From the Principal’s Desk

Over the past few weeks I have employed a number of new staff to the college.

Tracy McCallum will be our new Careers and Pathways Advisor. She comes to us with a wealth of knowledge and experience at both secondary school and tertiary levels.

Due to a staff member’s ill health, Patience Gorman and Meiki Apted have been employed as English and English Language teachers respectively.

I am confident that each of these people will be very positive acquisitions to Swinburne Senior and that our students will enjoy working with them.

Information Evening

Although the weather was not conducive to a night spent travelling, around 200 people braved the cold to attend this year’s Information Evening for prospective 2016 students and 2015 semester two enrolments at Year 11.

Families received information regarding the programs that the college offers and were given an insight into the young adult environment that is provided. A reflection of time spent a Swinburne Senior was provided by one of our 2013 graduates.

A special mention to Tommy and Alexis for providing such a wonderful original music performance and to the Year 12 Theatre Studies students for giving us a taste of what to expect at this year’s annual play. A big thank you is extended to our fabulous VET Hospitality group for providing such tasty finger food.

Student Free Days

Students enrolled in VCE studies in both Year 11 and 12 will need to have all of their semester one work completed by Friday 5 June. The program for students for the following week is as follows.

Monday 8 June          Queen’s Birthday Public Holiday
Tuesday 9 June         Student Free Day
                       Mid-year practice exams for all students enrolled in Unit ¾ English, English Language, Literature and English as an Additional Language
Wednesday 10 June      GAT (for all students enrolled in VCE Units ¾)
Thursday 11 June       Student Free Day (Curriculum)
Friday 12 June         Student Free Day (Report Writing)

All students will begin work for all VCE Unit 2 (Year 11) studies and VCE Unit 4 (Year 12) studies on Monday 15 June.

It is anticipated that the above arrangement will give students a clear break between semester one and two. It will also allow those students who have been granted Special Provision an opportunity to come in to school during the week outlined above to complete outstanding work.

If you require further clarification, please contact me on 8862 4400.

Renovations

After what seemed like an eternity I am pleased to announce that our renovations have been completed. We are very happy with the improvement that has been made to our facilities. Of particular note is the additional informal learning space or hub that has been created by
the enclosure of the bridge connecting the main teaching block with the library.

Above: The new façade and main entrance in Burwood Road.

Above: The new façade and main entrance in Burwood Road.

Above: The new learning hub in the bridge.

Michael O'Brien
Principal

Assistant Principal's News
Student Absences
May I remind parents to use Compass School Manager to approve your child’s absence. This can be done in advance or on the day of absence. Please provide the College with explanations for absences when your child has missed a SAC.

Robert Lewkowicz
Assistant Principal

From the Year 12 Manager’s Desk
Term 2 is well underway with only a month of Unit 3 classes left. I would like to remind Year 12 students and parents/guardians that all work for Unit 3 is due by the 5th of June. It is very important that students who have fallen behind in their subjects create a plan to ensure that they can satisfy the outcomes for all of their subjects.

Year 12 students may need to:
1. Speak with each of their teachers regarding their progress in their subjects.
2. Manage their spare time effectively by allocating time to complete the required coursework for their subjects.
3. Shift their focus to their studies for this period of time and reduce their social commitments if needed.

I would like to see Year 12 students change their perception of coursework. While students are required to demonstrate 50 hours of coursework to satisfy Unit 3, they should also see coursework as an opportunity to practise and refine their skills and knowledge and to experiment with new techniques and approaches they have learnt in class.

I have been impressed by many of our students so far in 2015. They have shown great persistence in the face of a challenging and demanding year of schooling. I wish
students all the best as they continue to progress towards the achievement of the goals that they have set for themselves at the beginning of the year.

Joel Guye
Year 12 Student Manager

Compulsory English Practice Exam
All students studying Year 12 English, Literature or English Language must sit a practice exam on Tuesday 9 June at 10:00am in the school auditorium. The completion of the exam is a component of Unit 4 coursework.

Students who do two English subjects should sit the mainstream English exam on the 9 June and make arrangements with their teachers to sit their other exam in the following weeks. Students will have time within their English classes to prepare for the exam.

