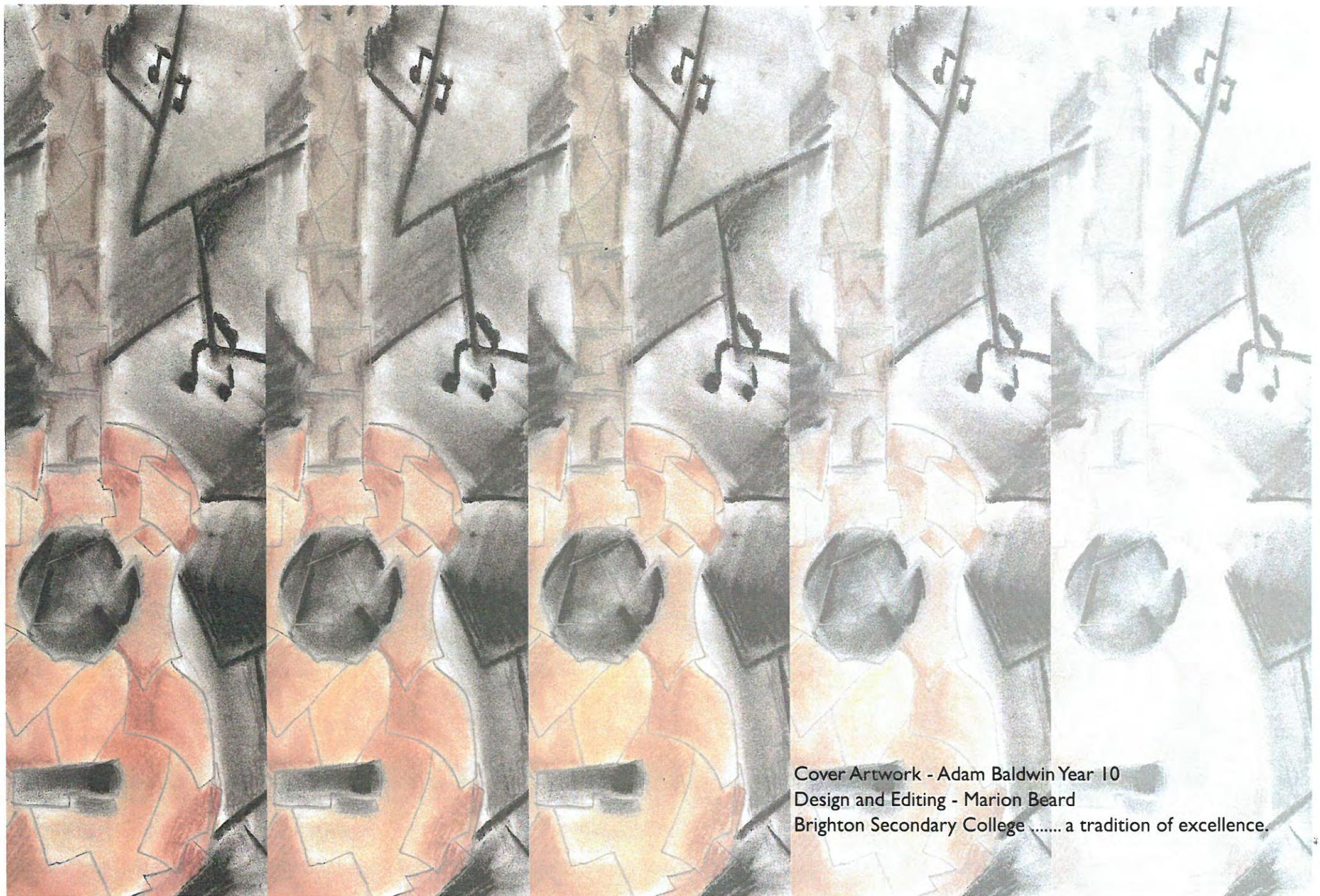


voyager

brighton secondary college 2003



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Design and Editing - Marion Beard
Brighton Secondary College a tradition of excellence.

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Principal's Report



More tragic world events have marred the past twelve months. These events merely serve to strengthen our resolve to ensure that this college is making as positive as possible our contribution to the development of the citizens that are soon to take their place as adults in this world.

We now find ourselves as educators charged with the responsibility of preparing young people for a world that is shaken by uncertainty and characterised by rapid and accelerating change and an amazing explosion of information and choices. Brighton Secondary College is a very special place; IT IS NOT a set of buildings, curriculum, timetables and meetings. It IS a set of complex interwoven relationships and interactions among people. In the new world in which we find ourselves there is an urgent need for learning to create a kind of person who will embrace (for tolerance is no longer acceptable) difference in gender, race, religion, physical appearance and beliefs. Our people and nation must build healthy relationships and work together for worthwhile ethical purposes.

While the relationships are vital, the buildings are the structures that serve to house our increasingly complex and exciting college. This year finally saw the opening of a brand new canteen, new toilets and change rooms for the gym, a new food technology centre, a new performing arts area for music and drama, an indoor student centre and new student toilets. Fantastic, high quality facilities at last!!!

Continued rising enrolments have led to a need for more staff. We welcomed a number of new staff this year. Laura McDowell joins us as a French teacher; Belinda Pantarotto transferred from Mildura Senior College, to teach English; Janine Daniels commences her career here as a Mathematics and Information Technology teacher; Tracy Davis also commences her career as a Physical Education teacher; Rebecca Coburn begins her life in teaching in English and

History; Sarah Tirtahardja starts her career with Business Management and Commerce. Jonathan Penrose transferred from Warrandyte as an English and SOSE teacher. Josh Cohen is replacing Rosy Loro during her leave; We welcome Despina Sarakizis (Visual Arts) and Toni Dimitropoulos (Mathematics) back from leave. Brett Wilson rejoined our staff as our new Sport and PASE administrator. As the year progressed more staffing changes occurred; We welcomed the return of Keir Selfridge (Mathematics and Science); Rod Stevenson who joined us from Ashwood College, replacing Gary Agg who is teaching in China for two years; Kerry Sutter who joined us from Elwood College; Andrew Watson who commenced his career replacing Nikki Bachynsky and lastly Jen O'Donnell who joined us from Lauriston Girls School, to replace Laura McDowell, who commenced family leave in term three.

The 2002 school year closed at our Annual Presentation Night held at the Kingston Municipal Centre. Jeanette Wolfman was awarded Dux of the School, and was presented with her award as part of the celebrations. Our 2002 VCE students again performed well, with 28% of students achieving an ENTER above 80. Errol Lloyd and Irene Ruderman were elected to the position of College Captains and have both put in the most outstanding effort in that role. Congratulations to all Year 12 students for their far reaching efforts.

Once again I thank College Council President, Mike Allard for his outstanding leadership and support over the year. Another very special thank you to the team in the office, the public face of the college for their outstanding work in support of the college: Thank you Colleen Bethune, Lottie Maroney, Sue Bendel and Gil Edwards; I really appreciate having such a high performing and supportive team.

Congratulations to all students who received bursaries at the 2002 Presentation Night

Year 7 Brighton Beach Rotary Bursary-Stevan Lukic; Year 8 Brighton Rotary Bursary-Jeremy Bremner; Year 9 Brighton Rotary Bursary-Mary Manolidis; Year 10 AMC Bursary-Michael O'Connor; Year 10 Brighton North Rotary Bursary-Courtney James; Year 11 Brighton North Rotary Bursaries-Bron Richardson & Ryan O'Shannessy. The college community deeply appreciates the support it is receiving from local organisations prepared to reward our student in this way.

2003 has been yet another exciting year at Brighton Secondary College; the events and highlights of the year are well recorded and reported upon in this issue of Voyager.

Julie Podbury – Principal

Participation, Pride and Performance



The end of another action packed year filled with activities, camps and programs to challenge, extend and involve our students.

Barely had the year started and we were off to the Year 7 and Year 12 camps. The Year 7 students, bright-eyed and new to the school took to the sea side based camp like ducks to water forming new friendships as they attempted the challenge activities. It was a great opportunity for their teachers to see the personalities of our newest cohort of students develop. The Year 12's were engaged and challenged at their study camp at Mt Eliza with plenty of outdoor activities between the study sessions to keep them focused. This year we ran the successful Year 9 camp to Tasmania, the Year 11 camp to Central Australia and for the first time for many years the Year 10 camp to Queensland. We also ran two Coast Guard camps, two ECAL camps, an SRC leadership camp and for the second year participated in the Great Victorian Bike Ride through central Victoria.

On the sporting scene we ran our inter school program of weekly PASE competition for the year 7-8 students, round robins for the Intermediate and Senior students and also competed very successfully in the Gender Equity sports day. The House Swimming, Cross Country and Athletic sports days drew the greatest number of competitors to ever take to the field,

enabling the college to select very competitive teams to go on to the district sports. This created highly competitive interaction between the houses for the coveted house cups. This competitive race resulted in spirited performances in the Chorals, Tournament of the minds and the House debating. Phillip held on to lead the House competition with only the participation points to be decided in December.

In September the focus changed to the "Arts" with annual Drama festival and the Art Exhibition. The highlight was the range of talent on show showcasing so many mediums, including technology.

My outline of this year's co curricular events is clear evidence that the aims of the Participation, Pride and Performance Priority of the Charter; to provide a vibrant and relevant Co-curriculum program, appropriate to all Year Levels and responsive to different needs and abilities and to create a framework in which participation is encouraged, achievement is recognized and excellence celebrated where students strive to achieve their personal best and take pride in their achievements and those of others have clearly been exceeded.

Those students who have taken up this challenge will be enriched both educationally and personally.

Have a safe, active and challenging holiday.

Linda Ward - Assistant Principal

Alan Gobbe the college 'glue' also known as the Manager Facilities.



John Butler - Computer Wiz.

Curriculum and Facilities



The beginning of 2003 saw the introduction of our new Music, Drama and Food Technology facilities. Such facilities enable staff and students to optimise their performance and enjoyment of their respective areas.

The college production of "Lord of the Flies" was a fine example of students performing at their best to a packed Drama auditorium. The music students have also had a successful year and have provided a number of enjoyable evenings for the community. These modern facilities have seen resurgence in instrumental music and numbers of students undertaking a musical instrument will increase again in 2004. The new canteen has been a huge success. Again there has been an increase in the number of students purchasing their lunch at the canteen which is run very professionally by

Spotless. Students have continually commented on the variety of the food and it has certainly been well patronised.

The college curriculum continues to expand with the increasing enrolment. VCE has been able to offer more subjects and VET has increased its offerings to students. The Victorian Certificate of Applied Learning was successfully introduced this year through our ECAL Program (formerly The Patterson Project). It has been good to finally have the ECAL team on site. Year 10 saw the introduction of whole class VCE subjects in Psychology and Business Management. Because students remained together whilst undertaking a VCE subject they were able to connect more and not have to worry about having to complete the course in less time as was previously the case. Next year will see four subjects being offered to Year 10 students.

The review of the Transition Program for Year 7 and Year 8 students concluded that it continues in 2004 and in fact be expanded to include more students. The junior students involved felt more connected to the school because they worked with a smaller number of teachers for longer periods of time. Survey results indicated less absenteeism, more enjoyment and better results from the participating classes.

The Education Committee has instigated a review of Assessment and Reporting procedures. Parents and teachers were surveyed and input sought from the college community. This has resulted in modifications being made to the college reports thus providing clearer indications for parents of how their children are performing.

The college this year has commenced a journey with well-respected consultant David Anderson. He has now met with teachers several times with the aim of producing a Professional Learning Community at Brighton. This is a three-year adventure and initial evidence indicates the teachers involved are very excited about the new ideas being suggested.

On a personal note, the end of Term 1 this year saw the completion of my first year at Brighton Secondary College. I continue to be excited and enthused by what happens at the college. The staff is wonderful and dedicated, the students are some of the nicest I have worked with throughout my career and the parents have been very supportive. Together I hope we can continue to improve the college and enjoy each other's benefits.

Pat Gargano - Assistant Principal



The Administration Staff: l-r Lottie, Sue, Gil and Colleen



Several times a year the SRC runs a Free dress day to raise funds for the college - staff entered into the spirit as well!



Staff band entertaining students at lunchtime.



Annie McGuire and Keir Selfridge travelling on the Central Australia Camp.



Peter Mangold, College chaplain at the Year 7 Camp.



Integration staff: Paul, Rebecca and Barbara.



Canteen staff: Caz and Donna



Staff Members who attended the VCE formal earlier this year.

PFA Parents' and Friends' Association

The PFA is a voluntary organisation, comprising parents of current and former students of Brighton Secondary College and other interested community members who are willing to support PFA's aims and the school.

Its key roles are in community building, conducting social functions, supporting the school's programmes and activities and fundraising on behalf of the whole school community - students, families and staff.

The PFA includes many dedicated men and women, in official and unofficial capacities, who attend meetings and participate in events. In May, we ran a successful and enjoyable Music Trivia Night, which raised almost \$4,400 profit. Sales of bulbs, entertainment books and a film night raised another \$1,000.

In 2003 our main financial contribution has been the donation of \$16,750 towards outdoor seating and shade sails, literacy programme, classroom music, new hall blinds and badges for our champion softball team. We hope to contribute to other facilities and programmes before the end of the year.

Many members and non members participate in collating Highlights every second Thursday. It's a great opportunity to meet others, find out what's going on, have a cuppa and some cake (thanks to Jenny Overmars). All members of the school community are encouraged to join PFA, for an annual fee of only \$2. We all benefit from having a large, diverse, active and enthusiastic membership base. We need your great ideas, wide variety

of skills and enthusiastic hands, just to get the job(s) done. Be prepared to share, learn and develop new ideas and talents as a member of the PFA team.

The PFA conducts a few major projects and many smaller ones each year. Two of the main ones are:

- The annual book and uniform sales. These are conducted at the year 7 Information Night in early December, and a Saturday in mid-December and the first week of the new school year.
- The Second-hand Uniform and Book Shop (SUBS) operates 8.30 – 9.30am every Tuesday, except holidays. Parents and students submit items for sale and are reimbursed 80% of the selling price. The PFA retains 20% as a fundraising contribution to the school.



The "official face" of the PFA is presented by our current office bearers: Liz Alabaster (secretary), Terry Lustig (president), Robyn Pugh, Heather Reynoldson (treasurer), David Shneider (vice president) and Sue Hall are not in photo.

A big thank you to all members of the PFA and the wonderful office staff for their support during 2003.

A special thank you

to Julie Podbury for her encouragement, positive attitude and being so easy to work with.

Terry Lustig
PFA President





Brighton Secondary College Staff - 2003

Student Welfare - We Care

This year, as I have walked around Brighton Secondary College, I have noticed the vitality and the buzzing of activity in all corners of the school. The administration and the staff have used all their skills as leaders to assume a great role in improving the educational opportunities of the students.

More and more students are coming to school at year 7 willing to learn and many are leaving at the VCE level having been prepared for further study, and to successfully compete in the workforce and to succeed as life-long learners.

Together with the opportunities at Brighton Secondary College, the school's open door policy and its ability to listen to others, many young people have developed positive relationships with teachers. The school has continually worked to incorporate communication, human relation skills and problem solving skills into the students' learning and every day activities.

Various programs have been run throughout the year. More teachers have been involved with their students, not only in the classroom but also outside the classroom. These programs have been designed to reach as many of our students as possible, thereby providing a wide support system for them.

As a result, many students have increased their self-esteem and developed a positive self-concept. The programs also have helped students to become involved, to set realistic and manageable goals, to develop good social skills, to meet their responsibilities, to recognise and understand differences and at the same time to become more independent. Strategies are also constantly being put into place to help students recognize success.

Over the years that I have been at Brighton Secondary College, I have seen the school go through many changes. However, as many will attest, this school goes through more and more positive innovation and change processes each year. Level co-coordinators, teachers and the administration work hard and as a team – an approach which has been invaluable in further developing this school and its students.

This overall attitude and approach has shown that as a school, WE CARE about our students, not only as a group but also as individuals and we do whatever is possible to improve the well-being and welfare of our population.

Heather Klineberg - Student Welfare Coordinator

Chaplain's Report

Earlier in the year I had the opportunity to be interviewed on the Education Department channel "Schools TV" about school chaplaincy.

The opportunity to respond to some challenging and interesting questions was a very useful one for me, as I sought to clarify and express succinctly the uniqueness of the role of a school chaplain.

The most distinctive element of chaplaincy, particularly in a state school, is that it is a religious position. I like to describe the role as "intrinsically religious". In other words, the reality that I represent a broad coalition of Christian churches in service to the school community provides a definition of who I am in the role, rather than an agenda that can be imposed on others. It brings to the school a dimension of recognition that being human involves a process of "making sense" of ourselves and the world, and that the experience of being human includes dimensions of experience that lead us to question whether there is more to life than that which can be measured or explained.

Parker Palmer, an American educator, uses to word "spiritual" to describe "the ancient and abiding human quest for connectedness with something larger and more trustworthy than our egos – with our own souls, with one another, with the worlds of history and nature, with the invisible winds of the spirit, with the mystery of being alive."

In the Schools TV interview, I described the role of chaplain as having two broad dimensions – educational and pastoral. As an educator, I am seeking to create a respectful space within each classroom that enables students to grow in their understanding of themselves and each other within a communal setting. This year I developed and began teaching an elective unit in Middle School titled "Meaning in the Media". This elective seeks to use extracts from movies, songs and other media as a springboard for exploration of a wide range of life themes. My intention with this elective is to honour the reality that asking "big questions" of life is part of what makes us human. Honouring these questions (without succumbing to the need to provide "The Answer") is, from my perspective, an intrinsically religious activity. As Palmer states, "if we are to open up to the spiritual dimension of education, we must understand that spiritual questions do not have answers in the way math problems do – and that giving one another The Answer is part of what shuts us down. When people ask these deep questions, they do not want to be saved but simply to be heard; they do not want fixes or formulas but compassion and companionship on the demanding journey called life."

The valuing of compassion and companionship on this journey is also something that would, I hope, be part of the distinctiveness of the approach of chaplaincy to pastoral care.

We live in a society that tends to seek quick solutions to complex problems and view suffering as affliction without purpose. Notwithstanding that many pastoral crises require some form of immediate action, chaplaincy also offers students and others the opportunity to share and journey through experiences of struggle in an environment that seeks to support the journey, rather than attempting to solve the problem. This is especially important in a school environment where so much focus can tend to be on outcomes rather than process.

I continue to value these opportunities to journey, in both educational and pastoral roles, with so many diverse members of this rich community. The ability we have as a community to honour this diversity was no better exemplified than in the responses of staff and students to the invasion of Iraq earlier this year. As chaplain I believed it was important to give students the opportunity to express, whether publicly or privately, their thoughts and feelings about this war. Whilst the responses reflected the diversity of views at Brighton Secondary College, I was particularly appreciative of the sensitivity and thoughtfulness about the way these views were expressed. This was no more clearly evident than in the banner to which many students contributed. A further example of the depth of feeling expressed at this time is found in Kate Barwell's poem, one of a number of significant contributions to a booklet titled 'Reflections on War'.

Congratulations to the Year 12 students for your many achievements and significant growth over the course of your secondary school years. With all members of the Brighton Secondary community I wish you well as a new stage of your journey begins.

