From the Principal’s Desk
This term has certainly flown by and I am pleased to report that it has been a very good one. Staff have commented on how well all of our new students have settled into their new environment and approached their studies so diligently.

In this edition you will read about the wonderful successes of our current and former students, individually and in groups. As you would expect we have been very excited about the achievements of these students as they epitomize everything that is special about our school.

I would like to wish everyone a relaxing term 1 break and remind you that term 2 begins on Monday 13 April.

VCE Season of Excellence 2015
I am very pleased to announce that six of our graduating Year 12 students from 2014 have made it through to this year’s VCE Season of Excellence. Bryony Wilson (Media-photography) and Tayla Albioli (Media-print layout) will have their work displayed at the Top Designs exhibition at the Melbourne Museum from Saturday 21 March to Sunday 12 July.

Kii Belling, Charlie Richardson and Arielle Swan are amongst the 13 students whose films made it through to Top Screen. Their films will be shown at the Australian Centre for Moving Images (ACMI) at Federation Square from March to May.

And last but not least, Kate Fitzgerald will have her fine embroideries exhibited in Top Arts at the Ian Potter Gallery at Federation Square from 19 March to 28 June.

School Council 2015
We have a full school council this year with all positions being filled.
Parents
Mark Roberts
Martin Keogh
Rachel Robinson
Anita Olshina
Patrick O’Leary

Community
Victoria Goodes
Oriel Flewell-Smith
Assistant Principal’s News
WE WANT OUR STUDENTS TO TELL US WHAT THEY THINK!
Our school is conducting a survey to find out what your child thinks of our school. The Attitudes to School Survey is an annual survey for Years 11 and 12 students conducted by the Department of Education and Training. It is designed to assist schools to gain an understanding of students’ perceptions and experience of school. Our school will use the survey results to plan programs and activities to improve your child’s experience at school.

Students at Swinburne Senior Secondary College will participate in this year’s survey. All responses to the survey are anonymous. This year the Attitudes to School Survey will be conducted over the period Monday 20 April to Friday 1 May. The survey only takes 20-30 minutes to complete and will be undertaken during your child’s class time.

The survey results will be available to the school at the end of July. Last year we used the survey results to plan initiatives that link back to main messages from the 2014 survey.
Please speak to your child’s teacher if you would like more information.
Have a safe holiday break.

Robert Lewkowicz
Assistant Principal

From the Year 11 Managers’ Office
The Year 11 cohort for 2015 has settled into the college very well. They are a dynamic group of students from many different backgrounds, but have come together to make a fairly consistent start to their VCE.

With the first term drawing to a close we would like to issue a timely reminder about the importance of completing work outside of class time. Homework and additional revision are a vital part of the VCE and it has been disappointing to see some Year 11 students not making the most of their study time, both after school and on Wednesdays. Moving in to the new term, we strongly encourage all students to come in to school on Wednesdays to complete work and catch-up with teachers, especially before SACs and SATs are due. The development of consistent and reliable study habits in Year 11 makes the transition into the increased work load at Year 12 much easier. Year 11 students are also encouraged to use these holidays to catch-up on work they may be behind on from term one so they can start term two with a clear path to the end of semester.

Year 11 students will be given the opportunity to make changes to their program for semester two. This process will begin in the second week of term two and will occur primarily through the Mentor program, so students must
be attending these sessions in order to be informed of the process for course changes. More information regarding this process will be made available after the school holidays.

As the Year 11 Managers we would like to congratulate our cohort on a successful start to 2015 and their 2015. We look forward to an increase in effort and achievement of further success moving in to term two.

Roy, Mike, Emily
Year 11 Managers

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.

Gail, Florence and Judy
General Office

SRC Captains
Congratulations to our year level captains, Hannah Aston and Tatyana Wenczel in Year 12 and Caitlin Di Benedetto and Amanda Couchman in Year 11. The girls have been recognised for their participation in the life of the college and will be amazing spokespeople for the school.

In the meantime the Student Representative Council has been hard at work organising this year’s school hoodies and orders will be available at the start of next term.