Danni Bunker
Professional Improvement Team Leader-English

General Achievement Test (GAT)
All students undertaking a VCE unit at the 3 and 4 level need to sit the General Achievement Test (GAT) on Wednesday 10 June at 9.30am (for a 10am start) at Swinburne Senior SC.

The GAT is a three hour test of general skills over a range of areas. Though the results do not count directly towards students’ scores, they provide an important “safety net’ and are used in the moderation of students’ results. Students need to bring a pen, pencil and eraser (for the multiple choice questions). Students must leave their bags and mobile phones in their locker. Students are required to stay for the full three hour duration of the exam.

Past GAT exam papers and information can be found on the VCAA website.

Please contact the VCE Manager at Swinburne if you have any concerns or questions regarding the GAT.

Hugh Glenn
VCE Manager

Structured work placements for Industry and Enterprise students
The Unit 3 Industry and Enterprise students spent 35 hours during the Easter break at a workplace practicing the work related skills they had learnt during Term 1 and evaluating the workplace on its enterprise culture.

This year students worked in a variety of establishments from large scale organisations like Myer, McDonalds and Officeworks to smaller retail chains like Landes and pop up stores in Melbourne Central, from the fitness and sport industry like the RACV Fitness Centre and the Sandringham Football Club to the IT industry in web designing. We even had placements in the building and construction industry.

This is an integral part of the course and the basis of their first school assessed coursework after the break. A two way evaluation process was used with the students being evaluated by their supervisors at work on their work related skills and readiness for work. The students evaluated the workplace on the enterprise culture present in the workplace.

We had pleasing longer term results after the placement with one student receiving a casual Christmas job offer from Myer and another student shortlisted to assist the coach at the Sandringham Football Club.

Gita Menon
Industry and Enterprise Teacher

Swinburne Senior Secondary College wins the ‘School – Industry Partnership of the Year Award’
At this year’s IELLEN Awards event there was a new category, “School – Industry Partnership”, an acknowledgement of great partnerships that provide real benefits to education providers, business and young people.

The Award winner was Swinburne Senior Secondary College, for the “Traders On Line” project. This 2014 pilot saw VET media students from Swinburne Senior Secondary College develop websites for local traders which had no on-line presence. This innovative project benefited from active support with partners the Inner Melbourne VET Cluster (IMVC), and Boroondara City Council’s Economic Development Unit. All stakeholders worked collaboratively to develop this new opportunity for real life learning and local benefit.

Year 12 Student Jessie Harris-Head On Photography Prize Finalist
Congratulations to Year 12 student Jessie Harris whose photographic work is currently on show at the Museum of Sydney.
Jessie had two photos selected from her Studio Art Photography folio for the Head On Photography Prize. We are very proud of her achievements especially considering that students are only in the exploratory stage of their folio at the moment.

We can't wait to see what Jessie produces in SAT 2! The exhibition runs from until the 31st May.

Below: Fish and Chips on the Fort

Above: Lighthouse in Deep Contrast

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

Matt Simmons
Studio Arts Teacher

Swinburne Music Nights
The Swinburne Music Nights give students the opportunity to perform to a live audience, the music they have been practising and rehearsing so far this year. Due to the large number of students enrolled this year there will be two jam-packed evenings of high quality music!

Tuesday 16 June @ Swinburne Auditorium from 6:30pm
Tuesday 23 June @ Dizzy's Jazz Club from 6:30pm.

Please note that there is a $7 cover charge for Dizzy’s, and they also offer a full dinner menu.

Parents and friends are all most welcome. See you all there!

Nick Taylor
Music Coordinator

Supposed Reality
In today’s society we find ourselves influenced by sources that come from many different places, whether it is the media, parents, celebrities or people who surround us. All of these sources are trying to achieve the same goal, in their own unique way. They want to twist and alter our realities to suit the way they think we should look and act. Sometimes these sources are persuasive enough to trap our young and growing minds, shaping our thoughts in a way that causes a change in our thinking and a shift in our realities.