Peter Mangold - College Chaplain

This world that we once knew

This world that we once knew,
These children with thoughts and feelings,
Yet there's nothing they can say or do,
They follow what their parents believe,
Away from their country they want to leave,
But they're captured in this world of war,
They can't get away from it because they're poor,
No four walls around them and no door,
Have to make do with wet grass or cold cement floor,
They have no food so they have to steal it from the store,
They don't have a fire so their food just stays raw,
And we ask ourselves why the world has to be like this,
We ask ourselves why this hate has to exist,
People protesting and punching the air with their fists,
Feeling like no one can see them like a flower amongst the mist,
Feeling like no one can hear them like they're on a one million name long list,

A sky so blue turns to a sky so red,
Fires and explosions just by an order George Bush said,
Not caring for innocent civilians that get shot dead,
Because of this fixated opinion that got into his head,
To Iraq is where the soldiers were lead,
Shots from all directions square in the chest,
So much unneeded bloodshed,
So many people that have bled,
It's like these governments just don't care,
They look at these peace rallies with a deniable stare,
They look at it as a bunch of people just standing there,
Pretend they can't see the tee shirts with peace signs
on them that they wear,
Pretend they can't see the people with anti war badges
raging their hippie hair,
Tell me one good reason why you think this war is fair,
Tell me one good reason why John Howard should ever
have been involved,

This war leaves no problems solved,
We have to go on with our lives and do our own thing,
But all we hear and see is pain war and suffering,
People being sent to the life after,
Whatever happened to happiness and laughter,
Looking at all these unhappy faces,
Looking at people all across the world from all different
races,
Mothers and children crying,
Because their families are dying,
These governments that are lying,
Promoting war and fighting,
We rally for peace,
We see it on TV,
But the population of the world does nothing but
decrease,
If we as a country had a choice to make,
We never would've chosen this country's fate,
All night we'd stay awake,
Until peace amongst one another is what we'd make,
We'd do whatever it takes,
To get rid of this unimaginable hate,
If only we could take back time and erase,
September 11 that terrible date,
Windows turning to shattered glass,
If only this hate was something of the past,
We wouldn't have to hear bombs and guns go blast,
We'd smile at everyone as they walked past,
And we'd rejoice that this has come at last,
We'd hold our flags up high on their masts,
And we'd pray everyday that this world peace would
last.
Kate Barwell

English Faculty



The English Faculty

English Sonnet

I had a good friend, they called him Ernie,
He loved his footy, and was tough as nails,
He wore the mighty black and white guernsey,
But then, left for a life in New South Wales.
I had sensed he had changed to the other code,
With the guys who they say can lift many tonnes,
But after conversation as we rode,
He told me, he had joined the Sydney Swans.
Come September, he's playing in finals,
A chance, one would never want to have missed,
He passed his threatening fitness trials,
But to his shock, he was dropped off the list.
And even though the final game was won,
Ernie sadly said "I don't see the fun".
Alexander Davis, 8BL

Sonnet Number 1 (The Sea)

What can you compare to the wild, wild sea?
Whether in winter, spring, summer or fall.
From a gentle breeze to an arctic freeze.
Maybe hurricanes, monsoons, cyclones and squalls.
Surfers, sailor, fishermen, sharks and seals.
Harbours, points, beaches, river mouths and bays.
There are also crabs, dolphins, whales and eels.
Whether to paddle or just sail away.
Two third of earth's surface it makes it blue.
It's full of treasures, mysteries and food.
Seen from outer space it is quite a view.
You can swim in board shorts, wetsuits or nude.
When I'm by the sea it fills me with glee.
The one place for me is the wild, wild sea.
Brendan Dowling, 8BL

Feelings

There are two main feelings that encompass our lives
The first, sprouts from the roots of discontent
The other, a feeling with which the world thrives
These envelop our lives just like a tent.
Anger, a feeling, that which we always regret
Making us out of control and dangerous.
Love, a feeling we never will forget
Shared by most and received by the rest
Anger, known by all as the starter of fights.
And, in some extreme cases the ender.
Love, rescues us from our miseries and plights.
Given by all, male and female gender.
Without both our world just would not seem right.
All we need is a share of dark and light.
Ariel Cherny, 8BL

Freedom

There is no difference between black and white
I believe there are only shades of grey
There is no reason why races should fight
We're all the same but vary in ways
Never a day when the whole world agrees
Arguing, bickering, fighting like kids.
Fighting on land and fighting over seas
Scaring poor children that live in our midst
Why do countries fight over their borders?
Is it that they really hate each other?
Is it that they're following their orders?
Don't they get along with one another?
I live in a free country life is fun
But life should be like this for everyone.
Danielle Perichon, 8BL

My Mistress' Eyes Sparkle Like Diamonds

My Mistress' eyes sparkle like diamonds;
No rose is richer red than her lips;
No snow would be purer white than her skin;
She bears locks of the most fiery red hair;
Her skin is smoother than the finest silk;
And no perfumes hold a sweeter delight
Than the sweet breath my darling mistress hath;
I love to hear her speak and I well know;
No nightingale hath a more pleasing sound;
I grant that I've seen a goddess go,
When she blesses the ground with her foot's touch;
Her mind is peaceful like that of a dove;
But alas our lives shall never be one;
For mine is woeful unrequited love.
Xavier Taylor, 8BL

Let Go

It's damp, it's cold and all the world seems bleak,
A single droplet falls down from the sky,
It hits my head and trickles down my cheek,
Or is it just a tear from when I cry?
I scream, I yell, but no one ever hears,
Why won't you let me go, leave me alone,
I'm trapped in here for the rest of my years,
And treated like a mere object you own,
I open my mouth but there is no sound,
Does my sorrow give you satisfaction?
I try to break free from you but I'm bound,
This is all just your fatal attraction,
So as you read this I hope you will see,
That there is no love left for you and me.
Ella Serry, 8BL

Love

Love: such a meaning yields more than a word.
Such as this simplistic four-letter one.
'Tis a boundless engine high as a bird,
streaming so far to eclipse the bright sun.
O, someone to hold at night, an ocean
for the rain of tears; to consume them and
put them finally out of all motion,
as mere sprinkles settling down on the sand.
O, a shoulder to fit my restless mind,
the only bottle for my wine of woes;
a friend, like lovers, who are so kind
to shield me from the spiteful inner foes.
Cupid is swift and hasty with the bow,
To let single love, and only that, grow...
Daniel Wong, 8BL

Manly Moments

I love Manly, the sun always shines bright
Bodies loll about in the glorious sun
I hear the gentle rolling waves at night
Gallivanting in the surf, oh such fun!
Feasting of fish and chips by the sea shore
Great pine trees dot the brilliant blue sky
Can it be this great place, is without flaw?
The main street, full of people passing by
Enchanting night strolls, guided by starlight
Dazed, bathed in sun on my big balcony
To be in this place is such a delight
Relaxed, staring out to the glistening blue sea
Manly, as beautiful as it may be
I like best being with my family.
Catherine Wallis, 8BL

Sonnet Number 1 (Fatal Affliction)

I fell in love with her at first sight,
Standing by the lake amongst the countless reed,
Her eyes shone like diamonds by the moonlight.
To her eternal beauty I take great heed,
Though more eminent than this are her endeavours.
Her chronicle she retold as we spoke,
And as she ended slammed shut were the doors,
That might have opened, had my hopes not been broke.
For her love belonged to another man.
Who treated her with great severity
At this my fury peaked, striking her I ran
Her life expired at the stroke of my brutality.
If her love is not mine, tis no one's strife.
Realisation dawned, nought was to do but take my life.
Keith Lewis, 8BL

Literacy Matters



At present there are two literacy assistants who both work 2 days a week and have a total of 40 students between them.

The main objectives are to assist the students with their literacy skills. This is a combination of both reading and writing. The students need to gain confidence in their own abilities in order to improve their skills.

All students are tested on both their reading and spelling to determine their levels. We then structure their work around this. For some students it may be just a matter of having the work explained to them in simpler terms, for others it may be more involved.

There are some simple things we can do to assist with spelling like playing games like scrabble or hangman.

With reading we need to ensure that it is enjoyable. Both spelling and reading go hand in hand. Once a student starts to improve in one area the other seems to follow. Whatever the difficulty we work at trying to develop their skills and build their confidence.

Maree Prosser



Debating

The Brighton Secondary College Debating Team completed an outstanding 2003 season when the Debating I Grade (years 8 and 9) team performed the hat-trick and won the State Championship Debating Grand Final on Thursday 16 October, held at Camberwell Boys Grammar at Camberwell.

Last year's win was the first time that a Government Secondary College had won such a prestigious award at this level, and to win it again is a remarkable feat. The team of three students, Gemma Buckley, Bronwyn James and Tilly Lunken, debated against MacRobertson Girls School, and successfully convinced the adjudicators "That the UN should have a standing army".

The Schools competition of the Debaters' Association of Victoria this year involved more than 8,000 students from 1290 teams, representing 233 schools in 4 grades in each of 19 regions. The BSC team won their 5 Brighton regional debates and went on to debate Melbourne Grammar School (twice!) and Williamstown High School before winning their Grand Final against MacRob. Other Brighton Secondary College teams to compete in the Finals competition included the A grade (year 12) team who competed in the Octo Finals, thereby securing a place in the final 16 teams at that level. The D3 grade team also won through to the Quarter finals a place in the top 8. Congratulations to Ella Serry, Tara Boelson-Robertson, Kara Williams, Catherine Wallis, Danielle Perichon and Laura Buckrich-Heygesi who hope to emulate the success of the D1 team next year.

In the regional competition, BSC teams topped the ladders in three grades-A, B and D- in what is always a lively, spirited competition against all the local schools. While our success as a school speaks for itself, in the local community it has spoken loudly.

Two of our speakers won the coveted DAV regional Swannie awards for being best speakers in their respective grades, Clare James (A grade) and Tilly Lunken (D grade).

Twenty-nine students attended a training day at Monash University on Sunday 23 February, where they were introduced to the intricacies of debating, such as manner, matter, method, splits, team lines and definitions. Another group attended a specialist training session for Finals teams at Melbourne University in March, and learned all about burden of proof and models! Whoever said debating was straight-forward?



Gemma, Bronwyn and Tilly Grade D1
State Champion Debaters 2003

A strong debating culture has developed at BSC since 1993. Brighton Secondary College debating prowess was recognised by the DAV this year when we were asked to host the first of the Finals nights in August 20. We played host to 68 teams from all over Victoria. More than 700 people (visitors included) crowded into the north and east corridors to support their teams. All left with a very favourable impression of our school.

In an era when it is becoming even more important for students to develop strong analytical thinking skills, and have the ability to articulate their ideas fluently, the BSC students are clearly demonstrating their considerable capabilities in this area. Thank you to Ms Paltos, Mr Fuller, Mr Morrissey, Ms McDowell, Ms Pantarotto, Ms Sutter, Mrs Maguire, Ms Coburn and Ms Nicholas, our very hard working coaches.

Brenda Lawson
Debating Coordinator



Debating 2003

Debating - what does it mean to you? Well, to our 11 debating teams who participated in DAV Interschool debating this year, it means a lot of time spent on research, a lot of effort on writing speeches... but most importantly, it has contributed to a growth in confidence, a broadened knowledge of current issues, and a lot of good times along the way.

Debating is not simply an excuse to yell down an opponent in an argument. Rather, it is an art form in itself. It not only requires the ability to put together a highly structured and convincing argument, but also the nimble mind that enables you to argue the side of the topic that you do not instantly agree with. This is one of the surprises that come out of debating. Often after being forced to dig up arguments for a side that initially seems impossible to argue, either because it contradicts your beliefs or because it seems wholly unjustifiable, you experience a complete turn-around of opinion. On top off all this, debating relies on self-confidence to rebut the opposition in the heat of the moment, and pull all this off in front of an audience.

I would like to congratulate everyone who debated this year. Irrespective of the final outcomes of your debates, you have each faced a challenge that renders many adults

frozen with fear – that of public speaking. You have addressed a room full of strangers (and often even more daunting, your peers) on a recently contentious issue, expressed a viewpoint, and done your best to persuade the audience of this belief. That takes confidence, dedication and skill, and in having the courage to do this every debater has conquered a fear and thus achieved on both personal and team levels. Ultimately, you have learnt a lot, and enjoyed the process (or at least the adrenaline rush after it's over!) These skills are highly valued in our society, and even more than that, are abilities that nurture confidence in your own beliefs and your ability to justify them if they come under question.

Finally, I encourage anyone who is curious, to give debating a go. You needn't be an expert on current issues or a natural performer; you simply need an interest in trying something new. The benefits of debating are huge (just ask Mrs Lawson!).

A huge thank you also goes out to all the teachers who have been invaluable contributors and supporters of our teams – Ms. Paltos, Mr. Fuller, Mr. Morrissey, Ms. McDowell, Ms. Pantarotto, Ms Nicholas, Ms. Coburn, Ms. Maguire and Ms. Sutter.



Having saved the best 'till last, accolades to Mrs Lawson, our debating mother, who has once again put hours of time, mountains of effort and her undying enthusiasm into organising and preparing her little debaters. Enjoy the break!

Clare James
Debating Captain



The Teams 2003

A GRADE Team 1 Clare James, Errol Lloyd, Irene Ruderman, Paul Simmons.

Team 2: Zali Saphin, Kylie Amoore, David Jarman, Jacque Malter.

B GRADE Team 1: Nick Kashin, Eliza Murray, Roman Rozenber.

Team 2: Zeynep Basarin, Rotem Gerkovich, Alan Gocs, Miles Allard, Molly Martz, Sarah Hawe.

C GRADE Team 1: Bonnie Shannon, Nevesha Wood, Paul Hegedus, Sarah Foottit, Elena Latch, Maya Manabde, Lauren Lynch, Phoebe Pownall, Louise Jones.

Team 2: Nick Ulbrick, Alex Dusek, Louise Turner, Wadey Fu, Robb Wesselingh, James Bull.

D GRADE Team 1: Bronwyn James, Mathilda Lunken, Gemma Buckley.

Team 2: Katherine Taylor, Rachel Silverston, Bianca Melky, Hannah Foottit, Meg Ransom, Lauren Tomlinson, Katya Reitsema.

Team 3: Ella Serry, Tara Boelsen-Robinson, Danielle Perichon, Catherine Wallis, Laura Buckrich, Hegyesi, Kara Williams.

Team 4: Alexander Davis, Nick Chilton, Ariel Cherny, Daniel Wong, James Starr, David Meng, Tom Abourizk, Xavier Taylor.

Team 5: Brendan Long, Ben Hawe, Alex Babkov, Danny Hitchcock, Jim Shi, Anders Christopherson, Chris Korszynski.

Book Week Combined Gardner and some sharing of Imaginative form of st from real didgerido was "Oce presentat students display ar our wave A challen where st books of the faces successful of the "fa of Year 7 successful able to e reading t for himse book vo Fiction R pleasing! Year 7s i enjoyed through During 1 particip titles for called "L Literatu the sam reading. the Coll to use a Increase Library 8 classe Geogra task and for stud expand recentl page. I planned

Brennan Library Resource Centre

Book Week 2003 was a highlight for the Library this year. Combined with the English Faculty the Library hosted Scot Gardner as our guest author. He spoke to all Year 7 classes and some of the Year 8 classes. He inspired us with his sharing of stories and challenged us to think, "What if..." Imagination, written down, brings language to life in the form of story. Scot shared from both his written novels and from real life experiences. He also entertained us with his didgeridoo playing and comedy. The theme for Book Week was "Oceans of Stories" and Scot had as a backdrop for his presentation a huge "tsunami" wave of book titles. Many students from all year levels had contributed to this fantastic display and had keenly shared their favourite book titles to our wave.

A challenging competition was also held during Book Week where staff were photographed with one of their favourite books obscuring their face. Students had fun guessing the faces and no one was successfully able to name all of the "faces." David Haines of Year 7 provided the most successful entry and was able to enjoy his own further reading by purchasing a title for himself with his winning book voucher.

Fiction Reading has been pleasingly popular in 2003. Year 7s in particular have enjoyed reading their way through many of our titles. During Term 3 all Year 7 classes participated in a selection of titles for an exciting program called "Literature Circles."

Literature Circles involves small groups of students reading the same title and sharing as a group their response to that reading. The titles chosen by the students began arriving in the College during Term 4 and they will be ready for students to use as part of their English program in 2004.

Increased use of the College Intranet and specifically the Library Web Page has been encouraged this year. Some Year 8 classes trialled a Webquest on Rainforests as part of their Geography studies in first Semester. This proved a popular task and eased the burden of lengthy Internet searching for students. The library staff have continued to work on expanding items available on the Library Web Page and have recently added full Bibliography referencing details to this page. Increased resources to complement the curriculum are planned for next year.

New furniture items and renovations have enhanced the physical environment of the library. Term 2 saw the arrival of a new newspaper storage unit as well as a new Circulation Desk. The newspaper unit has significantly increased the ease with which students can access the twelve month supply of papers. The Circulation Desk was purpose built to accommodate the needs of an automated library system and



has enhanced access to audio-visual equipment for loan. The commencement of Term 4 saw some renovations to the foyer of our library. The entrance is now much brighter and the movement of the desk into this area has enabled a slight increase in student capacity.

Many classes have benefited from valuable instruction within the library. All Year 7 classes commenced the year with Library Orientation and most of these classes returned to the library for further research skill development as part of their Semester

One Geography and English lessons. Lessons in Bibliographic instruction have been carried out at various levels and Year 11 classes have been shown how to access the newspaper archives and use an online Issue service relevant to VCE English Issues.

The Library staff have worked very hard throughout the year to plan and implement improved access to information. Many thanks to Anne St. George, Julianne Hughes and Trish Woodcock for their support throughout the year. In Term 4 Sue Bendel joined the Library staff and we look forward to working together in 2004 to further improve the resource access of Brighton Secondary College.

Janienne Woodbridge - Library Manager

8BL Local History Research

Following a study of Governor Arthur Phillip as part of Australian History studies 8BL investigated the persons: Phillip, Grant, Lonsdale and Murray. Students used library sources and Brighton Secondary College archives to find out about the historical significance of the College houses. The College logo "Endeavour" also was investigated. Here are their findings.

Phillip

Arthur Phillip was born in 1738. He died in 1814. He was appointed as the first Governor of the colony of New South Wales in 1786, when he arrived with the First Fleet. Arthur Phillip had an extensive naval background. His father was a naval officer and prior to taking command of the First Fleet he was the captain of the 'Basilisk'.

As Governor, he had many great ideas about the new colonies, including giving convicts a chance to reform, and he rewarded good behaviour.

When Lieutenant John Murray first arrived at what we now know as Point Nepean, he took the liberty of naming the bay he discovered as Port King Bay. However, the King felt that the bay should be named Port Phillip Bay after Captain Arthur Phillip, the first governor of NSW.

Grant

Born in 1772 in Scotland, James Grant was appointed to command the Lady Nelson, the first ship that entered Port Phillip Bay. He left England in March 1800 and obeyed instructions to sail through the newly discovered Bass Strait. He landed in Sydney on 16th December. Grant made observations of the South Coast in Bass Strait. His main goal for going there was to see if what now is Melbourne was a suitable place to construct coal deposits. He also has written the book, "Narrative of a Voyage of Discovery" and has made a great contribution towards the shaping of Melbourne. Later Grant received instructions to proceed to the newly discovered Bass Strait. During this journey he named prominent features but shortage of supplies deterred close examination. In Sydney, Grant was requested to continue his command. With Francis Barralier as surveyor he explored the coast between Wilson's Promontory and Westernport. James Grant died at St Servan near St Malo, France on 11th November. This ended an epic journey which has shaped what we are today.



Lonsdale

William Lonsdale, born 1799, entered the army in 1819 and was sent to Sydney in 1831. Six years later, Governor Bourke appointed him first police magistrate and commandant of the new settlement at Port Phillip (now Victoria). William Lonsdale reached the Yarra River's mouth on board the HMS Rattlesnake on 29 September, 1836. When Lonsdale was choosing the official location for the settlement he decided to abide by the existing site, although he preferred Williamstown. In March 1837, Governor Bourke visited Port Phillip and changed its name to Melbourne. Lonsdale resigned from the army in 1837. Lonsdale retained his position as police magistrate until 1840 and then was appointed sub-treasurer of the new administration. Lonsdale died in England on 28th March 1864. Point Lonsdale, Lonsdale Street and Little Lonsdale Street in Melbourne are all named after William. Mount Martha on Mornington Peninsula is named after his wife.

Murray

Brighton Secondary College's Murray House is named after the famous explorer John Murray. He was born in 1775 and it is uncertain when he died. In 1802, 14 February he discovered Port Phillip Bay on the Lady Nelson, where he was Acting Lieutenant. He originally named Port Phillip Bay, Port King in honour of the governor of New South Wales. King then renamed Port King as Port Phillip Bay after the first governor, Arthur Phillip. John Murray also made charts of the English coast between 1804-1807.

Murray House has not always been red. In the very beginning Murray House was originally grey. This was because the B.S.C. jumpers used to be grey. Murray House changed to red in the 70s and then later on the B.S.C. jumpers changed from grey to green.

The Endeavour

The Endeavour has a relationship with Brighton Secondary College as it symbolises the journey through school. The Endeavour was an 18th Century sailing ship that was seen as a pioneering vessel and a voyager through new territory. The Endeavour was chosen as the logo and motto of our school and symbolises ambition to search for a distant destination or in our case a better future. It was decided that a nautical expression should be chosen for a symbol because the Endeavour was a voyaging ship and schooling is a voyage. The Endeavour was an excellent decision for our schools ensign.



Manpreet Kaur



Brennan Mitchell



Lauren Willets



Miriam Reynoldson

This year mixture (assistant Dimitro Delfridge) For the Sierak) years 7 many o program renewe explana Two of the hug Math C Distinc Cerem consist Depart Ariel ir "Twink are". To illumin square Two st Mathe who ir and po permit can be Many Comp the w Two s awarc repre result the co Bellhe (yr 8) Fifty- nume This of a l prob studie with worl

Mathematics

This year we saw many new faces join the faculty to give a mixture of experience and youth. We welcomed Ms. Daniels (assistant to the coordinator), Mr. Canavan, Mr. Watson, Ms. Dimitropoulos (back from family leave), Mr. Cohen and Mr. Selfridge.

