From the Principal’s Desk

It is difficult to believe that we are at the end of term 3. The realization that the academic year is quickly drawing to a close for our Year 12 students has been met with a range of responses. For many there is a feeling of relief that their secondary schooling is drawing to a close. There’s no doubting that obtaining a senior school certificate requires a significant commitment and a decent dose of perseverance.

Most students will be looking forward to preparing for examinations without the pressure of having new work to contend with. I sincerely hope that all of our students make the most of the opportunities that will be provided by your teachers over the coming weeks. The recent Elevate Education workshops conducted by successful university students provided a number of tips for great revision and exam preparation. I encourage students to look back over their workbooks and re-familiarize themselves with these tips.

Having a school with so many students undertaking a visual arts subject provides us with a wonderful situation where we have so many high quality pieces of work being produced. I hope that many parents, friends of Swinburne Senior and prospective students can make it along to the annual Arts Show and Open Day on Sunday 18 October (12:00 to 3:00pm).

At the opening of the Arts Show on Thursday 15 October the Deputy Premier and Minister for Education, James Merlino, will be in attendance and will meet many of our highly talented students.

I wish all members of the Swinburne Senior SC community a happy and healthy term break. School resumes for everyone on Monday 5 October.

Michael O’Brien
Principal

Assistant Principal’s News

The end of year examinations are fast approaching, with all students finalising their assessments and starting to revise. As students begin preparing for their examinations they should set high expectations for their achievement and seek advice and support from their teachers. We wish all students the best of luck in their exams. At home parents can support their child by:

- Providing a quiet study space free from distractions
- Encouraging your son or daughter to eat well and get plenty of sleep
- Encouraging them to limit social engagements around this time

We are currently working through the process of updating our database with parents’ personal details. If you have changed your email address or mobile number please log in to Compass School Manager and update your details.

On Compass School Manager, parents are 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

Dates to remember

Wednesday 7 October
Year 12 English/EAL/Literature/English Language practice exams at 10:00am in the Auditorium

Thursday 15 October
Arts Show Opening at 7:00 pm in the Auditorium

Sunday 18 October
College Open Day & Arts Show 12:00 to 3:00pm

Monday 19 October
Year 12 students final formal lessons. All Unit 4 work due.

Tuesday 20 October
Year 12 students Final Day Celebrations

Wednesday 28 October to Friday November 20
VCE Unit 3 October/ November Examinations

Rob Lewkowicz
Assistant Principal

From the Year 12 Manager’s Desk

Term 3 has come to a close and many Year 12 Students have completed the Learning Outcomes for their school-based assessments. It is now time for Year 12 Students to shift their attention to preparing for the end of year examinations.
Over the break, students should be working to consolidate their notes from Units 3 and 4. It is important that students begin to practice responding to exam questions under timed conditions. Students should take some time to explore the VCAA website, where there are many past exams, including examination reports and sample answers. These are very useful tools in preparing for the exams.

If any student finds themselves still behind in coursework as they go into the holidays, they should take the two week opportunity to ensure that they are completely up to date with all of their subjects before they return in October. Students will have less than three weeks of classes when they return for Term 4 and the opportunities to redeem any missed class time will be very limited.

I would like to wish all of the Year 12 Students a safe and restful break and I look forward to seeing them return in Term 4 to make their final push for success.

Joel Guye
Year 12 Student Manager

Exam Timetables
All students undertaking a Year 12 subject should have received their end of year exam timetables which were distributed by their Mentor teachers. There is also a link to the VCE exam timetable on the school website. Students were instructed to enter these dates, times and venues in their diaries or on the calendars in their phones. It would be helpful for parents to make a note of their young person’s exam details. Students are required to arrive at their exams half an hour before the start time in order to ensure they have the correct materials. Subject teachers will inform students of what they may bring into each particular subject.

Phones are strictly prohibited in exam rooms. Students should leave them at home or leave them in their locker with their bags which must also not be brought to the exam room. Students are required to stay the full duration of their exams.