Each night at home my family like to watch television. Often it is the usual Home and Away or the “news”, but when my two younger sisters get a hold of the remote they like to change the channel to a show that they really shouldn’t be watching; Geordie Shore. Geordie Shore is a reality television program that condones excessive drinking, sleeping around and other skewed ideas of fun. Though they advertise as a show that is suitable for viewers aged 18 and over, young people like my sisters get hooked into this so called reality, that nine Newcastle-born party animals putting on display. Cian Doherty, author of the Clan Speech suggests that “entertainment
TV drives the conception of what is hip and cool and what is not”. Do we as young adults really think the extreme behaviour portrayed in these shows provide anything close to “hip” and “cool”?

Another dramatized version of the supposed reality television world is the program *Keeping up with the Kardashians*. Holly Peeks commented on an episode in her article on Hot Topics discussing Kim’s preparation for the arrival of her baby, North West. Just days before the birth, Kim was on the phone to her “Glam Squad” making sure they were available to ensure her “hair and make up” were “perfect” for the day of delivery. This is completely the opposite to an everyday mother who would probably be checking her hospital room and packing her own bag. The sad truth is over 500,000 viewers tune in each day to watch these skewed versions of reality and the majority of these people are aged between 14 and 25. Just like Doherty says, “one has to wonder whether these are the sort of people young adults should be looking up to and admiring” in today’s society.

Campaigns and advertisements are another form of extreme hype in our world today, helping to make us more aware and like the latest TAC campaign, causing us to think. The short clip put together named “parent role modelling-strings” confronts the viewer with just how easily young people are influenced by their parents. In the advertisement a young boy sits in his car seat whilst attached to strings, mimicking the actions of his father in the seat next to him. The shocking images of the father using his phone and carrying out road rage allow viewers to see how much their parents influence them when they drive, as they subconsciously follow their parents’ footsteps. The core messages of the campaign are “what kind of driver are you raising?” and “make every drive a good example”, capturing how easily our realities are shifted and influenced by our parents’ actions, not only behind the wheel, but also in everyday life.

Celebrity influence is akin to parental influence these days and is a large contributor to how we view ourselves and how we choose to behave. Similar to parents, celebrities have a large amount of control over how we think and how we present ourselves. In some cases, Celebrities are the reason for why many young adults act the way they do. A recent article in Huzlers commented on the announcement of Zayn Malik’s withdrawal from the “popular boy band, One Direction”. This news came as a shock to many fans causing “six confirmed suicides” to occur after the announcement, a number which highlights just how real and dangerous celebrity influence can be. Expert psychologist Anna Henley suggests that “for individuals to take their own lives for a reason like that just shows how much power these artists and celebrities have over people, and it’s not a good thing”. Reactions as devastating as this force us to question why we let such people influence our realities to such an extent. Are we really so naive and vulnerable that we could let all of these sources influence us in such a detrimental way? Are we not strong enough to make our own choices and shape our own reality?

The world of the 21st Century is one that has changed dramatically overtime and with it has brought along sources that affect our realities. As young adults, our minds can be easily influenced by a new found craze advertised by a celebrity, or the actions that our parents have subconsciously implanted throughout our childhood. Sometimes to face reality we have to understand the sources and what they are aiming to achieve, but be strong enough to make our own choices on what we believe to be real, not giving into a falsified reality portrayed by others.

**Sarah Molea**

**Year 12 English**

**VCAL- Community Awareness**

As a teacher candidate spending my first placement at Swinburne Senior Secondary College, I am fortunate to have the opportunity to engage with the school’s VCAL program. Not a lot of teacher candidates get this opportunity and for me it has been a really positive learning experience.

As part of the VCAL program, students learn about being active members of the wider community through the personal development subject.

This semester, Senior VCAL students are focusing on community issues such as homelessness and addiction. As part of this, the VCAL class is going on a series of excursions into the Melbourne CBD to participate in city tours with Urban Seed, which is a not-for-profit organisation that offers community support for people in the Melbourne CBD.

The first excursion was on Thursday 30 April and the students learnt about the range of addictions that people in the community face. This involved a walking tour to explore contrasting streets of Melbourne. Students then visited Credo Café, which is a community space open for all people in the community to come together to eat lunch and chat over their meal.
There are two more excursions planned for the semester, where students will participate in street tours examining homelessness and street culture.