For the first time we introduced a numeracy aide (Matthew Sierak) to the school to give much needed assistance to the years 7 and 8 students. He quickly established himself with many of the students and staff and was able to build a working program to improve many of the numeracy skills. Mathew renewed the confidence of many students with the ease of his explanations.

Two of the biggest highlights for the faculty would have been the huge success in the Math Talent Quest and the Westpac Math Competition. Ariel Cherny was successful in winning a Distinction Prize which was presented to him at an Award Ceremony at The University of Melbourne. Ariel's prize consisted of a certificate and a \$75 cheque sponsored by the Department of Education and Training.

Ariel investigated an answer to the age-old question "Twinkle, twinkle little star, how I wonder how far away you are". To do this he constructed a model and showed that the illumination of a light source is inversely proportional to the square of the distance from the light source.

Two students received \$10 Encouragement Awards from the Mathematical Association of Victoria. They were Zina Teoh who investigated Fibonacci's Sequence as it appears in nature and poetry and Stephanie Robertson who looked at the permutations associated with the various number plates that can be legally put on a motor vehicle in Victoria.

Many of the students had trained hard for the Westpac Math Competition. It is one of the biggest Math competitions in the world with over 500,000 entrants across many countries. Two students were successful in receiving two monetary awards. Julian Mac Lachlan (yr 7) and Calum Sargeant (yr 7) represented the top .3% of the competition. Other excellent results included high distinctions, which are the top 2% of the competition. This included David Haines (yr 7), Chris Bellhouse (yr 7), Daniel Lowe (yr 7), Tara Boelsen-Robinson (yr 8), Gabrielle Beard (yr 9) and Wu Xiao Gang (yr 11). Fifty-seven students were awarded distinctions with many numerous credits.

This year the faculty has been working on the development of a Math laboratory for 2004. This room will hold equipment, problem solving kits and computers to further extend the students abilities. Work will be done to integrate the syllabi with use of the laboratory. We are all looking forward to working in this room.

This is a collection of articles by 8BL about "I'm Just a Number"

The number **0** has mystified all human beings in that it is not really a number but without it there would be no numbers, nothing, which is actually what it symbolises.

Laura Buckrich - Hegyesi

Four has four letters. No other number in the English language has the same number of letters as its value.

Alev Basain

In China, the unluckiest number is **4** because it is pronounced 'shi' which can mean death. **Zina Teoh**

The number **6** is a perfect number as its factors 1,2 and 3 make up 6. **Keith Lewis**

The number **9** is considered sacred because it is 3 times 3 which is a holy number in many religions. There are many special references to the number 9 eg a 9 days wonder, you're on cloud 9, a cat has 9 lives, the 9 months of pregnancy etc

Ella Serry

Rob Ivory - Mathematics and Numeracy Coordinator

The 2003 Ford Maths Talent Quest

The Maths Talent Quest is organised by the Mathematical Association of Victoria and is open to all primary and secondary students. This year over 11,000 students were involved in the first stage of the event.

The competition aims to promote interest in and increase awareness of mathematics amongst students, teachers and parents. Students are encouraged to use their imagination and look at real life situations to find the mathematics within. There were some wonderful entries submitted at the school level this year with a handful of entries being submitted to the State Judging Centre in Brunswick

Ariel Cherny was successful in winning a Distinction Prize which was presented to him at an Award Ceremony at The University of Melbourne. Ariel's prize consisted of a certificate and a \$75 cheque sponsored by the Department of Education and Training.

Ariel investigated an answer to the age-old question "Twinkle, twinkle little star, how I wonder how far away you are". To do this he constructed a model and showed that the illumination of a light source is inversely proportional to the square of the distance from the light source.



Ariel Cherny being presented with his award

Two students received \$10 Encouragement Awards from the Mathematical Association of Victoria. They were Zina Teoh who investigated Fibonacci's Sequence as it appears in nature and poetry and Stephanie Robertson who looked at the permutations associated with the various number plates that can be legally put on a motor vehicle in Victoria.

Two other entries received Honourable Mentions at the State Judging. Catherine Wallace submitted a witty account of the history of the calculator whilst Tara Boelson - Robinson, Kara Williams and Laura Buckrich - Hegyesi submitted a group entry examining the mathematical aspects of beauty. Catherine received a \$10 Encouragement Award donated by the BCS Mathematics Department.

Congratulations to all these students and to all other students who entered the competition. The standard of entries from the school was the best ever this year and certainly sets a high standard to be aimed at by all students in 2004.

Rob Ivory - Mathematics and Numeracy Coordinator

The Mathematical World

Alex	Null Factor Law? ... Easy ... just bracketise first!
Allan	Can I use a totally different formula to what you've just put on the board, Miss?
Gabi	Prince is God and Math Rules
Gemma	Shut up, Parish! Shut up, everyone! She's gonna tell us how $a^0 = 1$!
Roland	I don't need a bigger diary!
Robert	Should I go ahead, Miss? Does it matter that I am 5 exercises ahead already?
Paulina	100%.....Really?....Again?I thought I failed this time!
Hannah	I love fractions! I'm a Fraction Queen!
Danny	This is correct, Miss, isn't it?
Bronwyn	I do not understand! I do not understand.... I understand!
Tilly	I'm happy & Maths is GOOD!
Michael	This is depressingly easy.
James	I wasn't there when we did this in Year 7!
Andy	Can we do something fun today? I thought not....
Jo	I have come out of my shell!.... Has anybody noticed?
Maigh	Maths is.....mathematical! Well, depending on the topic!
Rachael	I know this one! The answer is 5!...No, wait, 1/5, no, hold on, 2/5, no, wait, I get it, 5/2,....., no, no.....0.5.....isn't it?
Alex	My favourite topic: Quadratics!
Lauren	Yeah, I'm fine, everything's going fine!
Luci	I really like Maths...I think...
Kat	I did study, Miss, please believe me!
Jocelyn	The more I talk, the better I work! The better I work, the more I understand! The more I understand, the more I talk....
Ms Riha	I'm not late.....you're just early!

Science



Science Faculty - L-R front - Jenny Vlahandreas, David Canavan, Desseree Andrews, Robyn Mews. back - Denver Dekretser, Josh Cohen, Linette Mydlarz, Roger McGrail, Keir Selfridge

This year our science team had another action packed year with the focus on students being engaged in relevant learning.

Our staff this year were Desseree Andrews, Dave Canavan, Josh Cohen, Denver Dekretser, Andrew Hill, Helene Hiotis,

"Not In A Spin"

Creative Writing Task set by Mr Rob Ivory

Laura Dockendorff from 7TD wrote,

"A lot of people think that if the Earth stopped spinning we would lose our gravity, become weightless and fall off. In actual fact, the spinning has nothing to do with gravity. Gravity is a function of the Earth's mass and the spinning would actually throw you off the Earth if it was spinning fast enough. If the Earth stopped spinning we would weigh more and be stuck here because of the lack of centrifugal force, a force that moves out from the centre of the Earth."

Stephanie Seymour from 7TD wrote,

"Time would not exist anymore as our system of time depends on the sun hitting the International Date Line as the world turns. So if the world is not spinning anymore when would the day begin and finish? On the side of the Earth that always has Sun the time would always be noon as the Sun would always be at the highest point in the sky. There is a part of the brain called the 'Pineal Gland'. When the brain is exposed to sunlight it sets a 24 hour cycle and when sunlight is exposed for too long the body clock stops working and you become depressed".

Rob Ivory, Paula Howard, Rosy Loro, Roger McGrail, Robyn Mews, Linette Mydlarz, Belinda Pantarotto, Peta Searle, Keir Selfridge and Jenny Vlahandreas. We welcomed to our Science Team Mr. Josh Cohen and Mr Keir Selfridge and the return of Ms. Rosy Loro.

We would like to take this opportunity to praise the team members – their professionalism and commitment to science teaching has resulted in our most progressive and enjoyable year to date and some of the highlights of the year follow.

Excursions and Camps

Excursions to the Zoo, Imax, The Museum and the Aquarium. Year 11 Biology Camp at Philip Island.

NSW Science Competition

Congratulations to Dan Nguyen and Calum Sargeant from 7AM who achieved 'High Distinctions'. Congratulations to Thomas Abourizk, Ben Allinson, Tara Boelsen-Robinson, Ariel Cherny, Nick Chilton, Nicholas Chin, Tomas Daniel, Daniel Daugavitis, Andrew Friswell, David Haines, Sarah Lloyd, Daniel Lowe, Julian McLachlan, Eugene Mitnovetski and Ella Serry who all achieved the rank of 'Distinction'.

Science Talent Search

This year Ms Andrews, Ms Mews and Ms Vlahandreas ran the Science Talent Search with their Year 8 and 9 Science classes. Many thanks to Ms. Mews who assisted me with the judging of the entries this year. Our students entered many of the sections in the Science Talent Search. These

"How does science improve our knowledge?"

In my opinion science improves knowledge through "trial and error". Furthermore in my opinion the process used in "trial and error" are firstly observation and examination, secondly interpretations, thirdly refutation or rejections and finally experimentation. However this cycle can continue to further observations and interpretations and so on and so forth.

We may apply this to many different theories or conjectures for test purposes, for example the Columbia Space Shuttle Disaster.

Firstly, the theory was that "the piece of foam that fell apart from the shuttle would do no amount of exceptional damage". This was the original theory, although it was proved wrong later on. The 12 astronauts of Space Shuttle Columbia did not make it and perished during re-entry into the earth's atmosphere.

Secondly, we observe the wreckage of Columbia and then record people's different interpretations on how Columbia and its crew perished. Further on some interpretations will be refuted or rejected. The outstanding theory at this moment of the cycle was that the foam hit the wing span's surface however this was proved wrong. After experimentation with

included essays, recipes on making natural cosmetics, models and posters.

Carol Koffsovitz of 9C constructed an excellent photography entry titled 'KNEE DEEP' which investigated the state of our surrounding environment in regards to pollutants in nature.

Science week 18 - 22 August

This year's theme for Science week was 'Freshwater' which linked in with 2003 being the International Year of Freshwater. The Science learning area was geared up to ensure the week became part of the student's experiences in Science. Activities included:

Landcox Park Water Ecology Study

Mr Cohen organised an inspiring series of visits to Landcox Park for Year 7 students, where their awareness of freshwater ecosystems was raised by engaging them with hands-on experiences.

Observation Challenge

Mr Dekretser creatively issued Year 8 students with a sealed envelope containing a mystery item. The challenge was on for Year 8 students to list as many observations about the item and to engage in scientifically testing the items in order to gain more detailed scientific information.

Morning Tea

The science staff team pooled their resourcefulness to put on a fabulous morning tea for fellow staff relating to the theme of 'Freshwater'. The delicacies included caviar, trout dip, stroopwafel crackers and frogs-in-the-pond. A great team effort that definitely raised the bar for morning teas.

Student Work

One of the most rewarding aspects of a teacher's job is being able to convey to students the excitement and challenge of an area of study so that their students are engaged in the tasks they are set. The quality of the following work is a testament to this.

similar bits of foam as the one's that fell from Columbia, we find that the foam actually hit the wing's sides loosening heat repellent tiles. Therefore during re-entry, heat seeped into the exposed holes and slowly tore the whole shuttle apart.

We can establish that a similar process was used when examining the two theories of evolution presented as the "multi-regional" and the "out of Africa" theories. Many conjectures go through such a process. Another example is the theory about the death of Otzy, the Ice Man who was first thought to die of hypothermia. However after further examination an arrow's head was found in Otzy.

As you can see science isn't just the same old thing, it's always changing so we can accelerate our knowledge of the world around us in the effort to explore every possibility possible.

Science improves our knowledge of the world around us and the history of mankind by providing us with a range of ideas and opinions, which when put together, creates theories about the world around us.

Scientific theories let us know why certain things happen, and why? Not all scientific theories are correct, we still can't prove exactly how human evolution started and progressed, but people have made theories. Some of these theories were weak, but they helped us to learn from our errors and form new, strong theories. So, by rigorously testing our current theories, we can form better and stronger theories about the history of mankind.

David Meng 8BL

How does science improve our knowledge of the world around us and the history of mankind?

Where would we be without science? Science has given us most of the knowledge we know today. Without it we would have never been able to appreciate the complexity and perfection of the things around us that we often don't think twice about. Science enhances our understanding of the history of mankind and blows away the cobwebs where we have question marks. Science does this by testing current theories, conducting experiments to prove hypotheses and also by looking at an aspect from different angles to gain different perspectives. By testing current theories, we can form stronger ones. Scientists are always vigorously testing current theories by examining the evidence several times. When a fault is identified they can alter or modify the existing theory so it explains and ties in with one hundred percent of the evidence. However, in some cases when a misinterpretation is identified, it can prove a theory wrong and completely turn the competition upside down. A new stronger theory is then formed, which provides the most likely scenario. How does this improve our knowledge of the world and the history of mankind? By learning from our mistakes, we are given a better understanding and gain a closer grasp of what really could have happened in our past. For example, a mummified body, later named 'Otze' was recovered on some mountains. He had been preserved in the ice for hundreds of years. Scientist examined the body and initially concluded that Otze, the shepherd, had slipped and that this was the reason for his death and severely damaged body. However, repeated filtering through the evidence revealed an unmistakable marking, completely ruining the disaster theory. Some scientists found a small hollowed out marking in the mummified body, which was a wound from an arrow. Therefore Otze had not slipped and met his death, but was deliberately shot. From this we gain the best possible explanation of how Otze really died and in turn, a more correct understanding.

By conducting experiments we can gain knowledge, which cannot be challenged. Experiments are very important if we want to see for ourselves why something is so. You can prove your hypotheses by backing it up with evidence, which are experiments that prove the point you are trying to get across. Without experiments, it is very difficult to know with certainty that the point you are making is true. Unless you have distinctive evidence, such as the arrow head marking on Otze. Experiments provide us with knowledge, which we can understand better, thus enhancing our understanding of various topics. This is because we are doing something ourselves and seeing like a real moving diagram explaining information to us. Many people learn best doing hands on activities where you can see knowledge for yourself, rather

than just reading and accepting knowledge out of a textbook. By looking at an aspect from different angles we gain a grip of an understanding from different view points. Sometimes our strongly held beliefs on a scientific issue causes us to restrict our thinking to only one explanation. However, it is only when we loosen up our thinking and start looking at alternative possibilities to a situation that we start to really progress. Increasing our knowledge and understanding from various perspectives does this. It enables us to sift through the ideas from different aspects and pick out the one that seems to be most valid and meets all the criteria, rather than just being so rigid and stuck on only one idea, which may not be even right. A classic example of this is all the different theories proposed by scientists on the topic of human evolution. We have the Multi regional theory, Out of Africa Theory, Plate Tectonics, Natural Selection, Climate Change and many others. These ideas have been created from looking at different angles and have only been made from being open and willing to accept other ideas, rather than the one that first comes to your mind. The one that first pops into your mind is not necessarily the best one. Scientists have analysed each idea and have narrowed it down to the Multi Regional and Out of Africa Theory, which they believe are most likely cases in the mystery of human evolution. By eliminating other ideas, which fail to meet criteria and picking out the more correct ones, we can gain a better understanding and more correct knowledge of what really happened.

In this essay you have seen how we benefit from science in so many ways. It does this by, testing current theories and identifying faults in them to form stronger ones. Science also increases our knowledge of the world and history of mankind, by conducting experiments to prove information. It also does this by looking at an issue from different angles to gain more theories, which we can then pan through and identify the best ones.

Catherine Wallis 8BL

Science improves our knowledge of the world around us and the history of mankind

Science improves our knowledge of the world around us and the history of mankind by providing us with a range of ideas and opinions, which when put together, creates theories about the world around us.

Scientific theories let us know why certain things happen, and why? Not all scientific theories are correct, we still can't prove exactly how human evolution started and progressed, but people have made theories. Some of these theories were weak, but they helped us to learn from our errors and form new, strong theories. So, by rigorously testing our current theories, we can form better and stronger theories about the history of mankind.

Evidence backs up theories. In the case of human evolution, fossilised remains of mankind supported the Leakey theory of Homo habilis. Science helps us to understand how the world and the things in it work. It provides answers to many of our questions about why things happen, or don't. Science gives us ideas and explanations so that we can form opinions.

First we get the facts, information and explanations. Once we understand this, we think about how this confirms or disconfirms a theory. Then we make up our mind about whether we believe that the theory is correct from the sources of knowledge that we have thought about.

Sometimes our strongly held beliefs cause us to filter out disconfirming evidence. This evidence that we pay no attention to could be vital to another person's research or theory that may be correct. Sometimes we can only free ourselves from limiting theories by freeing up our imagination or looking at a problem from a different angle.

Kara Williams 8BL

'Circulatory System'

Poems set by Jenny Vlahandreas

Kerry Andersson of 8JV wrote,

The Heart

A heart is a symbol of the love that you hide,
But is this what's really there, deep inside,
Inside you will find 2 sides with 2 parts,
Which pump blood between the body and heart.
Blood travels through veins, arteries too,
Your heart will go racing when someone says, "Boo!",
Circulating every second of each and every day,
This cycle keeps you safe, healthy and O.K.

Thank you to each and every one of the Science Team members for your continued hard work, support and enthusiasm. It has been a wonderful year.

Jenny Vlahandreas and Dave Canavan
Science KLA Manager and Assistant KLA Manager

SOSE - Studies of Society and Environment



The SOSE Learning Area welcomed four new staff members at the beginning of 2003.

Rebecca Coburn, Jonathon Penrose, Kerri Sutter and Sarah Tirtahardja settled in quickly and demonstrated enthusiasm and professionalism from the start. They combined with existing staff to successfully engage all our students in the learning process during this year. In 2003, the Faculty updated all year 7 to 10 SOSE courses to ensure subjects are current and interactive.

The three SOSE strands, namely History, Geography and Economy/Society provide our students with the knowledge to better understand their world both past and present. Students gain this knowledge by investigating, researching and actively participating in a wide variety of activities organised by their teachers. The many excursions we conducted provided students with practical, hands on experience in many areas of study. For example, Year 7 completed fieldwork at the Botanical Gardens, whilst Year 8 students learnt about the precarious state of our rainforests by attending a tour of the Zoo. Year 10 students attended the Electoral Education system. The Year 11 Legal Studies class had an interesting day at the County Court. Here they witnessed cases ranging from fraud to culpable driving. Students gained

valuable personal experience from this program and were also able to contribute to their community. Reports and photographs of these activities are included.

The Australian Geography Competition was again a great success. Over 400 students took part, many achieving Distinctions and High Distinctions. The theme of "Geographical arts" week in 2003 was 'water conservation'. This year we celebrated with daily student competitions, staff activities and the incorporation of water based activities into the geography program.

On behalf of the SOSE staff we would like to commend all those students who took up the opportunities and challenges that were made available for them during this year. The learning experience is most successful and enjoyable when whole-hearted participation takes place. Finally we would like to thank all SOSE staff for their cooperation, dedication and desire to make learning interesting and enjoyable for all the students we teach.

Dom Iaconesso and Jaclyn Paltos

Year 11 Excursion to the County Court

On the 7/4/2003, the year 11 Legal Studies class, taught by Ms Paltos, went to the County Court, to be back at the end of period 5. We took the train into the city and walked to the County Court. When we got there we had to wait around for ages before someone came to take us around. They had been double booked and decided we weren't coming.

The first case we went into was a culpable driving case, where the woman was being sentenced. We had to take notes on the case. She was only in her twenties and had been on her way home on a country road after a few drinks and had hit and killed someone. The father of her two young children had been killed in a hit-run a few years earlier. No one understood what was going on with the next one, which was a fraud case where the judge was directing the jury.

We had lunch in the city for a while and then discovered we had run out of time. We took the train back to school. Since we had been so long, we had missed period 6.

Katherine Simmons 11D

Vietnam Veteran visits the College

Ray Weston of the Vietnam Veterans Association voluntarily came to Brighton Secondary College to talk to the year 11 Modern World History classes in term 3.

We had been learning about Vietnam for while and just before our first outcome Miss Ellis and Miss Coburn arranged for Ray Weston to speak to us about his own experiences. This wasn't the only thing anyone got out of it, but I do have to say it makes so much difference to hear straight from someone who has seen it first hand, as apposed to reading it from the text book. It was great listening to him, hearing about things a bit differently than we had learnt. He shared so much with us about the Australian troops as a whole but also about himself, really personal things. He tugged at a few heart strings when he spoke about what it was like to come back to your own country and not be treated with the dignity and respect that World War 1 and 2 veterans had been treated with. Thank you so much to Ray Weston and the Vietnam Veterans Association.

