Baillieu spoke about the role of being a leader and Ms Ryan spoke about her experience in taking up opportunities.

With 20 schools in the electorate of Hawthorn Mr Baillieu welcomed the opportunity to speak directly to the school leaders of today about the opportunities their school, families and community offer them. Mr Baillieu said “The message of leadership is to be engaged with your community, speak up, discuss with other leaders, always be positive and lead by your actions”.