Having the opportunity to participate in these excursions as a teacher candidate has been a fantastic experience! It has broadened my perspective about how schools can engage students with the wider community and encourage them to interact with community projects.

It has also helped me to recognise the importance of programs such as VCAL, which provide students with a practical career-based program, as well as important life skills needed for future workplaces.

Heath Thompson  
Teacher Candidate  
University of Melbourne

**StartSmart Workshop**

The year 11 Business Management class recently participated in a StartSmart workshop run by Jamie from the Commonwealth Bank. Jamie spoke to the students about Smart Saving, Smart Spending and Smart Investing. He gave the students great advice on how to attain a job, your rights as an employee, how to save money and the value of investing. Jamie ran a range of engaging activities and games with the students, including mock interviews and a logo quiz.

Elana Bibby  
Year 11 Business Management Teacher

**Market Day**

The 2015 Business Management Market Day was a huge success. We saw a range of student-run market stalls, including burgers, nachos, pizza, waffles, hot chips, dumplings, cupcakes, lollie bags and accessories.

It was fantastic to see so many students and teachers supporting the business students and their business ventures.

Market day was a great opportunity for the business students to get an idea of what it is like to organise and run a small business and understand some of the difficulties that may occur.
Digital Crack

Like many other gamers on the go, I recently picked up Blizzard’s enormously popular card game “Hearthstone” for my phone and haven’t put it down since. I just looked back and realised what a crazy amount of time I’ve spent playing it already. On the train, watching TV, even when I’m on the toilet, it is likely that I’ve pulled my phone out playing some cards. I’ve played Hearthstone for about 6 or more hours a day or the last week since the app went live. How many things can hold my attention like that? How does time just slip away when you are playing? The answer lies in the ways the experience has been designed.

When one thinks about people playing games for unreasonable lengths of time, one title jumps to mind, Blizzard’s (they really have this worked out) World of Warcraft. The smash hit online role playing game has been captivating and consuming players for over 10 years. Back in 2006, there were over 7 million people paying the $15 subscription fee every month. What is even more confronting is that around 40% of that player base would be classified as addicted to the game. It’s no wonder the game picked up the nickname “World of Warcrack”! The main reasons that players claimed they played so much were for the serial part of the game and their love for the fictional universe. The worrying part of this craze is that the vast majority of World of Warcraft players didn’t realise just how much this “hobby” was impacting their lives. They lost sight of the real world and replaced it with a more colourful and whimsical one.

Of course, video game addiction isn’t just limited to the vast dreamscapes of World of Warcraft. In recent years a new world of gaming has cleaned up and placed its sights on the masses. Mobile gaming, perpetuated by the ubiquity of smartphones, has become a multi-billion dollar market. King gaming’s flagship title, “Candy Crush Saga” has shown the world what a cute, supposedly free game can do. In market research studies done in 2014, it was found that 93 million people play Candy Crush daily and that the game is installed on 1 in every 3 phones in the world. What World of Warcraft achieved with immersion and story, Candy Crush matches with pure dopamine pushing addictiveness. We all know somebody who has spent far too much time matching lollies and then irritating everyone they know by sharing it on Facebook. These people have fallen into the same fray that World of Warcraft addicts have. Games have a way of drawing away from reality, into a false sense of reality created by someone else.

The true power of video game addiction comes from the fact that the victim is being guided to make the choice to become addicted. Game designers build a pleasant, exciting world for you and then give you the ability to take control of parts of this fantasy. They draw you in and then tighten the grip. Before too long the player forgets what they are doing. They are happy to keep clicking boars or crushing candy because this fabricated world compels them to do so. Players feel they are making their own choices and are rewarded for doing so. This illusion of choice is what makes it so easy to lose yourself in the creations of others.

The idea of creating an illusion of choice is replicated in real life as well. The 2011 theatrical experience “Sleep No More” makes this happen to using live audiences. In this piece, audience members were given white masks to cover their faces and told not to talk. They were then free to roam around an old warehouse that had been transformed into a hotel. The actors would move around as they played their parts, although there was no dialogue. The narrative was told through letters, notes and diaries of characters found on desks and in drawers. This unusual setting lead to some very strange behaviour from audience members. The anonymity of the mask provided, caused otherwise civil theatre goes to become violent towards actors of destructive towards the set. This was all intended though. The piece was one exploration of how a false world could manipulate people who are pleased into it. A real world example of people losing themselves when given the illusion of choice and how easily people in these circumstances do dangerous things.