"War doesn't determine who is right,
War determines who is left." -

The Vietnam Veterans Association.

Gabi Beard 9H



2003 Mooting Competition

David Kotlyar, Chris Pap and Jay Bhattacharya at the award ceremony for the 2003 Mooting Competition. The students came second out of sixteen teams, and David won best 2nd speaker. The competition was held at Frankston Magistrates' Court and involved the boys acting as lawyers defending a fictitious defendant.

The Arts Faculty

were
s and 2003 has seen the development of both staff and students across all areas of the Arts.

great The Arts subjects consist of the "performing arts" which Crediencompasses the faculties of Drama and Music and also the "visual arts" such as Art, Studio Art and Visual Communication Design. Once again all staff have undertaken professional development in each of their teaching areas and this is bearing fruit in the musical and theatrical performances as well as the various visual exhibitions through out the school.

nd all challenge he when would ication for all Art/Dance/Visual Communications teacher Despina Sarakizis and Electronics Technology teacher Kier Selfridge returned to Brighton Secondary College on staff whilst Adele Pakula has retired from teaching.

The following activities were a direct result of the hard work and planning of both staff and students.

"Lord of the Flies" was a superb professional production by students and ran from 4th – 6th September in the new drama studio. Such a production is, as always a collaborative effort and saw Adrian Spurr, Maryanne Marron, Claire Andrews and Brenda Welsh working on the play whilst, Michelle Batour, Sarah Patterson and Jen O'Donnell worked on the musical items prior to the performance. Marion Beard did a fantastic job at publicity and worked really hard to assist our students. The smiles, self esteem and satisfaction are all worthwhile.

The Arts Expo was linked to the first week of September and also the play "Lord of the Flies" production. This was a successful exhibition and was seen by the school community. Next year the Arts Expo will be a regular part of the annual school calendar. Credit must go to Marion Beard and Despina Sarakizis for the advertising and publicity, Kier Selfridge for the opening ceremonies on the Friday September 5th Claire Andrews for setting up the displays, the Hall Crew and Misty



Schwennesen for the cataloguing of artworks. They have been an inspiration to so many students over the years.

The excellent work being done in the Food Technology centre is a credit to both Misty Schwennesen and Margaret Tripp. The equally excellent work being produced in room S2 (the Wood Tech centre) is also on display in photo form and is a credit to Nick Karailis, but at the same time is also a reflection of the many years of experience and hard work he has put in that subject area.

The annual Principal's Art acquisition prize went to Rosie Avraham from year 12 for her "Portrait of two". Congratulations to Rosie and also all the best to all year 12

Farewell to Adele Pakula – art teacher at the college

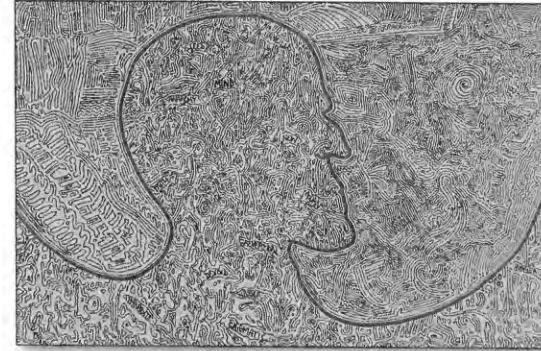
On behalf of the Art department I would like to wish Adele Pakula all the best in her retirement, although I somehow doubt she will be the retiring type. It's important to recognise Adele's long association with Brighton Secondary College or should I say Brighton High School.

Adele has been teaching at the school for over twenty-five years and in that time Adele has seen Brighton's school population ebb and flow from 1200 students to 600 and back up to 1000 students. Adele has been employed by The Education Department, The Department of Education, Education Victoria, The Directorate of School Education and Department of Education, Employment and Training otherwise known as DEET. In that time she has taught Form 1, 2, 3, 4; Years 7, 8, 9, 10; the Junior years and the Middle Years, Art, Studio Art and Ceramics. Adele has also taught Intermediate, Leaving, Matriculation, Higher School and Victorian Certificates of Education. No wonder you're exhausted!

Adele is Creative, creative with her classes, creative with her time and able to adapt to any given situation. Adele has always been ready to lend advice on how to structure a topic or in fact anything at all. Secondly she has a sense of humour and is always ready with a joke.

Now, after having had so many employers, taught so many courses, students and worked with so many staff we would like to wish Adele an enjoyable and healthy time in the next phase of your life as an artist. Naturally we expect to see Adele throughout the year at the school's Art events.

Bernie Hanner Manager Arts



Konrad Slifetz 10E

VCE Drama

Drama at any level provides students with the opportunity to express themselves using dramatic elements and theatrical conventions, to make some sense of the world and to communicate this through creative potential.

Students respond and become involved intellectually, physically and intuitively. The average is capable of transcending the limitations of the familiar and courageously enter the world of the unknown. It has been my privilege to teach the year 12 Drama class this year, where I have witnessed many students enter this world of the unknown and achieve great things.

Through live theatrical experiences students have shown the ability to analyze and appreciate the art form, they have experienced theatre in its many guises and complexities and the meaning it creates. Students have taken up the opportunity to develop confidence, understanding, skills, tolerance, the ability to collaborate and respond to stimulus from a variety of sources. The Ensemble Assessment was a task that requires incredible cooperation, the Solo Exam a challenge for each individual with The Double Agent and The Public Servant proving the most popular. The sophisticated performances of many students, their commitment and discovering the enjoyment in achieving something challenging and worthwhile has made it possible for me to say that it has been a privilege and a pleasure to have been their teacher.

Brenda Welsh - Drama Teacher

The (fabulous) Hall Crew.



As the person responsible for the Hall Crew I ask this question. Is there a teacher or student in the College that has not benefited in one way or another from the service that the Hall Crew provides; always with a smile?

Our unwritten motto is "We are here to help" and at the time of writing this article I count in the Hall Crew diary forty events that we have prepared or stage-managed and that doesn't include the Drama Production. Whether it be a routine event such as the setting up the College for parents and teacher evenings or the more flash and dazzle stuff of the Chorals you can be assured that the Hall Crew is behind the scenes.

This year we farewell Elvijs Lanis and Bron Richardson who have been a Hall Crew members to year ten, in their senior years have acted as advisors and are veterans of four Drama Productions. We wish you all the best, be sure to come back and visit some time. Elvijs is this years recipient of the G.P. Rowney Citizenship Award. Well done!

Hall Crew.

Jeremy Horsborough,
Ian Richardson, Lachlan
Middleditch, Alexi Klaic,
Dima Latorre, Jamie K,
Yakov Klein,
Adrian Spurr.



Interview with stage managers Tilly Lunken and Emelie Inglis.

Mr Spurr: So... lets get straight to the point, what were the actors in Lord of the Flies like to work with?

Tilly Lunken: Never has a school production had such a dedicated and adorable crew of actors, a great bunch of people to work with. They committed their time and energy to produce a play for the whole school to enjoy: at lunch times, after school hours and ***sigh*** even weekends.

Mr Spurr: Actors are notorious for all their backstage debacles. Is this true with 2003's "dedicated and adorable crew"?

Tilly Lunken: You could say that! ☺

Emelie Inglis: Fights over teddy bear and chocolate biscuits, long hours of patiently waiting, going through sections over and over again, telling jokes and singing silly songs. ***laughs*** Rehearsals however long they were, and however much they ate up your weekend, were never boring! Everyone loved to have fun they but were serious as soon as there was work to be done.

Mr Spurr: What about long hours, lack of sleep... etc, etc, etc,

Emelie Inglis: We worked for hours getting it perfect. It makes me exhausted just thinking about it! ***yawn*** (Takes a sip from her mug of high caffeine instant coffee to relieve her tiredness) ☺

Mr Spurr: What about the opening night, after the Gardenvale Primary School dress rehearsal how did the actors react?

Emelie Inglis: Amazingly ☺! None of the actors where fazed by the dress rehearsal, it was the first proper run through and was amazing regardless of the audience not really understanding the play!! Opening night dawned all too soon. The tension was rising, the nerves were going haywire, and everyone was on this natural high! Very wow-take-a-few-steps-back- man sort of time. Exhilarating stuff!!!!!! Exclamation mark overload alert!!!! It was that kinda night!!! Then suddenly we had the warm up and everybody was focused.

Tilly Lunken: A miracle, I tell you, seriously someone had dished out red cordial for dinner! Ms. Marron was this close to tearing her hair out!! ***laughs*** What a night!!!

Mr Spurr: Opening night was certainly amazing but what about the rest of the shows?

Tilly Lunken: After experiencing a fantastic success in the Thursday night performance it is to the actors credit that they continued to be fabulous throughout the season.

All the hard work delivered the best production Brighton Secondary College has ever performed. A maturing group of actors are well on their way to becoming the next round of Kidmans, Geres, Depps and McKellens! Sorry had to add in J. Depp there!

Mr Spurr: Any body you would like to thank?

Emelie Inglis: ***gush, gush *** Not only were the actors excellent but also all the stage crew. Don't think that you went unnoticed, the play would have been nothing without sound, light and a set ! Hey and you, our fantastic director Spurr and equally magnificent producer Ms. Marron. You guys have the longest fuse when it comes to tempers! Believe me you needed it coz you put up with everything thrown at you! A big thanks also to Marion Beard for preparing a wonderful program and advertisements. And to Clare Andrews, costumes

were an integral part to giving a sense of time in the play thank you for your fantastic skirt making and shirt ripping skills! To everyone, way to go! The play would have never been without the likes of you guys!!!!

Tilly Lunken and Emelie Inglis: ☺ ***joint laughter*** ☺

Mr Spurr: What about your own personal experiences?

Tilly Lunken: ***roles eyes*** well we both learnt to control our very short tempers and how to organize nights out at the movies! We definitely learnt how to be mothering and what it feels like to be a teacher. ***laughs*** What an incentive to do it again next year! On a more serious note we prompted, helped rip costumes, entertained the 'little ones' (and fed them, those were my Tim Tams!), took notes through every rehearsal, photocopied scripts, scheduled rehearsal times... basically everything that you and Miss either were to busy or didn't want to do!

Mr Spurr: Rumour has it that the drama facility is running a new initiative for the costume cupboard. Can you shed some light on this?

Tilly Lunken: **Sure, the drama facility is holding a kind-of fundraiser thingamajig, where they are appealing to the school community for costume donations for the costume cupboard. Got any old dress ups, cleaning out your wardrobe? Whatever the occasion we will be eternally grateful for contributions to further entertaining drama productions and classes in the future.**

Mr Spurr: Thank you very much for your time

Tilly Lunken and Emelie Inglis: **Thank you!** We look forward to participating in some way in the school production next year. ★ Congratulations guys!!! ★

WANTED

Donations of Costumes for the Drama Facility to further enhance Drama Class and School Productions!

Anything from hats and shoes, to old formal dresses and school blazers!

All contributions will be greatly appreciated!



Artwork

Student artwork is displayed on pages 18 and 19 of this yearbook.

Following is a list of artists

At time of print several pieces of art were unnamed - apologies from the editor.

1	Ben Hall	This year
2	Robert Arundell	grandeur
3	Aviv Samuel	upstairs
4	Shane Jarvie-Kohn	our new
5,8	Michelle LeRoux	Studio, t
6	Jake Clark	proofed
7	Emma Simms	wired fo
9	Brooke Namkin	The play
10	Jack Pascoe	Flies, a s
11	Davinia Lewis - 200	An airc
12	James Stofko	England
13	Melinda Young	island o
14		coast of
15	Garratt Alexander	passeng
16	Jennifer Raleigh	group o
17	Antonia Athanasi	do their
18	Chris Batchelor	is the o
19	Shayne Panis-Price	
20,33	Sean Carroll	
21		
22	Thomas Bracher	
23	Theo Jaroslavski	
24	Oliver Martin	
25	Saun Robertson	
26	Miriam Reynoldson	
27,28	Jacqui Malter	
29	Rosie Avraham	
30	Asuka Ikegami	
31,32	Blaise Couturier	
34,41	Jony Akselrod	
35	Heidi Stromer	
36		
37	Alexander Davis	
38	Liora Klein	
39	Molly Jean White	
40	Aaron Silver	
42	Emily Thursfield	

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This year we forwent the grandeur of the theatre upstairs and chose to celebrate our new premises, The Drama Studio, blacked out, sound proofed, rigged for lighting, wired for sound.

The play was The Lord of the Flies, a story of misadventure. An aeroplane en route from England crash-lands on an island off the northwest coast of Australia. The only passengers to escape unhurt, a group of young school students, do their best to survive. This is the original "Survivor" show but without the camera crews and without the cash incentives. This story is scary.

We changed the original story that involves just boys to a more contemporary interpretation where girls were also a part of the group. This was a very successful adaptation, which brought a whole new edge to the story, especially since we cast girls as 'the Hunters'.

Rehearsals spanned a period of ten weeks and the cast and crew really came together as a team. Ninety minutes of riveting entertainment left



Grand opening of new Drama Studio 2003

Lord of the Flies

This year the tradition of excellent Drama at Brighton Secondary College continued with yet another fabulous production. The production for 2003 challenged the actors perhaps more than any previous play, not because the play was performed in three acts without separate scenes, not because we portrayed an entire island, a beach a jungle and a mountain on the one stage but because this year we presented theatre where the audience was right there in the action, indivisibly a part of the location.



the audience, to a person, feeling as though they had really witnessed an Art event.

And previous to the main show in the corridor between the Art exhibition (yes! there was an Art show too!) and Food @ BSC there were three small stages at various locations with selected short acts, comedy, choral and instrumental pieces. The Street Theatre ambience of these performances prepared the audience for the main show. Well done to all the actors and stage crew involved. It truly was a festival of creativity.

Adrian Spurr and Maryanne Marron.

The Cast and Stage Crew

Ralph David Simmons

Piggy Luke Jedd

Jacqui Hannah Foottit

Simon Temis Quiroga

Reggie Kat Taylor

Sam Julian Warren

Eric Jack Belkin

Henry Shane Jarvie-Kohn

Marie Jess Nirens

Billie Rachael Silveston-Johnston

Perceval Adam Jason-Madric

Naval Officer Luc Dawson

Understudy for just about everybody Danny Hitchcock

Understudy for everybody else Lauren Tomlinson

Director Adrian Spurr

Producer Ms Marron

Stage managers

Emelie Inglis

Tilly Lunken

Costume Designer

Claire Andrews

Publicity and program

Marion Beard

Hall Crew

Jeremy Horsburgh

Kevin Weeks

Iain Richardson

Alexie Klaic

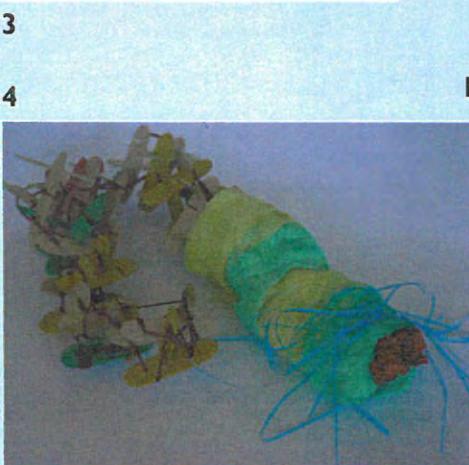
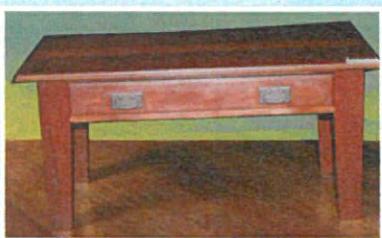
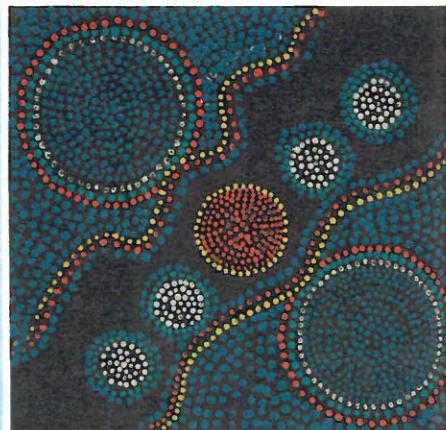
Dima Latorets

Jamie Kalaitzidis

Sound Jeremy Horsburgh

Lighting Stefan Krakowiak





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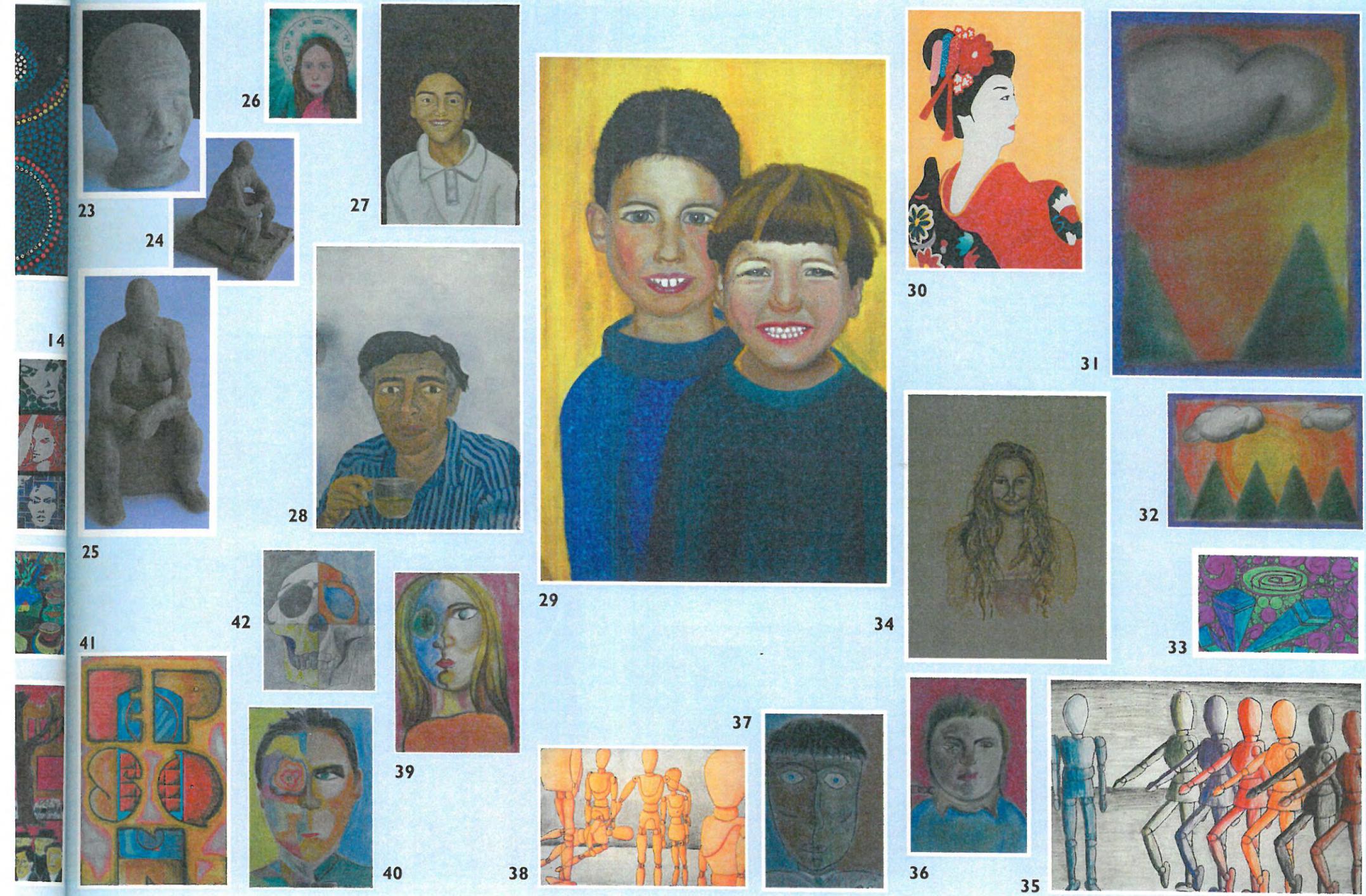
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Please note: Artist's names are listed on page 16.