Students and parents should also make a note of their student number, as it appears on their exam timetable. This number is necessary for students to identify their seat in each exam and to write on their exam paper.

Students can best prepare for their exams by coming to all the revision classes and attempting past exams, which their teachers can give them feedback on. Past exams are available on the VCAA website.

Hugh Glenn
VCE Manager

Industry and Enterprise visit CSIRO to understand the role of government in research and development
As the Industry and Enterprise students were learning about the role of innovation in bringing about change in industry, we needed to understand the role of research and development in bringing about innovation in industry. We were fortunate to be allowed to meet a few scientists in the CSIRO office in Clayton who explained the role of CSIRO in partnering with industry to assist them on mission focussed research. They gave us examples of the work they are doing with the City of Port Phillip Council on developing applications that will help their town planners determine hot spots and wet spots in their area to guide builders as to where the solar panels and storm water drains should be placed or what mitigation measures they should introduce to reduce the chance of flooding in their low lying areas.
They also explained how the famous innovations like WIFI and plastic notes were developed by CSIRO for the world to use.

The effects of change in an organisation have to be experienced
As Year 12 Business Management students were learning about change management, textbook concepts were supplemented with experiential learning when they got the opportunity to visit the AusPost Letter Sorting Centre and meet employees who were coping with change in their organisation as a result of dwindling letter volumes and surging parcel volumes resulting in the first full year results of a loss. They talked about the restructuring of AusPost’s operations, the effects on their working life, the opportunities they had to reskill or take a voluntary redundancy and the change in their roles. This was also interesting to the students as they heard the AusPost Human Resource Manager’s view point in an incursion held earlier giving them an opportunity to evaluate the situation. It is the principle in Business Management that theoretical concepts are best understood by interacting with industry to see them in action and this was the last excursion in a series of industry incursions and excursions.
Past students guide the way
Two past students, Brigitte Gebbie (2011) and Bryony Wilson (2014), took time off their University schedules to talk to the Year 12 Business Management students about exam preparation techniques, pathways to Business courses in University and their experiences in Swinburne University and RMIT.

The students got useful tips on how to prepare for the Business Management exam, time management issues, the pathways to the course of your choice even if your ATAR did not give you the offer in the first round, University life, taking a gap year, need to select courses with an industry experience component and information about the courses they are doing and how VCE Business Management as a subject has helped them in their tertiary study. They also reiterated that studying in an adult learning environment like Swinburne Senior Secondary College prepared them really well for tertiary study in University.

OUTSIDE-IN: Student Zine Launch
The Zine committee launched their first issue of “Outside-In” during Mental Health Awareness Week in the second last week of Term 3. The Zine Committee worked very hard to compile various students’ work, both written and visual, to showcase a wonderful collection of creative pieces.

The Zine Committee comprised various Year 11 and 12 students, including Saskia McCormack-Kuijipers, Nathan Janka, Brooke Hyrons, Aydin Clemans-Dal, Jordan Santos, Xena Shi, Ishan Morris-Gray, Ruby Van Leeuwen, Hannah Gurry, Aidan Knott and Tilly Casha. I would like to thank all of the students that contributed pieces for the first issue. All those involved should be proud of their work in the construction of the zine. The zine raised nearly $130 for Beyond Blue on the day.

Arts Show and Open Day
Students have been working intensely over the last few weeks to submit folios and complete major artworks in preparation for the opening of our Arts Show on Thursday 15th October at 7:00pm.

All their careful effort and artistry will be on exhibition throughout the school but concentrated mainly in the Auditorium.

While Year 12 artworks will be given pride of place there will also be a strong selection from Year 11 students, who are proving themselves to be a very talented and inspired bunch.

The Arts Show will be opened by Belinda Wilson, Deputy Head of the School of Art, RMIT. Artworks will be on
display from Thursday 15 October to Sunday 18t October, which is also ou Open Day.