The audience reaction to Sleep No More has been scientifically supported. It’s human nature. The Stanford Prison experiment is the most famous evidence towards the theory. For those who are unaware in 1970 the psychologist Philip Zimbardo built a simulated prison and had the roles of the prisoner and guard played by volunteers. Before long, the participants had fully adopted their given identities and started acting as though this identity was their own. The guards were violent and abusive and the prisoners became submissive and obedient. The experiment was called off after 6 days as the environment was becoming harmful to the volunteers. The fake world Zimbardo created became the real world to the people inside it. In the words of Zimbardo himself “the evil place won out over good people”. The test subjects lost themselves completely and gave in to the fabricated around them.

Exposure to realities created by others can shape your own sense of reality. Being conscious to this fact helps a lot though. Don’t be fooled by an illusion of choice. Enjoy yourself, but be sure that you are making the decision to do so. Be aware of the ways that designers will attempt to manipulate you and it will be much harder for those people to do so.

Now, if you don’t mind, I’ve got some hearthstone to play.

By Jackson Wain- Do what I say, not what I do.
Year 12 English
This Year’s Thought
Throughout 2015 I have applied myself whole-heartedly towards my art being lucky enough to follow the path of my dream career. In doing so I’ve been fortunate enough to be chosen to exhibit throughout a range of gallery exhibits and events whilst also completing multiple commission pieces. Steadily building a folio of exhibits, I’m continuing to further apply myself with the ambition of becoming a full time artist. Along with juggling Year 12 I have managed to line up a packed schedule for 2015 and can’t wait to see where the future takes me. With the goal for next year to travel, I hope to explore the world producing art and expanding the perception of my abilities.

Exhibits 2015
Raw Artist’s January Showcase – Exhibited 13 pieces ranging from painted surfboards to large canvases. Youngest contributing artist to the exhibit.

Bicycle Day @ Brunswick Hotel – Exhibited a range of pieces throughout the Brunswick Hotel for Contact High’s event “Bicycle Day” over 1500 attendees and was repotted on in The Age newspaper.

Imagery For Change Exhibition Fundraiser – Donated a piece to be exhibited and auctioned off with all proceeds going to the 2Geatherdogs Foundation. Exhibited along side international and national artists and was again the youngest contributing artist.

Vincent Brophy
Year 12 Studio Arts

Visual Communication Design students attend the agIdeas Design Futures Forum & Expo
All Year 12 Visual Communication Design student will be attending the Design Futures Secondary School Forum which is exclusively curated for secondary school students and teachers.

The Design Futures Forum introduces students to a line-up of international design masters, across multiple disciplines, recognised for their unique ideas and exemplary execution of their craft. Design Futures presents an opportunity for teachers of design, and students interested in the creative industries, to gain an insight into the role of design in multiple sectors.

The forum explores the practice and processes of the world’s leading creative, while also supporting the transition from secondary school to further education, allowing students to explore career pathways in a range of design disciplines including: Communication Design, Product and Industrial Design, Interactive and Multimedia Design and Design for the Built Environment.

Design & Careers Expo connects design students and professionals with leading vocational institutions and the design industry.

Illustration by Madeleine Scott Spencer

This public event brings together leading Universities, TAFE Colleges, Design Academies; providing industry knowledge for a range of career pathways and design disciplines. Select design businesses will also exhibit the latest products and services, including publishing and print, magazines and digital interface products.

Peter Fowler
Visual Arts Professional Improvement Team Leader
CHEAP SEATS THEATRE
PRESENTS

COSI
by Louis Nowra

20-23 MAY
7.30pm

Adults: $15
Students/Conc: $12
Ticket Sales:
03 8862 4400

The Cottage Theatre,
Cnr William & George Sts.
Hawthorn.

A Swinburne Senior
Secondary College Year 12
Theatre Studies production.
This play contains: Adult Themes. Language.
Sexual References and Drug References
Performed with permission of HLA Management.