Junior School

Great Victorian Bike Ride

TOM Tournament of Minds

Nigh of the Notables

START Program

Form Challenge

Science Drama

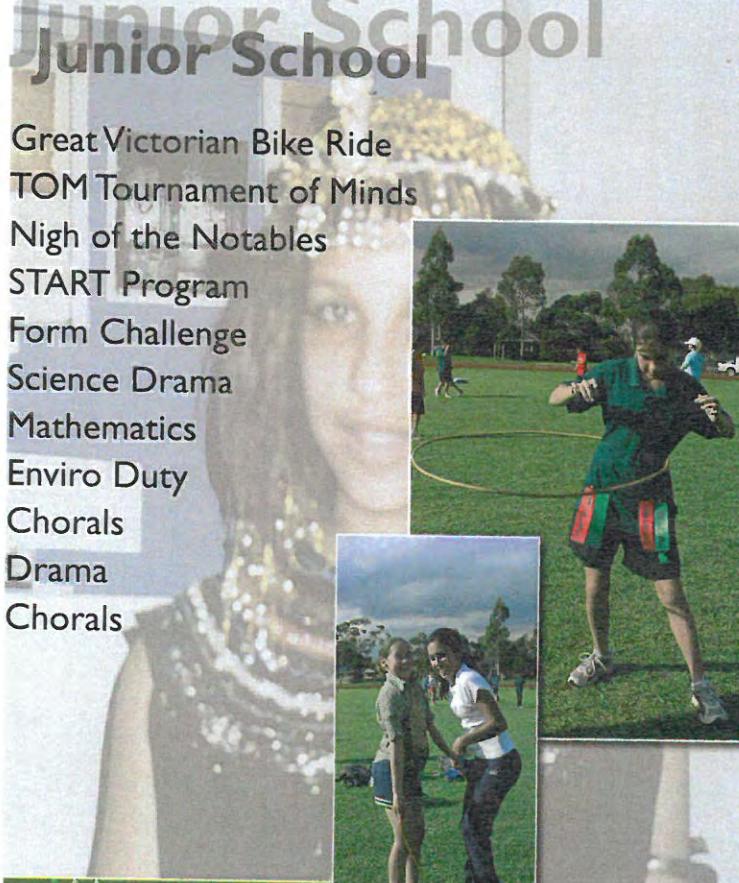
Mathematics

Enviro Duty

Chorals

Drama

Chorals



Middle School



Kool Schools
Work Experience
Solar Cars
Middle School Festival
Coast Guards
Mind Shop Excellence Program

Science Science



Landcox Park Water Ecology Study



Science Drama

8BM and 8JV entertained parents with two productions that they had worked on during term 1 and term 2 this year. 8BM presented their adaptation of 'Harriet The Hamburger' and 8JV performed their original play, "Disappearing Dinosaurs". The students are to be commended on their successful performances which resulted from their outstanding work as a team.



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Family Science Night

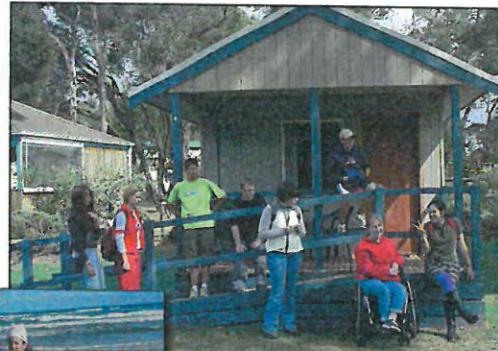
On Thursday, June 26th, students from Year 7 and Year 8 attended the "Gene Technology" workshop run by CSIRO.

It was a terrific evening of science where students and their parents were involved in the extraction of DNA and a Gel

Electrophoresis experiment. The context of the workshop was a crime scene and all participants had a most enjoyable and informative evening.



Year 11 Biology Camp at Phillip Island



SRC Student Representative Council

SRC Camp

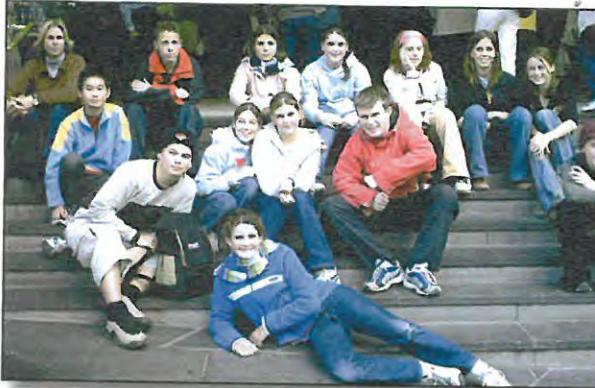
Being part of the SRC is being part of a team, and for our aims to become more than ideas, the SRC started the year off by learning how best to work as a team at SRC camp.

The first day of SRC Camp began with activities to help us work together. Playing with a rope, short skits and discussions helped us understand and get to know one another to help us work as a team. We learnt the steps involved to properly



bring an idea to action through fun activities. Later that night, we headed down to Crown Casino for a little treat at the movies. We got take our minds off teamwork and watch the Matrix 2. I personally think that although this wasn't an activity like we had been doing throughout the day, going out in a group together also helped us get to know one another and feel like a team. The next day we headed off to a guided tour at Parliament House. We learnt where our countries leaders debate and about the structure of the Australian political system. We then headed off to C.E.R.E.S where we were shown a lot of ways to make our school a more environmentally friendly place. By the time the camp was over, Miss Boyd had fitted in so much information that would help us make the best of our year as SRC representatives, that it had felt like we had been away for weeks. Now that the camp was over, it was up to us to use these great tools that we had learnt to help out around our school.

Lauren Willetts 11D



S.R.C. Final Report

"Congratulations Errol, and good luck on your S.R.C. presidency." Well, as a year 12 student, 2003 was always going to be an interesting and edifying year, but to become the S.R.C. president, for my first year in the S.R.C., was perhaps the most rewarding opportunity I was given throughout my whole schooling. Prior to my application, I had my doubts about the S.R.C.'s credibility and effectiveness. In previous years, so I was told, certain aspects of the S.R.C. weren't as effective and efficient as they could have been, and so I wasn't at all sure what to expect from my experiences as an S.R.C. member, let alone president. From the word go however, I was absolutely astounded at the amount of potential the S.R.C. has. I remember the first meeting of the year; we took up a great deal of the library and most of the tables and chairs it could supply. The place was swarming with noise, talk, and that youthful energy that defines high school. What really amazed me however, was the fact that they were all there, as student representatives, as voluntarily active members of the school, ready to knuckle down and make something of what they had around them. As I welcomed everyone to that first meeting, I was indeed simultaneously proud and privileged, as I am now, to have been S.R.C. president for 2003. This pride is particularly accentuated as I look back on the year that was.

Financially, the S.R.C. had a very affluent year, with a balance of approximately \$3400, much of which was gathered from our four very successful casual days, each one raising some \$1200. This success was not wasted however, as the S.R.C. moved toward undertaking more beneficent projects, not just for charity, but also for us, the students. With the realisation of our 'Simpsons Screenings scheme', which thanks to the great assistance of Elvija Lainis, saw the innovative use of the schools projector equipment turn the performing arts centre



Ms Karen Boyd SRC coordinator and Errol Lloyd SRC President

into a movie theatre over lunch time. With donations to charities including \$500 to the 'Jeans for Genes day' charity, \$700 to the 'State school relief fund', the collection of hundreds of cans and foodstuffs for the Brighton Benevolent Society, \$200 to the Rotary Club, \$60 for the legacy week badge appeal and the long term \$420 p/a sponsorship of a Cambodian child named Seang, the S.R.C. achieved great success in this area.

Additionally, the S.R.C. also strove to augment the power of its administrative voice this year, by delegating representative positions to Gavin Banfield (Buildings and Grounds Committee), Zeynep Basarin and Danielle Shmerling (Education Planning and Policy Committee) and to Hannah Footitt and Jack Pascoe (Canteen advisory Committee). This increased official voicing allowed student opinion to be heard on an effective administrative level, which over the course of the year proved to be quite productive, instigating such projects as the introduction of sanitary dispensers in the toilets, and the construction of increased passageways in the North Corridor to reduce locker congestion.

As I also realise the successful raising of \$1000 for the 40 hour famine, achieved by Jack Pascoe and Gavin Banfield, the highly entertaining Pie eating competition as organised by Sarah Footitt and Michael Shmerling, the free popcorn served



to movie goers at lunch times, and all the other efforts made every S.R.C. member who all deserve to have their name mentioned, I am forced to feel humbled to be part of such a fantastic organization. The scary thing is that I think the S.R.C. can and will fulfil even more potential than it has this year. I would personally like to thank Ms. Boyd for her herculean efforts, and of course the S.R.C. for providing me with what was truly the most lucrative and stimulating opportunity I have ever taken up in my schooling.

Errol Lloyd
S.R.C. President
College Captain



The SRC ran a Pie Eating competition. One for staff and then one for students!



The SRC have sponsored a Cambodian child named Sean

Instrumental Music



International Students



During 2003, students from Brazil, China, Germany, Hong Kong, Japan, Korea, Malaysia, Singapore, Taiwan and Vietnam have joined and enriched our community. We have celebrated with them their birthdays, the New Year, Moon Festival and Dragonboat Festival. As part of their orientation to Melbourne, many have visited Brighton Beach, the Zoo, Museum, Aquarium, Sovereign Hill, The Shrine and Botanical Gardens.

Sue Lack - ESL coordinator



In 2003 finally Seco Our "I music to me and th of the studer and m a full c kitche room. studer in pair basic I say the own t feel like

Other this ye of the Certif VCAL year I practi and n perso also c Ende the ph emph:

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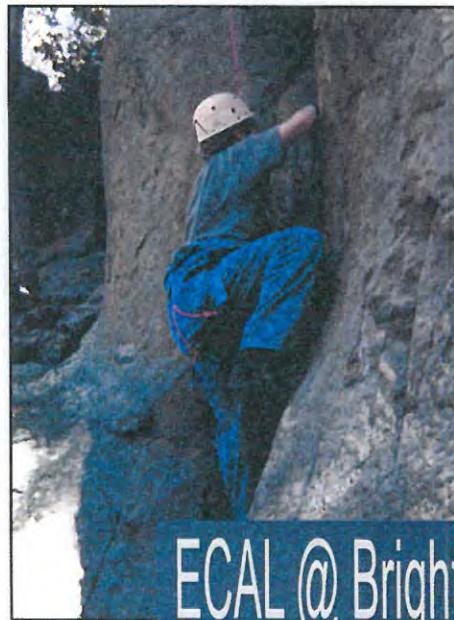
ECAL Endeavour Centre for Applied Learning

In 2003 The Patterson Project finally moved to Brighton Secondary College.

Our "new home", previously the music house, has been renovated to meet the needs of the students and the programme. With the help of the current Patterson Project students, Brighton Beach Rotary and many volunteers we have added a full classroom, upgraded the kitchen and built a new computer room. The process has enabled all students to gain some experience in painting, sanding, demolition and basic building methods. One could say they have certainly put their own touch on the place to make it feel like home.

Other changes to come about this year were the implementation of the new VCAL (Victorian Certificate of Applied Learning). VCAL is a hands on option for year 11 and 12 students. The VCAL gives student's practical work-related experience as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. We have also changed the name of the Patterson Project to ECAL – Endeavour Centre of Applied Learning. This name encapsulates the philosophy and attitude of the new programme, whilst emphasising our new location "Endeavour House".

We continued to maintain and plant our vegetable garden, which again was very productive. Our sporting programme was also another activity the students enthusiastically participated in. They especially enjoyed the bike riding, walks and Brasilian Jiu Jitsu. An integral part of VCAL is the personal development stream. Students decided to run a Brasilian Jiu Jitsu Tournament as part of their programme. This tasked involved organising application forms, advertising, catering and officiating. Students also participated in the competition. Excitement from the greater Jiu Jitsu community was also high with many competitors coming from outside the school.



The day was a major highlight of the student's year. They all had a wonderful time and we managed to raise over \$500 for the day.

Thanks to the generosity of the local community we have had two cars donated to us for the students to work on. Automotive is an elective that all students found extremely useful. Students were very excited when we finally got the cars and they could start to apply some of the knowledge they had been given in class.

2004 is going to be another exciting year. For the first time ECAL is going to offer Certificate 2 in Sport and Recreation, specialising in outdoor education. We will be delivering this course ourselves auspiced by Holmesglen TAFE. Students will also have the opportunity to participate in electives such as Art, Computer Aided



ECAL @ Brighton Secondary College

Endeavour Centre for Applied Learning



Art and Design, Automotive and Horticulture. The course will now also be offered at the intermediate level.

Andrew Humphrey -
Anthony Di Stasio



Grant



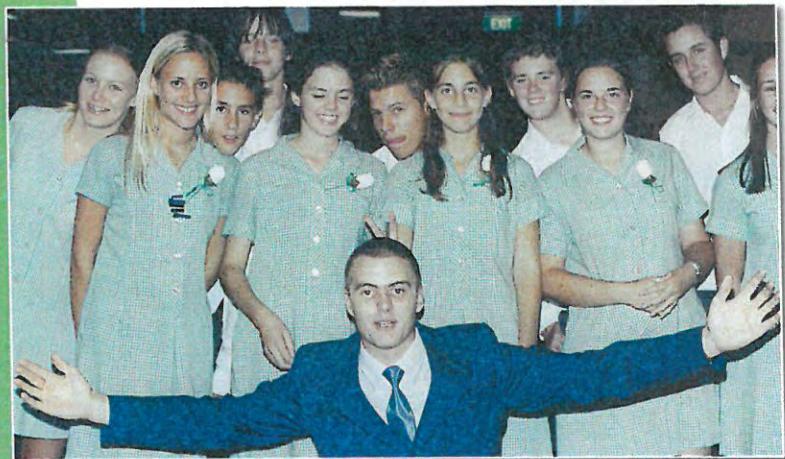
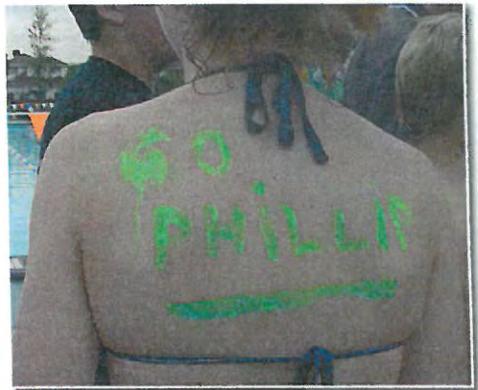
Lonsdale

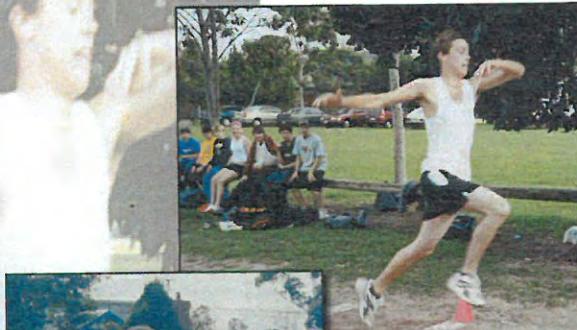
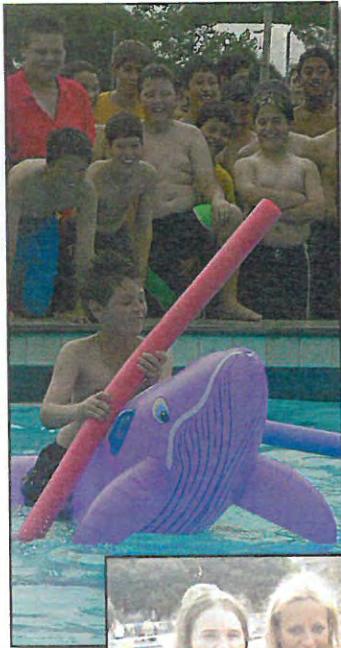


Murray



Phillip





Athletics
Swimming
Softball
Cross Country





State Champion Softball team



College Athletics Team



Under 13 State Championships



Under 16 State Championships

Japan Trip 2003

What a fantastic trip it was!! A lucky group of 18 students accompanied by Ms Levin (parent), Ms Ward and Ms Takahashi had a great time in Japan for 17 days. These are the stories of students who went to Japan.

Arie Takahashi - LOTE Coordinator

Roland Campton-Strachan

The first day I arrived in Japan I was amazed at how hot and humid it was, this was what the weather was like most of the time in Japan. The first 3 days we spent our time in Tokyo, for me Tokyo was the highlight of the trip. On the first day in Tokyo we visited a huge Buddhist temple and went shopping for a little bit. Later on that night we went to see the Sumo wrestling which was entertaining except for the waiting in between each sumo fight. The fight would last only 30 seconds and the preparation for the fight was around 5 minutes.

The second day in Tokyo we went shopping and sight seeing all day. We went to Akihabara (electric town) which was the coolest place in Tokyo apart from Disney Land. The best day in Tokyo was the 3rd day when we went to Tokyo Disney Land, although the lines were long it was still very enjoyable. The best ride in Disney land was definitely Splash Mountain because it was so hot.

Bronwyn James

The school trip to Japan was my first time overseas. I didn't really know what to expect of being in a foreign country such as Japan which has so much culture, history and tradition. The first week, spent traveling around Japan, was a great way for us to accustom ourselves to the language and parts of the Japanese lifestyle. For most lunches and some breakfasts we would split up into groups to find our own places to eat. It was fun walking around the streets exploring the little shops and discovering what we could and couldn't manage eating. It was extremely hot and humid most days but the vending machines that stood on nearly every corner sold cold drinks and sometimes even ice cream. For the first few days we ate breakfast at a western style restaurant, where we were surprised to notice that smoking was legal in-doors. We traveled around for the rest of the week, visiting an island



with deer that ate anything they could see, seeing the Hiroshima peace museum/memorial, riding the shinkansen (or bullet train) and sightseeing at temples and shrines. At one particular shrine we fed deer which had been trained to bow to you before they ate their special biscuit, and another one which was supposed to give you intelligence – Ms. Ward made sure we went all patted the stone cow which promised to give us the intelligence whenever possible. I had such a good time in Japan with the people and their culture. Japan is such a contrast to Australia and for that reason it was so good to go, even if it was only for two weeks. I hope to return someday and stay for longer, and explore the places in Japan I was unable to visit this time.

would have never experienced just travelling around Japan as a tourist. As a guest in their beautiful home, I honed down (well, not exactly) my chopstick skills, learnt why Australian Orange Juice is better (Japanese OJ tastes 100% sugar, 0% orange – think of undiluted cordial, but worse), learnt how to take a Japanese bath (Why must they make it so complicated?), and practiced my Japanese (You wouldn't believe how much your language skills improve in a situation like this!), among other things.

At Tokoname Kita High School, everyday held a fun activity to be shared with others. We went on excursions, met the Mayor of Nagoya, and, most importantly, made new friends.

I particularly enjoyed going to the after-school club activities. Yuki's club was the brass band, where she either conducted or played the flute. When the week in Tokoname ended, it was almost too soon. I would have stayed forever if I didn't have to go home. Tears were shed as we left our host students, special memories, and a wonderful country behind, but I have a very strong feeling that I'll return one day soon. I just hope that it comes quickly.

Wadey Fu

The week of home stay was very special to me. My host Ayaka, who was just adorable, and her family made me feel at home and treated me as part of the family. My host mother was a great cook that made something special for me everyday for me to try and drove Ayaka and I to school every morning so I didn't have to get up an hour early to catch the train. The two weeks in Japan was such a memorable experience that I would love to go back again in the near future.

Luci Trotter

After one week of doing the whole tourist thing, we arrived exhausted, nervous and unable to remember our self-introduction speeches, in Tokoname Kita High School in Aichi Prefecture (near Nagoya). We met our host families, and it was joyful reunion for me when I saw my host, Yuki Endo, for the first time in over

a year. I was lucky enough to be staying with Yuki, whom I had hosted last year when she came to Australia, and it was great to finally meet her family. Throughout the week, I was exposed to new, interesting aspects of Japanese culture that know I



LOTE

LOTE

Languages other than English

2003 has been very exciting and successful for the LOTE department. The LOTE department at BSC offers both French and Japanese from years 7 to 12.

The staff of the LOTE department has changed continually in the last few years. This year we welcomed 2 new

French teachers. Ms McDowell joined us from Ireland and Ms O'Donnell joined us from Lauriston to replace Ms McDowell who went on leave in Term 3. On behalf of the LOTE department we would like to congratulate Ms McDowell on the birth of her beautiful son Kian.

French

The biggest challenge for the French teachers for this year was introducing a new textbook "Voila!" for year 7 and 8. The new textbook has an accompanying CD which means that students can listen to the textbook at home. At the end of June, Ms McDowell organised a "French festival" for the French classes. The theme of this event was "French food, art, theatre and fashion".

8BL French Village Assignment

8BL were presented with the unusual task of creating a French village in the hall at Brighton Secondary College. Their task was to create a working business, which they would run using as much French vocabulary as possible. Their customers would consist of 2 year 7 French class groups.