This year we are extremely pleased that Victoria’s Deputy Premier and Minister for Education, James Merlino will be attending and assisting with the presentation of awards.

Friends and family welcome! See you then.

Matthew Simmons
Visual Arts Teacher / Art Show & Open Day Co-ordinator

Senior VCAL presents “Mental Health Awareness Week”
Last week from 7th to 10th of September was Mental Health Awareness Week. Both of the Swinburne VCAL classes were given the job to organise a series of activities to happen during the week. The intermediate VCAL class was in charge of organising all the food to sell on the day and the senior VCAL class was in charge of coming up with some fun ideas to get the school involved and then organising and running the events on the Monday and Thursday.

The aim of Mental Health Awareness Week was to promote social and emotional wellbeing to the community so all our events had to tie in with this.

Monday was ‘Dress Green’ day for the charity Headspace. Students could dress in the color green and bring a gold coin donation and all the money collected went to Headspace. Events then kicked off at lunchtime, starting with a game of teacher vs student dodgeball, followed by musical performances from some of the students at the school. Chloe from Headspace Hawthorn also came down and brought lots of information about mental health issues. Teachers and students were also able to order a ‘friendship flower’ to give to a friend for $1 and then the flowers were delivered to the specified friend on the Thursday.

Thursday was the main event day with lots of things happening, including a jumping castle, “chill” zone, merchandise stalls, and a petting zoo with various farm animals which was really popular and I think everyone really enjoyed that! There was also a pie throwing competition where students were able to throw pies at the principle for a coin donation. There was also a wide variety of different foods prepared by the intermediate VCAL class for everyone to enjoy. There were more
musical performances for everyone to enjoy during lunchtime as well as a fire twirler!

The response and feedback about the activities provided from teachers and students was very positive and everyone seemed to really enjoy getting involved.

All the money made during the week was donated to Headspace and beyondblue.

Emily McNamara
Senior VCAL Student

Holidays, homework and exam preparation, how to make the most of the two week ‘study opportunity’ formerly known as the September term break.

As we come to the end of a very busy term for all students and especially for those in Year 12 who are completing their final semester at secondary school, everyone is looking forward to a well-deserved break. Term three has been productive but exhausting with so many assessment tasks to be completed over the past few weeks. Right now students really need some time for reflection and rest as they ready themselves for the onslaught of hard work and mixed emotions that characterise the slog, celebration and study that is term four.

Next term is all about exam preparation but students should not wait until then to begin, they should plan to spend part of each day during the holidays on task. Without the routine of daily attendance it is common for students to revert to the pleasures of late nights and lingering under the doona during the day. We suggest that such behaviours be deferred until after the exams are over. Now, more than ever, routine can be a very important, if not always pleasant, aide to performing at one’s best. Research has shown that disruptions to the body clock can take time to restore, time students don’t have during term four.

So Year 12 students, here’s the plan. We suggest that you get up at around your usual time (OK, take an extra hour, but only one). Plan to spend the morning studying and working on past exam papers. This leaves the afternoon guilt free for socialising. It is a wonderful feeling knowing that you have earned a break without that nasty voice in the back of your head reminding you that you have not met the plans you set for yourself. Liberate yourself from guilt and enjoy your breaks from the books by earning them.

There are few in life who can honestly say they love studying. It is challenging not knowing exactly what will be on the exam. Studying is time consuming, repetitive and tiring. When we study the world outside tempts us, it always seems more interesting than the task at hand. For many the greatest study challenge is presenteeism, being at your desk but not fully in the task at hand. If this is you, here’s a different way of thinking about the next few weeks:

‘Engaging fully in the moment seems like it would take a great deal of energy. But it is the things we do half-heartedly that really wear us down.’

The FISH Philosophy

You have the power to commit to focussed, full on engagement. Such an approach creates energy rather than draining it. Going for it allows us to feel, whatever the result that we have achieved at our best. There are only a few weeks of the year left in this right of passage called the VCE. Now is the time to engage in the moment and live it!