Glenn Morris
SRC Manager

And so to the holidays...
Congratulations on completing the first term at Swinburne. A term filled with all things new- a new school for many, new subjects and teachers for all, new ways of learning, new responsibilities and of course new friends. So take the time to enjoy the break whilst staying on top of that holiday homework and making sure you are up to date in every subject because we are coming to the pointy end of the semester ... in which the nights are long and the semester suddenly seems remarkably short.

It is a fact of school life that over the course of the next term many of us will be struggling with the challenge of the ‘If Only’ monster. Students will plagued thoughts of ‘if only I had tried harder, been more organised, asked for help, or done more homework’. Teachers will be looking at their practice and wondering what could have been if only they had taught smarter, faster or differently. Parents and guardians will wonder where the semester went and what life at home might have been like if only they had insisted on more study, offered more encouragement or provided more rewards or discipline.

Young people are remarkably good at beating themselves up about their results and if the truth be known, adults are too. Perhaps it is time to pause and ask ourselves what is to be gained by all this self-flagellation if behaviour does not change? Surely education is about learning, building on what has gone well, reflecting on that which can be improved and changing. How can we break the if only cycle?

Many teachers at Swinburne build self-reflection into the assessment process. At the conclusion of learning students are asked to reflect on their knowledge, skills and work practices. If the truth be known, most students hate this important tool for improvement. They are very good at listing their faults but find little to praise. They feel awkward, embarrassed and shy about the strengths they have displayed. To them performance is more a product of luck than good management.

Professor John Hattie from Melbourne University school of Education tells us that student expectation is the greatest influence on their performance. They are fixed in the mindset that they are a particular type of student and that this will not change. Yet nothing could be further from the truth. Research over the past decade has revealed that the brain is plastic and that by adopting a growth mindset we can change the way we think and learn. For those with a fixed mindset education is about proving one’s ‘smarts’ but those with a growth mindset see it as about learning.

In a growth mindset the notions of success and failure changes to one of effort. Mistakes are welcome and genuine effort is the goal. This means that all students work towards challenging goals and achieve at a higher level than they normally pitch themselves. Or as Hattie says, “exceeding one’s expectations.”.

The path to self-awareness is not easy, but it is rewarding- for ‘good’ students and for those who have not seen themselves as good. It begins today, in fact it
begins every day and it begins with goal setting, not the big amorphous goals of ‘passing’ or ‘doing well’ but a goal for the next 10 minutes, hour and day. Small goals built self-efficacy, the confidence that students have it in themselves to make their learning happen. An example might be ‘In the next ten minutes I will read this page and summarise information that is new to me’ or ‘write two introductory paragraphs and compare them to see which is more effective’ or ‘create a mind-map that outlines the possibilities and limitations of the art form I am thinking of working in.’

At the end of the ten minutes students pause, and reflect on how they went in achieving their goals, adjust their technique and set another goal. After a while goals can develop in scope and complexity. Goals for further study or practise can be introduced. Eventually students will be working with both micro and macro goals that extend over a longer period of time. Using this model students reward themselves based on effort rather than external measurement. Results will take care of themselves and the ‘If Only’ monster can be vanquished.

So enjoy the holiday, reflect on the journey so far—everything that worked as well as those that didn’t. Changing mindsets is not easy but the results will make school life easier for students and their families.

Mindset is the work of Carol Dweck. For those who want to learn more her work and how parents can help their young people change their mindsets and even test your own take a look at her website http://mindsetonline.com

Jo Flack
School Improvement Manager

Senior VCAL - Making Classroom Learning Practical
One of the key aims of the VCAL program is to allow students to develop and consolidate knowledge and skills in a practical manner. This is clearly evident in the VET or Industry component of the program where students develop skills in their chosen career path. However back in the classroom at the college students are also required to develop a range of other skills such teamwork, communication, problem solving, leadership and entrepreneurial skills, just to name a few. The confines of a classroom however can be limiting in allowing a student to test, develop and practice these skills. For this reason, the VCAL team decided that for the first time this year we would take the students out of the classroom and into the outdoors. The setting would be a working organic farm, where students would be required to pitch tents, set up a field kitchen, cook, haul water and go without the luxuries of home such as electricity or a flushing toilet.