The first group Xavier, David, Daniel, Brendan and Keith presented a very innovative bingo game with their own self-made machine churning out the ball numbers! As soon as prizes were mentioned the year 7s worked very hard on their French number skills!!

Brendan, Jim, Ariel, James and Daniel presented "Toy Story" at the cinema, complete with popcorn machine and drinks! Their audience didn't want to leave!

Alex, David, Ben, Nick and Tom worked hard to come up with paintings by French artists and produced an accompanying brochure for detailed background on the paintings in their museum. They highlighted one of the most important aspects of French culture.

Kara, Danielle, Ella, Sofie and Tara ran a unique café which,



demonstrated how to make the food that were available on the menu! The menu and some basic conversation were all in French which, really encouraged the year 7s to participate.

Alev, Stephanie, Tyson, Zina and Catherine went all out with their Parisien fashion show, even enticing some memory work from their audience by asking them the various colours they had seen in the course of the show.

Laura McDowell
LOTE French

The French Festival

"Create a French activity that you can perform to the year sevens," said Ms McDowell as she handed out our assignment sheets. So we got together in groups and put together our projects on different topics, such as French bingo, a French movie, a fashion show in French, a French museum and a French Café – which is what my group decided to do. We worked hard for quite a few weeks until the afternoon came that we performed. We spent our lunch setting up and by the start of third period, we were right into the swing of things, from describing our different clothes to asking the students... "Vous desserez?" We all had a great time preparing the activities and interacting with the year sevens and I'm sure that they all had a wonderful time as well. This was a great idea as we all learnt a lot and it made a nice change to the usual, same old assignments, hopefully it will continue into the future.

Ella Serry 8BL

Japanese

This year, "Japanese Day" was run for the year 8 students by the Japanese teachers for the first time at BSC. The aim of this event was to encourage students to participate in and have exposure to traditional cultural activities. To begin in the day, students were introduced to the idea of Morning exercises (ie. Undertaken by students and almost everyone in the workforce at the beginning of the day in Japan. It is designed to promote wellbeing and prepare for the day ahead). After that, students listened to a presentation by the group of students who went on the school trip to Japan.

Period 2 was run by Japanese teachers with help of Ms Howard's Year 10 class. Students were taught about Japanese manners and how to use chopsticks. They made onigiri (seasoned rice cakes) and tasted it using the chopsticks.



During periods 3 and 4, students had lessons in calligraphy, origami and Karate. They watched the demonstration of a shihan (master of Karate) and learned a few skills of Karate.

The lunch was the most exciting part for both students and staff. We had a very traditional lunch box filled with sushi, fried



chicken, gyoza (Japanese dumplings) and other okazu (different bits and pieces). In the afternoon, students entered a Manga making competition. They were introduced to the concept of manga and were shown various types of manga, they then produced their own. At the end of the day, Ms Howard's year 10 class performed a play, "Kumonoto" (Spider thread). They then explained the story of Sadako and students spent the remainder of the afternoon attempting to make the famous 1000 paper cranes. Students were fantastic on the day and learnt many things about Japan and its culture. It was a very enjoyable and successful day for students and staff. A big thank you to all students and staff involved.

Arie Takahashi - LOTE Coordinator

Technology

Information and Communication

Technologies

Developing Personal Websites

The year 9 and 10 students have been working with Macromedia DreamWeaver to produce their own personal websites to display work that they have created during their semester of ICT. The aim was to create online portfolios.



They have explored the creation of drop down lists to link to other pages, creating rollovers using images that they had manipulated with PhotoShop, inserting banners and other animations created in Macromedia Flash MX.

Digital Pets

A major project for this year has been the design and production of digital pets. The year 9 and 10 students have created these projects using Flash MX. The design brief required the students to create a storyboard as well as an interactive, online pet for children aged 4-6 years of age. The year eights have been doing a similar project using MicroWorlds Pro.



Folios of work

On a trial basis, some students' work for the semester has been collected and burnt on CD's for them to take home and keep. It is hoped that this practice will gather momentum over

the next few years and the students will be able to produce their own CD's using the burners we now have in several of the labs. These folios are of particular importance with regards to displaying their multimedia and digital work.

New Purchases

Three new digital cameras with memory cards have

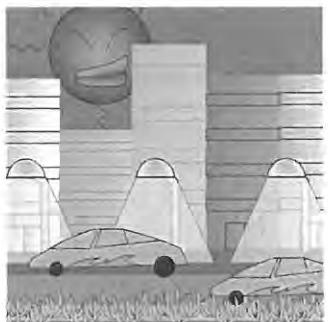


been purchased this year. Even with these new cameras now on hand it is very hard to borrow a camera to use in class as they are in such high demand. The memory cards now enable users to take over a hundred photographs and not be reliant upon multiple floppy disks to save the images.

A Wacom graphics tablet was also bought this year. This device uses a stylus pen to draw or trace pictures or diagrams which are input into various programs such as Paint and PhotoShop. Student's original line drawings and cartoons can be traced and then digitally manipulated. Hopefully we will be able to obtain more of these next year.

New computers and pods.

Three pods of computers and special rooms have been constructed to house them in are now fully operational in the Science wing, Art block and the northern corridor. Classes are able to access these from the rooms on either side of the pods. It is very pleasing to see so many teachers and students eagerly taking advantage of these new facilities.



We have also upgraded three of the computer labs in the college. These new machines are certainly easily handling the high demands of multimedia and digital image production.

Lunchtimes

Lunchtime use of the C2 computer lab is always very popular. The students have been predominantly using them to complete school work or extend their skills with various software we have available. Thankyou to all the ICT teachers who have given up some of their lunchtimes to help make this happen.

Transition Program

It is a real thrill and a very valuable exercise to be able to have students from the local primary schools come and visit BSC and use the ICT labs. Many thanks to the very capable students who have helped with this program.

Middle School Learning Festival

Thankyou to the excellent team of year 9 students that helped with running the ICT stand at the festival. They had to take photographs and show our young visitors how to distort their pictures using Adobe PhotoShop.

Richard Impey - Manager ICT

Food & Technology

This year started out slowly for the food department with no kitchen due to the removal of the portable and the new kitchen not being ready until the 5th week of school. Once the kitchen was open students and their teachers began to enjoy a wonderful new facility and cooked some fantastic food.



VCE Food and technology is a relatively new subject that was introduced to schools in 2001. It ran for the first time at Brighton Secondary College in 2001 for year 11 and in 2002 for year 12's. The subject is designed to give students a greater understanding of food and food preparation. The students really enjoy the cooking and learning about the foods they are cooking.

They continue cooking foods that were set by their teacher, but also began cooking more foods of their own choice. In term 3 the year 12 students prepared a design brief of their own and cooked the required food products to satisfy their design brief. The students took to this task and as a result learned some great new skills and refined those that they already had; they were also able to explore new ingredients and techniques, such as making fresh pasta. The year 11 class, consisting mainly of boys, learned some great new skills and provided their peers and teacher with many interesting classes.



Overall it has been a successful year, with the new kitchen providing a great environment to work in.

Misty Schwennesen



Sensory Analysis - Muffins

As part of our food and technology course, our teacher Miss Schwennesen decided on doing a fun prac that would include our knowledge of food and technology and also the taste buds of 7MM.

The taste includes learning about sensory analysis and the different ways to test different sensory properties. We had to answer some questions and develop a number of rating scales. We cooked three sorts of muffins and the year 7's tasted them all to give us their feedback so that we could write up a report. We then discussed the taste preferences of different age groups.

Overall not only did the year 7's have fun eating the muffins we had fun making them and learned a lot at the same time.

Some comments from the year 7's included

It was fun because we got to eat different muffins and the flavours were interesting and very delicious and we got to interact with all the older students. We also liked that we could rate the flavours.

Hayley & Isabella

I really like the muffins, the ones I ate tasted great. I had fun.

Jess Jessica Guseynov & Michelle Bezoza

The Vic Program this year involved to under geared leaders education

The Co involve year:-

- surfing
- ocean
- rock
- sailing
- water
- First /
- on-w/ vessels
- seam
- snork
- ocean

These cadets Award

Inaugu

Peter S Second instruc selfless our stu appre withou like Pe Guard

is alrea having things medall of the achiev Banfield in outs discipl Congr

Mr Jes VYDP

VYDP Coast Guards

The Victorian Youth Development Program entered its sixth year this year and the 25 students involved have had the opportunity to undertake a number of activities geared towards improving their leadership skills and broadening their educational and life experiences.

The Coast Guard Cadets have been involved in the following activities this year:-

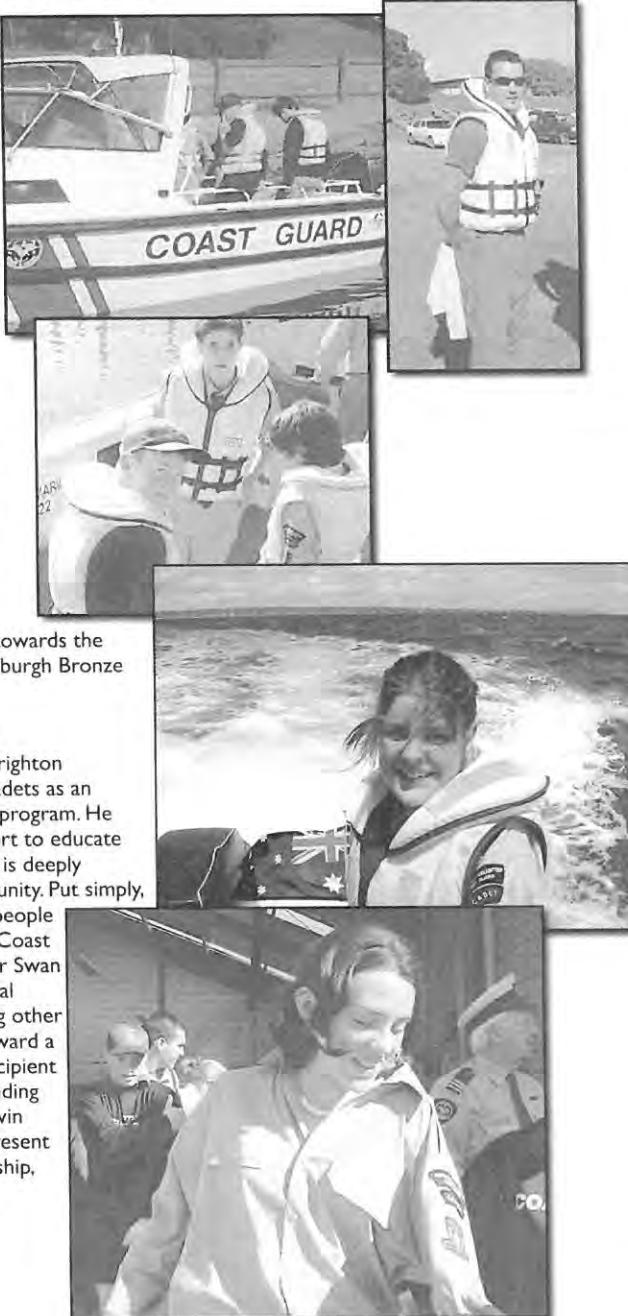
- surfing camp
- ocean kayaking expedition
- rock climbing
- sailing
- water safety course
- First Aid Course
- on-water days aboard coast guard vessels
- seamanship certificate
- snorkelling
- ocean kayaking

These activities have all contributed towards the cadets completing their Duke of Edinburgh Bronze Award.

Inaugural Peter Swan Award winner

Peter Swan has been involved with Brighton Secondary College's Coast Guard Cadets as an instructor since the inception of the program. He selflessly volunteers his time and effort to educate our students on seamanship and this is deeply appreciated within the school community. Put simply, without the assistance of dedicated people like Peter Swan initiatives such as the Coast Guards program wouldn't exist. Peter Swan is already a highly decorated individual having been awarded an OAM among other things and this year we decided to award a medallion in his honour. The first recipient of the Peter Swan Award for outstanding achievement as a Coast Guard is Gavin Banfield. Gavin embodies qualities present in outstanding cadets such as leadership, discipline, initiative and selflessness. Congratulations Gavin!

Mr Jess
VYDP Coordinator



TOM Tournament of Minds

TOM Tournament of Minds

Spontaneous House Challenge

In term one, all year 7 and 8 students were involved in the TOM Spontaneous House Challenge. Students were placed in groups of three or four, with at least one Year 7 and 8 student.

In round 1 students had three minutes to devise an answer to, Give as many examples of the use of fractions as you can.

The winning team in each room went to the House Finals. Their challenge was Sounds like a story. 'During this journey you hear 5 different sounds, a creak of a door, the cry of a young animal, a splash, a sigh and voices singing.'

The two best House teams went on to the Grand finals and did News in a flash. 'There has been a news flash. A bush walker has been rescued after being missing in the mountains for three days. The full news story will reveal the significance of, an ice cream cone, a pair of braces and a pillow'. The winning team was Christopher Heath, James Starr, Luc Dawson and Julian Cougan from Grant. Overall the House winner was Murray, with teams in second and fourth place.

Three Hour House Challenge

In term two, all year 7, 8 and 9 students were involved in the Three Hour House Challenge. Students were placed in groups of four to five, with at least one Year 7, 8 and 9 student. Students were given a Language Literature question, 'Have a Captain Cook at this'. 'Rhyming Slang is thought to have originated in London in the 18th century.'

'The group proposes that a new meaning be given to each example of rhyming slang we currently use.'

The winning teams was Kat Taylor, Jared Gocs, Amy Bishop and Angus Lord from Murray. The Runners Up were Rachael Silverston-Johnston, Anthony Cooper, Nicholas Sinclair, Laura Buckrich-Hegyesi and Carla Marino from Phillip. In third place was Hannah Footit, Arik Handelsman, Hayley Tagell, Zina Teoh and Colin Kavanagh from Murray. Overall the winning house was Murray. Well done.

Regional Finals

On the afternoon of Sunday 31st August, at Swinburne University of Technology, Hawthorn Campus, we had one team that represented the school, Rachel Silverton Johnston, Hannah Footit, Tara Boelsen Robinson, Zina Teoh, Tristan Luthi, Sam Woodman and Dan Nyugen. They did their Spontaneous Question at 1.10pm and at 2.40pm they presented their Extended Challenge, which they have been working on for six weeks during school hours, after school and on the weekends. They chose the Maths/Engineering Problem, 'Hanging by a thread'... 'During a secret undertaking, it is discovered that vital cargo has fallen out of reach and must be retrieved. The best solution is for the crew to make a rope to haul it back up. (Only using SIX COTTON BALLS.)'

They used a time machine to go back to prehistoric times and have a dinosaur swallow a 'magic' rock and they have to get it out of his throat. They used a 'spinning machine' to make the thread. The judges said they were impressed with the group's creativity, teamwork and sense of humor.

On Monday 1st September we checked the TOM website to check on the teams results. First place for Southern Metropolitan Region was St Catherine's Toorak. Three Honours were mentioned Loreto Manderville Hall, St John's Regional College and Brighton SC.

Thank you very much to the parents/families of these students and Mr Hill for their time and assistance. The school is very proud of the contribution made by this group and has honoured them with a special afternoon tea. Well done.

Ms D Andrews - TOM Coordinator



Year 7 uncovered

Photo Day 1

Teacher "Another new Year but this time I have them for two years. I hope they're nice..."

Student "I'm scared, I hope I make friends"

Parent "Already Secondary School!!!!"

The journey that students make from grade 6 to Year 7 can often be difficult. Therefore in 2002 we decided to Pilot a Thematic Program that attempted to make the transition from Primary to Secondary School less traumatic. The themes based around the English novels were adopted by the English, SOSE, Science, Mathematics and Health and P.E. Courses that were taught to students over this time.

One of the goals of the Program was to allow the students to develop a strong attachment to their class and bond with their teachers. The whole student development was the focus of the learning that enabled the students to develop academically and socially.

Highlights

- Moorabbin Airport
- Survival Camp
- Night of the Notables
- Ashcombe Maze
- Movies
- Bunjilaka Exhibit Melbourne Museum
- Royal Botanic Gardens aboriginal trail and activities.
- Fundraising Barbecue
- Mars Bar Fundraising

Year 7 Form Challenge

What is the form challenge?

The form challenge is yet another of Brighton Secondary College's wonderful ideas. As the name suggests, the form challenge is a competition between all of the forms in a single year level to collect the highest number of points in the semester and win the fabulous prize.

How can forms gain points?

There are many ways in which a form may gain points. The most common is simply for them to behave well or do well in a class, and the teacher might give them points. Another is for them to all return their permission slips for something quickly. Of course just as you can gain points, you can also lose them. This can happen if you misbehave in or out of class and by coming late to school etc.

What sort of prizes?

The prizes are usually an excellent and fun filled excursion to places such as Hungry Jacks or Intencity that everyone can enjoy, all costs covered by the school.

Chris Bellhouse 7JP - the winning form in semester 1.

Creative Writing

As part of a unit on creative writing, students in 7KB and 7JC completed some short poems. I asked them to write a poem that creates an image of a special or beautiful place that means something to them. I was very impressed with all of the poems and wanted to share a few examples with you. Ms. Boyd

Sunny Surf

Water hits sand
A crash
Crabs getting wet
Children run away
Waves
Little faces light up
Water hits
Group of surfers
Ripping up the surf
Big wave
Someone marks a football
Taste sand, warm water
Crabs burrowing
Perfect place.

Matthew Duncan 7KB

A Calm Day

Water is clear
as birds glide through clouds
sand on my ankles
I walked calmly
The sting of sand –
on a windy day
I was being carried
away by soft whispers
As the sun glared on my face.

Raquel Sunberg 7JC

Amazon

Trickle of the river
Birds calling
Green leaves
Clear water
Fish swim
Crocodiles stalking
People along the river
Snakes slither.

Temis Quiroga 7JC

The Night of the Notables

There were many recognizable faces as the students walked through the gate

Even though many of the famous people there had already met their fate
Brought back to life by the year 7's whose characters came from near and far
But isn't it strange that nearly all of them were brought to the event by car?

Many were rights activists still though not a reason to count them out!

Including that of Gandhi and Pankhurst who both had their shout
Hillary and Cook explorers entirely in their own class
But then there is Albert Einstein whom nobody could surpass

If we look back to the horrible medieval time
We search through the list and come to find

Kings such as Henry the 8th (a terror of the past)
Or Joan of Arc who fought to the last

If we go back even further to the ancient Roman rule
To the many emperors of Rome the power-hungry and the cruel
Such as Caesar who held much more than he could grasp

Or the lovely Cleopatra who committed suicide with an asp
Many beautiful costumes not a bad one was in sight

Finished with the food to end a perfect night

Ben Allinson, 7AM

Seasons poem

Summer is hot
Winter is not
Spring has growth
Autumn has both
Summer is cool
We play in the pool
We eat things cold to cool us down

The only thing is we have to share them with the rest of the town
Autumn is the time to play in the leaves

Those leaves, they fall from the trees
The colour of leaves are red, yellow and brown

Lots of little kids making lots of crowns
Winter it starts to get cold
The food from summer starts to grow mould

All the snow starts to fall down

Then we get out skis and ski on the ground
Spring sprouts flowers, all pretty colours

New babies for all the mothers
We play in the sun

And have lots of fun

Stephanie Massoud & Tahlia Krause 7BP

They

They're creepy
They're crawly
They're hairy
They're scary
And they're size may vary

What are they?
They're fat and eat all your snacks

They hide under the mat when they see a cat
And they are always running behind your back

What are they?

They're slimy
They're slimey

They have amazing agility
Sting is they're best ability
What are they?

They lay in your head
They give you a scare
They don't care, they're everywhere
They itch and itch until you put smelly stuff in your hair
What are they?

Hogan Chua & Jack McLean 7BP

The Future

I'm in the year 3001
With futuristic robots and space guns
People these days only have one eye

It must be hard for them to cry!

Flashing lights with beautiful screens

I must be in bed, is this a dream?

Most of the police have x-ray vision

So don't try and steal or you'll end up in prison

Cars don't even have steering wheels

Just joy pads and switches is the deal

There aren't a lot of gangsters, rappers or hoods
Because none of those people came up with the goods.

All the rich people own a space car

But a hovercraft will do for me by far

Mars, Jupiter, Venus, the Moon
I can even get to Pluto by noon

Oxygen is pretty short today
You need to conserve your breath to play.

Thomas Bosua-White 7RM

The Seasons

Summer time is always fun
I love going swimming and laying in the sun

The hot days and warm nights

Make it hard to sleep tight.
To keep us cool we'll have a drink

At the beach we'll put on zinc
Soon the hot days will disappear

And the Autumn days are soon here.