Louis Pasteur once said that ‘Chance favours the prepared mind.’ There are things you can control about the VCE and those that you can’t, but everyone can maximise their chance of success. Work steadily through the process, one step at a time, and you will have the prepared mind you long for.

Some students will be very pleased with their results thus far, others will be rueing wasted opportunities. There is little point in dwelling on what could have been but much to be gained by taking stock and actively pursuing the best exam scores you can achieve.

Exams are the culmination of a year’s learning and should hold no surprises for those who have prepared carefully. The exam tests both knowledge and the skills in conveying this knowledge in the time and form required. This takes practice. Educational research is very clear that the best way to prepare is spaced practice rather than massed practice. In other words, you will perform better if you revisit material and attempt practice questions regularly rather than cramming. Create a study timetable and use it to structure your time at your desk.

One of the best ways to prepare for exams is to undertake past papers. There are only so many ways of testing the knowledge and skill required for each outcome so exam questions tend to be variations on what
has come before. Attempting a few questions from past exams in each study session will boost your confidence and skill by building a bank of possible responses that may be utilised in this year’s exam. Where appropriate you can even try answering the same question several times, each with different examples. Your teachers will be very happy to receive as many past papers as you can manage and will help you track your improvement. Past exams and examiner’s reports can be downloaded from the subject pages at the VCAA: www.vcaa.vic.edu.au

So enjoy your holidays by making them productive. Know that you are doing your best to finish the year at the peak of your game.

Jo Flack  
School Improvement Manager

Music Department
We’ve had a busy Term 3 with the school recording project, excursions, and many performances! Nine students headed to Echidna Studios in early August, recording a collection of covers and original compositions. Greg Macmillan is working through the final touches as part of the mixing process, so stay tuned for release details early in Term 4!

The VET Music students were lucky enough to work with Steve Mackay from genre-hopping band ‘12 Foot Ninja’ on an excursion to Collarts in Sth Melbourne, providing them with some interesting industry insight and great feedback to help develop their performance skills.

For Year 12’s, we’re almost there! Remember your performance exams are throughout October, so make sure you stay on top of your practice over the term break!

Nick Taylor  
Music Coordinator

The Manipulation of Storytelling
Throughout history, the unfettered influence of those in power has determined the stories that shape our reality. In the media we are constantly being told of both past and recent events occurring in a social, political and historical context. Although when we hear these stories we do not fully comprehend how they are being told, overtime it is clear that those in power manipulate the story to convey the altered version we hear in the media today.

There have been many instances where political leaders manipulate their stories in order to gain the public’s vote or approval. These leaders, trusted by society, feed skewed information into the public eye to gain political respect and a mutual understanding of what is “the story”. Russian President Vladimir Putin, scrutinised by many, has created a known understanding throughout Russia that “if there is no Putin, there is no Russia”. Putin’s dictatorship is both dysfunctional and corrupt, but through his cruel “formula of deception” he has created a state that largely supports him, highlighted through public opinion polls. The recent uproar over Russia’s
involved in the Ukraine has caused for Mr Putin to end the controversy. Through manipulation and suppression he insists that “Russian soldiers are not involved in conflict” and public polls reiterate this view, even though there is substantial evidence to the contrary. Through Putin’s dictatorial force and political power, he has single-handedly convinced all of Russia to believe his story, even though his version of events is manipulated, causing Russians’ reality to change through his influence.

Overtime, the idea that white people tell history has become well known and recognised, though little has been done to change this. The use of “whitewashing” history to exonerate information through biased representation, has been seen to be common throughout Indigenous Australian’s past. Aboriginal Australians have become accustomed to having the real history of Australia “whitewashed”. These stories and events of a black part of history have been told through a white person’s eyes, altering information from Australia’s historical past that we were told growing up and still are told today. For decades right-wing historians have written in “merely fluid prejudice” and oppressed Aboriginals into a world unnatural to their existence, stripping them of the right to tell their story. Through this misrepresentation we have created an image and story of an Aboriginal past that has been solely reliant on what we have been told by those in power.