Additionally they would be responsible for the planning of all activities during the camp focussing on developing teamwork skills as well as planning and preparing all meals according to health and nutrition guidelines. In preparation for the camp, students were divided into groups to research healthy food choices and then research recipes and costings for 40 people. Students voted for their favourite recipes and then each team was required to prepare the meals at camp. The same process took place with the ‘teamwork’ activities. Students working in groups planned activities, which they then led for the rest of the group. After each activity, students reflected on those aspects that were successful and those that didn’t work so well.

After dinner students gathered around the campfire and had the chance to hear from the Assistant Welfare Manager, Marcus Laging, about how to deal with issues relating to sleep, concentration and anxiety. Students enjoyed the chance to talk about their experiences in a relaxed environment. That was followed by ‘ghost stories’ and an outdoor movie by the light of a full moon.

The next day the students had the chance to see entrepreneurial skills in action and were able to tour Madalaine Scott’s organic egg business. Maddie who is only 20 years old, began her business when she was eight and has built it up to become a great success and has been recently interviewed on Channel 10’s The Project about her crowd funding project. After the tour, students pitched in to make sure everything was packed up and the site was left clean and tidy.

Since returning to the classroom, students have been writing an evaluation report about the Camp, identifying concrete examples of what they learnt, and areas where they could improve. Students overwhelmingly enjoyed
the experience with the majority stating they would love to have another camp before the end of the year and this time, more than one night.

On behalf of the VCAL team I would like to thank all staff who supported the camp, in particular those teachers who were prepared to sleep rough for a night - Nick Taylor, Belinda Alexandrovics, Lee Appleton, Emily Barnes, Elana Bibby and Marcus Laging.

Elizabeth Reardon
VCAL Manager

Senior VCAL On Camp - Student Report
On the cold and brisk morning of the 5th of March, the Senior VCAL class set off to Hollyburton Farm for our camp. The reason for this camp was to see if we could demonstrate leadership and teamwork skills whilst working in groups. In the lead up to the camp, we had to organise the meals that we would be making and the activities that we would present to the class in groups.

At the camp we also had a session with the farm owner’s daughter, Maddie, who started her own egg selling business when she was only eight and now has her own successful business called “Madelaine’s Certified Organic Eggs”. She told us all about how she started with only 20 chickens and now she has about 2500! Maddie explained how she used crowd funding to help fund her egg cleaning machine and also showed us how it worked.

We spent the evening as a class all around the campfire telling stories. Most students enjoyed the camp and having wild horses roaming around our campsite! All in all I thought the camp was really good and I hope it’s provided for next year’s class.

Emily McNamara
Senior VCAL Student

Students Are Given The Opportunity To Interview For Positions At McDonalds
This year, McDonalds store managers from across Melbourne visited SSSC as part of a work placement initiative to interview interested students for part time jobs. If successful, these jobs could be used as the structured work placements required in various business related and VET subjects. The atmosphere felt like a job fair and around 20 students attended on Wednesday 18 February to showcase their skills. Some placements were offered across the counter and some were conditional and subject to hours and flexibility. All in all, it was a useful exercise in bringing industry to the school and assisting students to network with industry and improve their interviewing skills.

Business Management Students Meet A Successful Entrepreneur
The Year 11 Business Management students visited Clip N’ Climb, an indoor adventure climbing centre started by Emma Moore. She gave them an insight into why she left her corporate job to start a business venture, along with three other partners. She shared her motivation behind her decision, the rewards she has reaped, both monetary and non-monetary, the challenges she faced and her plans for the future.

As the students are in the midst of planning their own Market Day ventures, it was interesting for them to hear a real life experience. They also understood how important it was to make business plans for new ventures. The session ended with students having a go on the climbing walls challenging themselves to newer heights!

Business Management Students Visit A Large Scale Organization
The Year 12 Business Management students visited the McDonalds Head Office and their state of the art training centre in Collingwood where they were introduced to their business model, strategic plans, organisation structure, corporate culture and management functions. The students are studying the internal business
environment of large scale organisations this semester. They had the opportunity to hear from different management teams about their functions and roles, their rise up the organisation chart and how they acquired the skills required to be where they were. It was an interesting exercise in helping students understand how the theory they had learnt was being applied in a real life organisation. The hospitality was typical of the industry-they fed us, serviced our (educational) needs and left us satisfied!