Colourful leaves are all around

They'll start floating to the ground

The warmer days have now set

And it's starting to get wet
It's Winter days and rain is pouring

We have to stay inside, which is boring.

The fire's going to keep us warm

It'll keep us from the coldness of the storm.

Now the weather has started to dry

And there is some blue sky.

The Spring days will bring out the sun

The rainy days are over and done

The colourful flowers have started to grow

The warmer days have started to show.

Summer time is almost here
Which is my favourite time of year

In all that time a year went by
Through heat, wetness and sunny sky.

Teagan Laskey 7RM

Year 8 discovered

Photo Day 1

Teacher "It was great to enter the year being able to teach from day 1."

Student "She knows us - can't get away with anything."

Parent "It's great to know that the teachers know our children."

Highlights

- RMIT gold and silversmithing tour.
- Willaim Angliss Hobbit lunch.
- Science Drama Performance Night.
- Fellowship of the Rings movie.
- Graduation Extravaganza.

Year 8 Form

Challenge

The year Eight Form Challenge is a gruelling and fierce competition where you are stretched to the limit, pushing the boundaries to win that ultimate prize: a free hour of unlimited games at intensity.

It is amazing the lengths some form teachers and classes will go to, to win. Take for example Mrs Lawson and 8BL painting the walls of their form room with Shakespearian quotes and 8GA trying to scam some points because Mr. Agg shaved his head! Ms Nicholas was also offered some serious bribes from form teachers and students who shall remain anonymous. But apart from the sneaky tactics, many well earned points were given to students who worked hard, had pristine, up to

date diaries and kept out of trouble.

At the end of semester one the overall champion was my class, 8BL.

So early in term 3 we set off to redeem our prize and within minutes we were sitting in racing car simulators; racing each other on jet skis, playing air hockey and grooving along with the dance machines.

It was a great hour full of lots of fun. I'd like to thank Ms Nicholas and Ms. Searle, for giving us the added incentive to achieve our best and rewarding us so well! The year 8 form challenge was, and is a great idea and I hope it will continue. Also the rest of the year eight classes and of course Mrs. Lawson. The year eight Form Challenge is a great idea and I hope it will continue.

Ella Serry 8BL

Year 8 Ski Camp

The Year Eight Ski Camp started out like any other respectable camp would. We got on the bus, ready for the long six-hour drive from Melbourne to Falls Creek. There was a mist of excitement in the air as we gradually drew closer and closer to our destination.

The chatter and laughter in the bus grew louder as the hours slipped by, in fact it only slowed down when the teachers decided to put on a video, "10 Things I Hate About You" and so for about

an hour and a half the whole bus was silent (apart from the occasional whisper from someone in the back of the bus). Then as I expected, the noise levels rose considerably when the movie was over. After a while we stopped off at McDonalds. The quiet restaurant was suddenly transformed into a swarm of noisy teenagers. Then after the shortest thirty minutes of our lives, we were told it was time to get back on the bus, to continue our journey.

When we finally arrived at the chalet in Bright, it was dark and very cold. Everybody scurried around for a bag before we were told to come to the eating area for an announcement. When we got inside everybody found a seat, and waited patiently for Ms. Ward to start talking. We were told that we had to wake up at 6:00 the next morning in order to spend the whole day skiing. We were also told which room we were going to be staying in and what we were going to be doing next. As we carried the heavy skis and snow boots to the bus, we realised that tomorrow was going to be harder than we thought. The rooms we stayed in were very comfortable. We unpacked and went to bed.

After what felt like three seconds of sleep, a tap on the door woke us up. We were then instructed to get dressed and go to breakfast. After about half an hour it was time to collect our things and hit the road. A load of scarves, puffy jackets and

orange beanies accompanied us as we climbed onto the bus. There was an hour drive ahead of us and we were all excited about getting onto the slopes. We watched some old Simpson's episodes to kill time as the bus wound its way up the windy road. When the first white flakes of snow were seen littered on the ground, a buzz ran around the bus. A few minutes more and we were surrounded by white mountains; the most amazing white I had ever seen. The bus finally pulled up at the car park, as a light powder of snow fell from the sky. The air was freezing cold as we made our way to get our snow boots and skis.

The beginners were limited to a small hill while the experienced made their way up to the bigger mountains. One two three! We had to be quick to get on the chair lift that would carry us up the mountain. As we rose higher the temperature decreased, it felt like our hands had been frozen to our skis, which we clung to with all our might. Once at the top of the mountain, getting off the chair lift was the hard part! Our lessons started straight away. We practiced stopping, starting and turning each as hard as the other. Just as we had mastered it the lesson was over and we had the choice of skiing down the mountain or for the less confident folk, taking the chair lift down. We then made snowmen and had snow ball fights until it was time to go home.

We drove in silence; if

there was any noise it was the light murmur of deep snoring! The six o'clock start had taken toll on us. The Simpson's was on but no one was really interested. When we got back we had dinner and the more energetic ones went for a short walk to the local shops.

Then after the long tiresome day it was time for bed. We all knew very well that our sleep would be limited to eight hours. Our second lesson was much like the first. We had some time to practice on "tom thumb" and then we had the choice of going down Wombat's Rumble (one of the more easy runs). Snow boarders zoomed past with ease as we carefully made our way down. Then it was time to go home. We had just enough time to pack our bags, and get onto the bus. Then we hit the road.

When we were half way there we stopped off at McDonalds for a quick dinner. Then once we were finished it was back in the bus.

Finally we were back in Melbourne. The city looked very inviting as we were greeted by the familiar skyscrapers. Then our bus pulled up at Brighton Secondary, we were most happy to be home after a gruelling two days of fun packed activity. We would like to thank Mr. Hill, Ms Ward and Mr Ivory for being very supportive and attempting to pass on their silky smooth techniques to us!

Fiona McCandless and Bianca Fletcher-Gunev 8JD

Blood!

Blood is red, blood is good,
It flows right over the neighbourhood.

Down the roads, paths and streets.

It is powered when the heart beats.

The heart it helps, with its lub dub sound,

It pushes the blood all around.

Doctors use a stethoscope,
To see if the heart will cope.
Systolic and diastolic pressure is read,

Then the patient is confined to bed.

Cathy Freeman has a heart,
It helps her running at the start.

Adrenaline makes her pulse rate quicken,

And training makes cardiac muscles thicker.

Organs, they need energy too,
Blood fills with oxygen to use as food.

Deoxygenated, it is pumped through the lungs.

Oxygenated, out it comes.
Valves, their job is to open and close,

So that the blood it don't backflows.

With the atrium and ventricle,

And the white blood cells as sentinel,

Your system is flowing,
And your body is going.

Julian Warren

Tears of Sorrow

Why?

Why am I crying?

Why am I sad, lonely crying?
How can I feel for something that was never mine?

Sometimes I think my eyes change with my feelings,

From the dark mahogany of an age-old tree, which has been taken care of by her ancestors; to a deep, calm sea-blue which has been hurt under the surface slowly desecrating, eating into her own heart.

Eyes close, a surreal world comes alive-then the memories flow back....

All of them, like a wave gushing over me
All the things that mattered to me go straight out the window,

when I close my eyes,
My family, my friends, my own soul and body-do not matter when I fall into my slumber;
all that matters is my love and I.

I wake up; the tear that I felt on my tan skin was not a dream

As it lingers down my face, I feel every pore fill with the salty, watery,

Memory-filled substance
I shudder- the tear falls gracefully through the air
The air parts in two, the tear races to the ground,
"Pillow", I think "be prepared to absorb this small water-drop.

Tears full of sorrow, shame and a promise that stays forever true,

Never let it break for it's what keeps me awake".
Tears of sorrow, let it fall, through and through.

Frances Harrison 8AH

Middle School

I have always believed that learning works better, transfers better, and impacts more profoundly when connected with the circumstances of real life.

The students' world is the primary and ultimate source of learning. For students and staff, learning in the Middle School is a rewarding experience. Years 9 and 10 focus on helping our students develop into creative and complex thinkers, confident of their ability to engage in our world, equipped with the necessary skills to be active citizens in a world which is increasingly becoming a global one.

I have often asked my Middle School students to **DARE** to be different. D for Dignity, A for Adaptability, R for Responsibility and E for Enthusiasm, encouraging them to strive for success in all things they do.

Students have been active participants in a range of programs including the Solar Car Challenge, VYDP, STAY9, City Camp, Kool Skools CD Project and many more. As Meir said 'Nothing in life just happens. You have to have the stamina to meet the obstacles and overcome them'. I believe this group of Middle School students will DARE to be different in all things they do, facing the challenges and finding ways to overcome them.

Many thanks to all the teachers of the Middle School, Mr Fuller and Mrs Hunter for their continual support.

Eleni Hiotis, Middle School Manager

Year 9

This year has been a very full and, at times, hectic one for the Middle School. Year 9 is a period where students go through many changes, both physically and emotionally.

It is a time where, as teachers, we strive to give as much guidance as possible, and the students begin to become increasingly self-reliant. For this very reason, Year 9 is a challenge for parents and staff alike. What is most important is that our students realise that it is not success or failure that is the key, but rather it is the way they respond to challenges and cope with the journey of secondary school.

We have had some very exciting times in Year 9 this year, with the Tasmania Camp and the Learning Festival both definite highlights. Our students have worked through an interesting curriculum and had the opportunity to meet and listen to some very fascinating visitors. Twenty students also had the opportunity to participate in our fantastic City Experience pilot program. The program is aimed at keeping our students actively engaged in learning. We are always looking for new ways to do this and hope to continue this program next year. I would like to thank all our 2003 Year 9 students for their efforts this year, and I wish them the best of luck in their endeavours next year and into the future.

Robert Fuller, Year 9 Coordinator

Year 10

As a new Year 10 Coordinator and Assistant Middle School Manager this year, I have found it an immensely rewarding time, both professionally and personally.

Year 10 is a time when students decide where they want to be in the world and make decisions about their future in order to fulfil their dreams. It is a time when childhood meets adulthood, a time when new friendship groups form with other students whose aims and ambitions resemble their own and a time when other friendships wane or disintegrate as each student progresses. One of my students perhaps sums up what being a Year 10 student is, far better than I, when he wrote:

"Year 10 is very different to any other Year level. You don't stay with your form group after Form Assembly, but move off to each class with a different set of students. I like this because if you don't know everyone in your Year Level, you will pretty soon."

This has been one of the best years for me both inside and outside school. I always go on about how much I hate school, but in fact if we didn't have school I would not have met the wonderful friends I now have. Also in all reality I don't mind the classes or the fact that I am not at home because if I was, I would be bored out of my mind with nothing to do. So I really think I don't hate school or the classes, but I do hate homework. I know it is really important to do it, but I am somewhat lazy and struggle sometimes just to get up in the mornings. The teachers however are very supportive, so I am lucky to be at this school.

Even though I have found this year difficult, both personally and academically, the bad stuff is far outweighed by the good. Year 10 rocks and I will not forget it ever!" Sam Brown 10B
I have been very proud to represent this group of students; they have proven they can act, behave and accept responsibility for their actions as do adults, although some do this with greater ease than others. I wish each and every one of you the best next year, wherever your dreams have taken you.

Jean Hunter, Year 10 Coordinator

Kool Skools

Kool Skools is an exciting National Recording and Multimedia Project for secondary schools that promotes and develops music writing and performance.

In July, we were given the experience of actually working in a studio as professional musicians. Our first reaction was WOW the school is paying for us to spend two whole days recording our own music. We felt so privileged because our Middle School band, Zenith, had only started working together on original songs this year.

The first day we (the vocalists) didn't complete much of the recording because the Middle School Choir had to complete their recordings. Finally when our band started recording it was around 4pm. They recorded everyone individually leaving the vocals for last. Natalie Lepikhin, Jack Pascoe and Ms Andrews worked with the graphic artists and multimedia specialists to produce the CD artwork, digital stills and music video. The artwork designs were produced by Alexei McConville-Brewster, Sean Caroll and Konrad Slifierz.

Amazingly we received a nomination for our song 'It's just the way it is' for Best Indie Song in the ARIA style awards night on the 11th of October. Members of Choir Duo were also nominated for 'Wade in the Water' for Best Vocal Arrangement. The band Electric Vinyl won two awards on the night. The song 'Fat Man on the Couch' won Best Funk or Soul Track and a Special Judges Award. Their performance in the evening was fantastic!

Jacqueline Arena & Lauren Lynch Year 10

MindShop Excellence Program

On the 5th May this term five Brighton Secondary College students walked into the CGU Centre, level 5 on Latrobe Street. None of us had any clue about what we were doing there except that we were selected by the college for this project. The students chosen were Gareth Pugh, Sholom Sepisahvili, Wadey Fu, Aleksander Zec and myself. Although we all knew each others names, that was about as much as we knew about each other. The Host Company chosen for us was Business Travel International, a travel company with a great atmosphere. As we were led around the office, courtesy of Melissa Tronconi (host company supervisor), Suzanne Whitmarsh and Timothy (MindShop facilitators) we received some friendly smiles and curious looks. Back in 'our' office (eventually called All For You Consulting, - took us all week but we finally made it up!) we were introduced to the MindShop tools. These tools are not tangible, but more like 'mind' tools and ways to help us with our lateral thinking.

For those who don't know we were given a day to familiarise ourselves with these tools, while it usually takes others months of training to learn them. After a day of listening we were given our problem to solve: How do we get 'Buy-in' from our staff over the next 12 months in regards to implementation of new technology? Well it did take us a while to understand what this meant, but we finally got it.

Over the next few days we were cooped up in the office between 9.00am and 12.30pm with about six coffee breaks in between, then back again at 1.30 till 4-5.00pm working very hard collecting data. One of the ways we chose to do this was in fact a survey. During these days I became closer with my work-mates and realised that hey! maybe an office job isn't so bad after all, in fact quite the opposite.

Things went pretty smoothly up until presentation day; from

then on it was panic-a-rama. Everything became a last minute rush, how come it had seemed like we had too much time a minute ago and now we need more? Well it seems, according to Tim, we may have picked up more than a few office habits. But luckily for us our hard work paid off, the presentation went off without a hitch and the outcome I think for all of us was great. It was a fantastic experience and yet when I reflect on the week I can't say it was easy. Eating pizza, scoring lollipops off strangers and don't forget the workout my stomach goes from laughing. Yes, all in all it was a tough week, but I don't regret any of it.

Phoebe Pownall Year 10

Year 10 Work Experience Reports

The year 10 students of 2003 had to attend work experience between June 23rd and 27th as part of their course work. I chose a Veterinary facility in Bentleigh as my work placement.

I performed many tasks at the Vet and was allowed to sit in for all consultations, which meant I was able to watch the processes that take place when examining a potentially sick animal. I was given numerous cleaning jobs and errands to run as my basic assistance to the veterinary nurses. I was expected to watch surgery - castrations were the most common.

Doing work experience at a family vet organisation really gave me an understanding

of what's involved in the care of animals. I learnt the way a vet clinic functions, and by watching surgery I got a basic understanding of animal organs and the types of drugs and equipment used. Overall, I really enjoyed myself and learnt so much - it was a once in a lifetime experience.

Elena Latch Year 10

I chose to do my work experience at 88.3 Southern FM, a community radio station which was located above the Moorabbin Town Hall. The radio station proved to be very interesting. As the days went by I was shown all the different aspects of running a radio station as well as the behind the scenes goings on.

On the first day I got shown around the station and sat in the studio whilst the radio presenter was on air. This was probably the most exciting thing – watching how everything works. Over the next few days I performed many tasks such as preparing and recording a news bulletin, writing community announcements, reception duties, completing a running sheet, planning and recording my own program and learning interview techniques.

I learnt many new skills when I got to record my own radio program and I had lots of fun using the mixer to play CD's, mini discs and making community announcements. I had a lot of fun being interviewed on air and introducing a few songs. Overall I had an enjoyable time and may consider it as a future career.

Nevasha Wood Year 10

Work experience is your first 'taste' of the workforce and should be a happy and most eventful time that you will always remember. I know my placement at Bunnings South Oakleigh was an unforgettable time.

From work experience I obtained many new communication skills. These were used when a customer needed my assistance and when I had to share information and ideas with other team members.

I needed to learn how to properly manage all situations like accepting responsibility, work independently to plan and organise activities and meet deadlines. I also had to learn how to use new technology like computers, faxes, transferring phone calls and using a PDA.

While I was at Bunnings, some of the activities I undertook were: merchandising, restocking shelves, administration and community involvement, working in the irrigation, electrical and 'Do-it-yourself' departments, cash office, moving pallets and ordering and selling stock. I enjoyed every activity I undertook and really appreciate the way that every team member took me 'under their wing' and treated me with the same respect and helpfulness as they did their long term members. My work experience at Bunnings was a great experience and one that I will not forget for a long time.

Melinda Young Year 10

Sustainability

The Middle School Festival 2003

Lights, cameras, hundreds of Primary School students, action! The Middle School Festival for 2003 was underway. Dozens of Year 9 and 10 students worked diligently to facilitate the various activities organised by students and teachers. Highlights included watching the ever expanding queue for "Blood and Guts", the ultra-chic Fashion Show and the rocking Middle School Band. Our students did a wonderful job working with both the junior students during the day and the parents at night. It was truly inspiring to see so many of our students participating actively and engaging others into their learning experiences. The Year 9 and 10 students have dared to make a difference to themselves, and to others, by contributing to the College Community. We witnessed some extraordinary leadership skills, imagine fifty primary students crowded around Jack Johnston, making Play Doh, a la Jamie Oliver, with his enthusiasm getting them all cheering loud enough to drown out even the rock band! We also watched the budding architects who built an Australian version of the Eiffel Tower out of Geoshapes.

The learning festival finished with a final performance to parents and the wider community. This included a wonderful singing solo from Pretty Kaur, a dance by a group of Year 9 girls, the fashion extravaganza and the band signing one of their songs from their Utopia CD. We also welcomed the hatching of one of our chicks during the evening, much to the amazement of our students. We congratulate the students who received Middle School Awards: Jack Pascoe for the Don Sheridan Science and Engineering Award; Pretty Kaur and Jeremy Horsburgh for College Community Service Awards and Sarah Footitt and Paul Hegedus for Community Service Awards. There is a sense of pride in the Middle School about all that has been achieved this year, and look forward to the efforts of next year's cohort. The challenge has been laid before the 2004 Middle School students to exceed the high standard set by this year's group.

Comments from students and parents included:

"The Middle School Festival was an interesting event. It was enjoyable and helped to bring people together and allowed us to teach children from other schools something about Brighton's extracurricular activities."

"I made a terrarium, an origami crane, a flying fish, a jumping frog, searched for dinosaur bones and had a wound created on my arm – Real Blood and Guts! This was a fantastic time for me and I learnt a lot. Thankyou Years 9 and 10." Natalie Goldberg (3T) Gardenvale PS

"It was great showing the Primary School kids the activities that we do at Brighton Secondary College. Overall, the day was really fun." Justin Cohen 9A

"It was really fun working with all the Grade 3 and 4s during the day. I enjoyed making the large construction out of the

Geoshapes. Overall I enjoyed the day and night." Lachlan Middleditch 9A

"I would like to thank Years 9 and 10 of Brighton Secondary College for an exceptional night of entertainment. A+ - "Fantastic Effort" everyone concerned." Sue Goldberg (Proud Parent).

Solar Car Challenge

Sciencesworks October 18-19 2003

In the first lesson we were introduced to Mr. Sheridan, an accomplished engineer. He took us through how, 'it all happened'. There were only four girls in the class and neither one of us had the foggiest idea about how any of these solar car technicalities worked. Many people think all you learn in the Solar Car Challenge is about solar cars but it's much more than that. We learnt and practised cooperation, perseverance and certainly a lot of teamwork. We looked at design elements such as height, total panel areas, length, wheel diameter and much more. We then built a car using inexpensive building materials like cardboard, bamboo sticks and a hot-glue gun.

Further plans were drawn and measured. We had never seen so many distraught faces. From the plans, we began creating our masterpiece. By using a section of a mock track we tested the guide pegs and mobility of our car, adjusting anything if required. The last week prior to racing was a frantic time with teams racing against time to complete their solar cars. Six cars were entered into the race Dynamight, WootMobile 1, WootMobile 2, Blaze-in, Dr Cool and Blue Thunder.