Similarly, religious ideologies have engulfed masses and manipulated their realities, creating a figure or leader that is worshipped by all. North Korea promote themselves to have “freedom of religion”. They live by the ideology of Juche which means that he “master of the revolution and construction are the masses of the people’s motive force”. This ideology has become a religion which forces citizens of North Korea to “worship Kim Ill-Sung as God”. However, they also claim to be an atheist state that represses religious activities. North Koreans have been manipulated to believe that Juche is the “only religion North Korean people have”, contradictory to “freedom of religion”. Those who have reflected on the religion suggest that they are taught to have two lives; the physical and political. They are manipulated to believe that their “political life [is] more important than [their] physical life”. The North Korean society are brainwashed through religious ideologies to believe that “religious freedom is not allowed in North Korea because it will ruin the dedication to Kim Ill-Sung”, highlighting the strong influence those in power have over others’ realities. The stories that are fed through leaders cause people to be trapped into believing their merit and forces them to follow the leader’s direction.

Throughout the media a representation of what is reality is emphasised through the repetitive nature of the story. The media have the power to determine the stories that those listening believe and influence how these stories are perceived. The SBS documentary “Go Back to Where you Came From” places six Australians with preconceptions about refugees into camps, where they are confronted with the urgency these people have to deal with when resettling in a place like Australia. During the documentary we are shown the shift in these Australian’s views after they have witnessed first-hand the torture of living in a refugee camp. The documentary allows Australians to put refugees’ lives into a context that creates an urge to help. Asylum seekers dominate the political debate and media coverage in Australia, yet their stories are rarely told. Abdullahi Mire grew up in Dadaab, the largest refugee camp in the world, with a “lack of clean water, and [his] only shelter a sheet of plastic”, yet we never hear stories like these in the media. The media’s negative portrayal of “boat people” allows Australians to turn a blind eye to the stories broadcast. Due to the underlying power the media has over storytelling, we deny widespread acceptance and incarcerate those seeking Australia’s help. Without even realising, we have allowed the media and those in power to determine the stories we believe to be reality.

Over time the influence of power has moulded the stories we believe to be reality. Leaders have created a world where everything they say is the truth and the alternate opinion is one of false background. Throughout our history the manipulation of a story by someone in power has created the grounding of our realities. Those in power have the ability to determine what we are told and the stories that we listen to and believe as reality.

Sarah Molea  
Year 12 English

Food Design Challenge  
A number of Food and Technology students entered this year’s Food Design Challenge organized by Home Economics Victoria.

Congratulations to Tilly Byrne for being awarded 3rd Prize in the Senior Division for her Spicy Chicken with couscous recipe.

Vivienne Hogan  
Food and Technology Teacher

Literature Theatre Visit  
On Wednesday the 2nd of September, we went to the Malthouse Theatre’s adaption of Sophocles’ Antigone. It was adapted for a contemporary audience, a new experience for the year 11 and 12 students, many of whom hadn’t heard of Antigone before.

The set was minimalist, just a few props on a concrete stage. An intimate setting provided a sense of eeriness as loud music would often build up, creating suspense and anxiety.
The contemporary adaption differed greatly from the original, evident from our exploration of the text in class. The reception to the performance differed greatly, with some people loving it and some people hating it!

The play itself was beautifully written and didn’t waste a single word telling its horrific and disturbing story.

It was confronting, captivating and harrowing and was able to effectively induce in the audience feelings of hopelessness and despair, yet at the same time, many of the audience found themselves totally entranced by the harsh imagery, cruel words and bleak outcome.

The clever ways the playwright used referenced modern culture like social media and contemporary fashions really brought the play into perspective so one could easily imagine themselves in that totalitarian, dystopian, modern Thebes and feel the pain and helplessness of Antigone herself.

*Pippa, Courtney and Alice*

*Year 11 Literature Students*