Gita Menon
Business Management Teacher

Cirque du Soleil—another good reason to keep studying French
Learning a second language already has its countless perks. Doors and opportunities are opened across so many spectrums of everyday life, future careers and pathways!

Learning French at Swinburne however, comes with even more perks than most schools. There is never a dull moment in our French class, the course is always run with interesting conversation, not to mention the great excursions we get to go on. In the past our French class has visited the theatre to see “Les Misérables” and the NGV where we saw Monet’s amazing exhibition. Jackie, our teacher, also makes sure there is always time for an excursion to the French creperie for an indulgent class breakfast.

To kick-start the year of French 2015, we studied the French-Canadian production Cirque Du Soleil “TOTEM” which would be the topic of our first SAC. We learnt about the history and origin of Cirque du Soleil and studied closely the story of TOTEM; which explores the birth and evolution of humankind through myth, evolution, science and the limitless imagination.

Jackie organized an excursion to see the production “TOTEM” with a private Q&A session after the show with the tour publicist of Cirque Du Soleil, Francis Jalbert.

Every second of the TOTEM spectacular was eye opening and breathtaking! We saw acrobats and artists perform death-defying stunts that kept us all on the edge of our seats and seriously questioning the rules of gravity, physics and the capability of the human body; reaffirming that with hard work and dedication, almost anything is possible!

The music, lighting, props, costumes and makeup for each scene are seamless and one of a kind. I couldn’t help but wonder and marvel at how much time, preparation, hard work and rehearsing would have gone into pulling off a production like this. After the show Francis Jalbert satisfied my curiosity when he said that TOTEM took 3 years in the making before the show was opened to the public! The talent of all the performers is beyond incredible. “While you may go to school to become a lawyer or a doctor, a lot of these acrobats and artists have gone to gymnastic or circus schools instead, since they want to become performers” – Francis. It is more than evident how much work went into “TOTEM”, not only in the 3 years of preparation, but the lifetime of each performer.

Within the production the artists, technicians and acrobats come from all around the world with 20 different nationalities making up the “TOTEM” team. They range in ages from 18 to 60!

Their lives are constantly spent on the road. Francis explained he only spends 5 days a year back home in Canada and the other 360 travelling the world. Running away and joining the circus never seemed so appealing!

“TOTEM” is definitely a must see performance that I’m thrilled to have the pleasure of seeing with my French class.

Timmily Ruiz
Year 12 French Student

Port Fairy Success
Swinburne Senior Secondary College Music Department would like to congratulate Tommy Castles who won the best performer award at the Port Fairy Folk Festival. Tommy is a versatile guitarist who has been doing numerous gigs around Melbourne over the last two years and is starting to attract some industry attention. He won a custom made Telecaster and was presented with the award on the MainStage of the festival. Congratulations Tommy, keep up the good work.
Lee Appleton  
Music Teacher

Intermediate VCAL
The Intermediate VCAL group has been tirelessly working on the Garden at our ECA Centre on Camberwell Road throughout the term.

When we first arrived at the garden we thought it looked messy, dirty, unmaintained, neglected, overgrown and dead. We all felt like it would be a big job to make it into a working, productive garden. However we all looked forward to making it into a luscious green garden.

So far we have leveled the ground, removed rubbish, dead plants and weeds, researched plants at Bunnings, worked out the layout and designed a table and benches to go in the garden. On our last day in the garden for the term we spent 4 periods removing all of the rubbish into a skip. In celebration of our progress we had pizza and drinks in the garden.

The garden now looks like a desert made of dirt and is ready to be planted. We plan on putting in flowers, vegetables, fruits, herbs, a pond and two wooden benches and tables that we will make.

We all look forward to getting back to it in term two where we will begin the planting stage.

The Intermediate VCAL class

Head On Photography
Year 12 student, Jessie Harris, has been nominated as a finalist in the Head On Photography Prize. Jessie had two photos selected from her developing Studio Art Photography folio.

Her photos will be exhibited at the Museum of Sydney (1st - 31st May) and she is in the running to win the Student Prize. Three winners will be announced on May 1 at the Head On Opening.

Congratulations and good luck Jessie!!
www.headon.com.au

Matt Simmons  
Studio Arts Teacher