On the first day of racing we had excellent racing conditions. All the cars won their heats and progressed to Sunday with two cars WootMobile 1 (24.30s fourth fastest time for the day) and Blue Thunder (26.44s) seeded into the qualifying race. We went home feeling confident that the weather report of rain and more rain was wrong. Sunday came and overnight some of the teams changed their gears for wet weather conditions. The conditions were poor, it rained it poured and on a few occasions the sun shone through. Ironically the slowest race time on Saturday (WootMobile 2) produced the fastest time on Sunday. At one point we did not know who to cheer on when WootMobile 2 took on Blue Thunder in the final of our races. We so much wanted both to win! WootMobile 2 cruised with a time of 40.56s to race in the next qualifying race.

The Solar Car Challenge was a great opportunity to experience success at every level. We set three goals at the beginning of the year; firstly to build a car, secondly to complete the race circuit and finally to win at least one race. We achieved these goals and much more. So we think overall it was a fantastic experience for everyone involved. Many thanks to our teachers, Mr Don Sheridan Engineer-in-Residence and Ms Helene Hiotis, for their support and perseverance.

Pretty Kaur and Carol Koffsovitz Year 9



The Hobbit Excursion

BBM & 8JV

Today we were going on an excursion to put all other excursions in the dirt. It all started as we clambered off the bus, in single file, and shown around R.M.I.T. precious metals department seeing students crafting with various metals. We left R.M.I.T. with a vast amount of knowledge that someday will be useful and embarked on our next venture to William Angliss College, to experience a Hobbit lunch.

Some trainees who would one day become world class waiters and waitresses served us a beautiful meal. We were shown the kitchen area, which was the most amazing sight with all the pots and pans, deep-fries, dishwashers and cooks.

When we returned to our table the most delicious dessert was waiting there ready to be eaten. I pounced on mine and gobbled it down before you could say "that dessert was really nice and I wish my parents would make something like that at my house."

As we returned back to the bus, with our stomachs full and hopes of becoming a waiter or chef slightly improved, we began the journey back to Brighton. A brilliant day was had by all!

Julian Warren 8BL

more poetry.....

Cold Cold Winter

My toes are cold
The snow is falling
When I take a breath
I hear the warmth calling
I strive to go
To the heat
But my path is blocked
By my freezing feet
It hurts so much
To move along
To calm my pain
I sing a song
The coldness of the night
Forces me
To be cuddled up in a corner, trying to go to sleep
I hope spring comes
To save me from this tragedy
I will pray and hope that it will be sunny.
June Qian 7RM



Emelie Inglis

Blue

Blue is the baby bird in your hands,
That flies away to search distant lands.
Blue are her tears cried in the dark,
As they run down her face without leaving mark.
Blue is the secret you hold inside,
Setting like the sun going down with the tide.
Blue is the weightlessness of a thoughtless mind,
The comfort you have, when no comfort you can find.

Blue is the colour of the world at dusk,
With your eyes wide open, seeing no one you trust.
Blue are the songs that go around in your head,
Their secret meanings like tangled pieces of thread.
Blue is the feeling of an endless black hole, -
Of the silent pain understanding you can't hold.
Blue is the sound of their cries in the night,
Praying it will get better, but staying out of sight.
Blue are the words that cut at your soul,
Keeping them down, but feeling the toll.
Blue is the will, to do a 'swan dive'
As if there was nothing they could do to keep you alive.

Blue is the knowledge of life and death,
A wanting to know if anything is left.
Blue is the smile that creeps on your face,
When your bird flies home from that far off place.
Fiona McCandless

Black

Black is beauty at its darkest,
The colour that comes after light,
Black is the stare through unyielding eyes,
Always reminds me of all those sad times,
Black is the cry of a broken heart,
As lovers lie asleep in the dark.
Black is the echo within the shadows,
The raven perched among the scarecrows.
Black is the madman's plea
The darkness at the bottom of the sea,
My heart in a moment of need,
Black is the silence within the walls,
That time when night falls.
Black is the time between dawn and the first bird calls,
Black is when the whispers of silence come,
When the white comes undone,
Black is the wilting rose,
A person's secrets being exposed,
Black is like meeting face to face,
in a large and empty space.
Leenor Adar

Black.

Black is evil,
Black is dark,
Black is the colour of the black dog's bark.
Black is the colour of a burnt snail,
Or the dirt underneath your fingernail.
Black is the folder I wrote this on,
Black is the habit upon the nun.
Black is liquorice,
Black is a raven,
Black is Miss. Nick if you have not been behaving.
Black is the colour of charred Omeo,
Black is death, if you don't know where to go.
Black is the colour of burnt steak,
And it is also the colour of a copperhead snake.
Black is Elvis' greasy hair,
Or someone's sexy underwear.
Black is the colour of a pirate's flag,
Or the tyre marks of an illegal drag.
Black is the colour of poisonous smoke,
If you breathe in too much you'll start to choke.
Black is the colour of my brother's guitar,
When he is sitting on his bed going da na na.
Black is the sky in the dead of the night.
Or a painful black eye after being in a fight.
Black is the beauty deep within your heart,
Black is black.

Nick Smith

Blue

Blue is retro, blue is style,
But it can be putrid, it can be vile.
It is the light in the alley that nobody sees,
A part of you inside of me.
A cold sad feeling,
A peaceful sky,
The darkest part in deep blue eyes.
The quiet hour in the night,
The luminous glow of blue moonlight.
Blue is cool and quite relaxed,
A space in music, a beat synapse.
A strong firm hand, a feather's touch,
A matching set of blue teacups.
Physical, spiritual and mental too,
The makeup of the colour blue

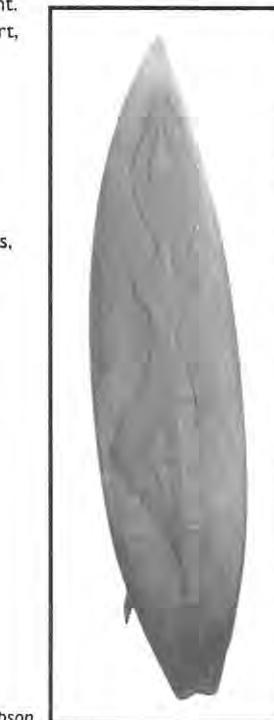
Angus Lord

Black

Black is the deepest pit of hell,
Black is the sadness I know so well.
Black will inspire and take away.
Black is pain and my dismay.
Happiness is once more denied.
Sucked dry of my love and pride.
I'm still alive although I've died.
Is death the answer, black will decide.
As the black creeps over me I cannot breathe nor can I see.
I just no longer want to be,
In this land of such black greed.
The taste of black is dry and sour.
Corrupted by the dirty power.
To change this world that we have now,
I have to stop and wonder how.. this land that was once so great.
Is now a pool of war and hate.
Black will seal this land's fate.
My mental scars are etched in black.
I'm bruised and battered-beaten, sapped.
Out here I'm black I'm afraid I'm trapped.
Alex Mcfarlane

Future

Often when I am sitting here
My mind seems to switch gears
I'm transported to a different place
Somewhere, where there is no
human race
I know it's the future
But it seems a bit bleak
Androids out there, ready to seek
A future dominated by creatures
Without humans with special
features!
Mark Dwyer 7 RM



Ainslee Thompson



Paulina Fishman

Year 7 Camp - Anglesea

Year 7 Camp - Anglesea

A few thoughts by 7 KB

"The camp was one of the highlights for Year 7, 2003. I made heaps of friends and it was really fun. I stayed in a cabin with my three best friends."

"I really liked the camp because of all the activities. The flying fox was the best."

"I had lots of fun at Anglesea. The camp included surfing, flying fox, canoeing, bush walking and a game called 'Kick the can'. This involved running around in the bush at night!"

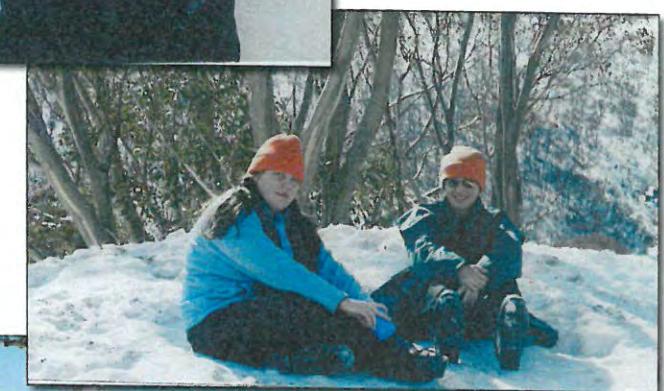
"The camp at Anglesea was a great highlight for me because I became friends with lots of nice people."

"My most memorable moment of Year 7 would have to be the camp. I soon had a large group of friends & after the camp I knew almost everybody in Year 7."



Year 8 Ski Trip

Year 8 Ski Trip



Year 9 Tasmania Trip

Year 9 Tasmania Trip

On Sunday the 27th of April 80+ year nine students boarded the Spirit of Tasmania.

It was the biggest turnout for this particular camp in years. It was also the biggest profit in years thanks to Mrs. Andrews' over-policing of the swear jar.

The morning we arrived we encountered for the first time John (who had a superfluous and uncanny knowledge of Tasmania), the driver of the 70's bus with the orange and brown carpet on the roof. John took us to visit Cataract Gorge and the Blow Hole.

For the next two nights we stayed at the Transit Centre in Hobart. Some other cool places we went were the Airwalk through the canopy of a beautiful forest (Miss Ellis loved that), and the Cadbury Factory where there was plenty of sampling.. After staying at the transit center we left for a caravan park in Port Arthur. We visited the Port Arthur penitentiary for a day tour and later returned for an unexpectedly scary ghost tour. There was definitely a lot of disbelief before we started but that promptly ended when Stuart Lyng dropped the lantern. After the tour we returned to the camp for the last night celebrated with oysters and a reflective chat with Mr. Mangold and Miss Daniels.

Thanks to Jade for all those sleepless nights and thank you to all the teachers involved for putting together such a great camp.

Gabi Beard, Gemma Buckley, Hannah Footit



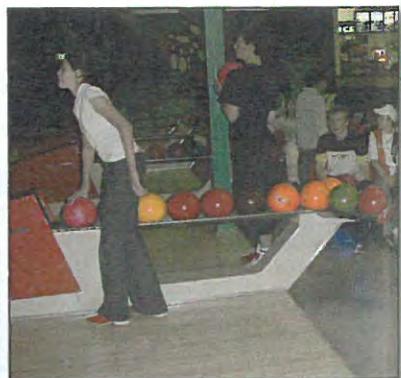
Walking to Port Arthur



The Airwalk



The Port
Arthur
Penitentiary



In Hobart



Just off the boat.

Year 10 Queensland Camp

"Meow" said cat woman as we posed for a photo with her at Movie World.

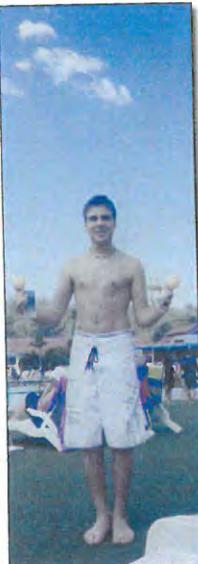
On the 4th of October the year 10's set out for a long and excruciating 22 hour bus ride to holiday destination Queensland.

Making toilet and eating stops every 2-3 hours we met hillbillies, discovered what "country water" actually tastes like and ate more McDonalds (Mc chuck) than one person is capable of. On arrival the dreams of tired girls were finally answered as our first destination was a shopping centre. After a quick shopping spree and lunch we headed for "Treasure Island Holiday Park" where we immediately took full advantage of their pool, spas and other leisures.

After a long night of excitement we awoke to the anticipation of "Sea World." Unfortunately, as we may have said we had perfect weather... we lied, and experienced great tropical down pours as we rode the "Corkscrew" Roller coaster and experienced many of their great water rides. We saw many shows including: "Dolphin Spectacular" and "The Search for the Golden Seal." After a full day of swimming in the rain we were told that a must see site in Queensland was "Cavil Avenue" Home of "Schoolies Week".

Tuesday morning came and after breakfast we were quickly off to Movie World for the day. Movie World was filled with excitement and used up most of all our camera films as every part was brought to life using familiar movie themes. The rides varied from the horrific and stomach turning Lethal Weapon ride to the dull and mind numbing Looney Toons River Cruise. On every corner were your favourite movie characters of all time, from the hunky Batman and Robin or the cute and delightful Looney Toons. Although we were tired we still had room for a quick movie that night.

After our wake up call from the "a little too chirpy" teachers we headed to Dream World and couldn't contain our excitement any longer as every ride was bigger and better than the last. We set our standards high as our first ride was the "Giant Drop" which took us 30 seconds to reach the top and only five seconds to drop to our senses. A definite must see destination was the



faces brightened as we saw the combination of fantastic weather and amazing water features. Most of the day was spent sun baking in the 30 degree heat after spending plenty of time on every dark and narrow water slide in the park. Although many people experienced severe sunburns and minor entrapments in dark slides we promise (no students were harmed in the making of this holiday).

Our day concluded joyfully as we set off home for Melbourne on the bus.....
..AGAIN! Overall on behalf of everybody that attended this camp we can honestly say it was fan-bloody-tastic!

Paul Hegedus
and Elena Latch



Big Brother house where, every thing appeared smaller than on our home TV screens thanks to wide angled cameras. People who were willing to wait 2 1/2 hours had the thrill of meeting their idols Joanne and Regina, the Big Brother house contestants. That night we all got dressed up and headed down for some local karaoke. In the midst of the singing sensations was Mr Canavan along with other BSC students who performed fantastically.

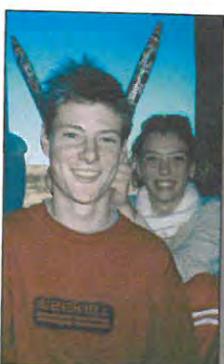
The next day brought sadness, as it was our last. We headed miserably to Wet'n'Wild but our

Year 11 Central Australia Camp



were unable to stop and this continued for much of the trip.

We arrived in Coober Pedy sometime in the late afternoon, where by general consensus of all the students it was voted "world's worst town". However this was only on the surface, for underneath these dusty dunes were a labyrinth of underground homes and mines, both of which were rich in Coober Pedy's main export, opal. We were guided around the town by Sandy our Coober Pedy tour guide. We saw an underground opal mine and camped in the Umoona Opal mine where we had the warmest night sleep of all the camp. All of our delicious meals were prepared by Graham, our secondary coach captain, and all our other meals we had to pay for ourselves.



The next day we crossed the South Australian/Northern Territory border on the Stuart highway, which took us all the way to Alice Springs. We camped the night at the red centre resort. Over those two days most of the sights that Alice Springs had to offer including, Simpson's gap, where a scenic group photo was taken, Stanley's Chasm, The Alice Springs dessert park, where we say

On Friday the 20th of June, the year eleven students assembled outside of the school at 5:30 to depart for Central Australia. The air was calm but anxious as we waited for the bus to load, although, like a bunch of kids, no one was too zealous to lend a hand. Once we had departed, amidst waving to emotional parents, we headed out of Melbourne under the cover of darkness where we were introduced to our coach captain Corey. During the night there was much unruly behaviour that the tired teachers



the outback wildlife, and Anzac hill lookout where we got a great view of Alice Springs and the McDonald Ranges which surround it.

The following day we were on the road to Uluru, where we enjoyed an unusual camel ride and saw the breathtaking sights of King's canyon. A few students found the sights a little too breathtaking and decided to go exploring without the group, luckily they were found unscathed and unharmed. That night we had our bush camp, where we set up our tents on the side

of the road and had a campfire. That night we had a talent comp, some notable acts were Miles with "I am cow, here me moo!", a dance by Mr Selfridge, Mr McGavin and Corey, which was hardly legitimate and a grease medley by a few "talented youths" in the group. The festivities carried on late till we toddled to bed tired and cold in the eerie expanses of the Outback.

The next day we were on the final stretch of our journey to Uluru. Before we reached it though we stopped off at a quirky camel farm and truck stop, that featured many hilarious signs on the wall, and a salt lake. Then suddenly everyone could see it, the majestic rock erupting over the horizon. We turned into Uluru-Kataj-juta national park, slowly passing by the accommodation; 5 star, 4 star, 3 star, camping grounds, and finally our accommodation, coach camping grounds. After everyone set up their tents and



had a much-needed shower we were off to see Uluru. We met our Aboriginal guide, Vincent at the museum and then took the short bus trip to see the rock. Vincent explained the history of the rock and its related aboriginal history. After that we went to sunset strip to watch the sun set upon this magnificent monolith.

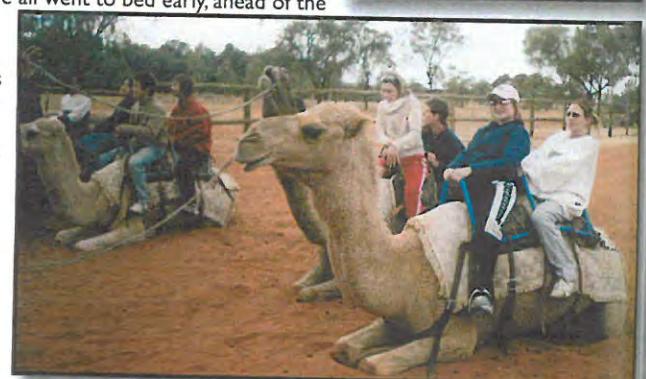
The next day was the day to climb the rock. When we got there the group was split in two, those who decided to tackle the rock and those who decided to respect the aborigines wishes and walk around the rock. Those who climbed were astounded with the view (and wind) they found when they got to top, and those who did the base walk were in awe of the sheer beauty of the



rock. After this we went to see the Olgas, unfortunately, as Uluru had devoured time there was only enough time to see it from a looking point for five minutes. When we got back to the camping grounds, some left for a costly helicopter ride over the rock, however the majority, who had already spent most of their money on souvenirs and snacks, spent the afternoon either at the camp site or at the shops. That night we all went to bed early, ahead of the 3:00 am start we had the next morning.

The bus trip home was a 30 hour express trip. We got home at 12:00 on Saturday and we all headed home for a much needed sleep.

Steve Kennedy and Alex Dusek



Year 12 Camp Manyung

Year 12 Camp Manyung

This year the year 12's were off to Mt Eliza's Camp Manyung for three days full of team building activities and challenges that would make anyone's stomach turn. Challenges such as the high ropes, vertical challenge and giant swing really separated the gutsy from the 'not so' gutsy, and from my observation, it was the girls who outperformed the boys – Go Georgina and Fabienne! Some of the boys weren't even game enough to give it a go.

The days were filled with challenges and food, the nights were filled with motivational speakers and dramas with spiders. The highlight had to have been Ronnie Tannous running out the door from a daddy long legs spider. Overall, valuable information was passed and I hope each and every year 12 student got something out of the guest speakers.

By the end of night one, the teachers thought everyone would be exhausted as we certainly were, but this was not the case. Lights out were at 11.30, but the student's watches seemed to be slow. Even though the teachers were exhausted we still managed to patrol the cabins, and on the odd occasion catch 3 students trying to sneak out!

By night two, I think everyone was too exhausted to even talk and lights were going out early. The staff were very grateful as we could finally get some sleep. Day three meant packing up and cleaning out cabins by 8am as another school day had arrived. Boy was this a challenge as everyone was exhausted. Tuesday morning saw about 16 eager students go for an optional 7am swim, but day three only saw 2 or 3 eager swimmers.

Overall, I think everyone enjoyed the camp experience and it was really good seeing students working as a team, overcoming their fears and giving things a go! It's amazing what you can do when you put your mind to it, and just give it a go!



Highlights:

Mr Karailis on the giant swing.

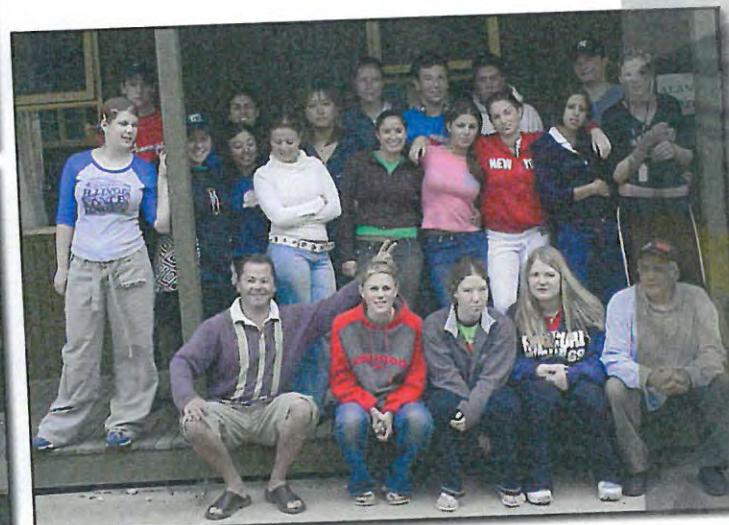
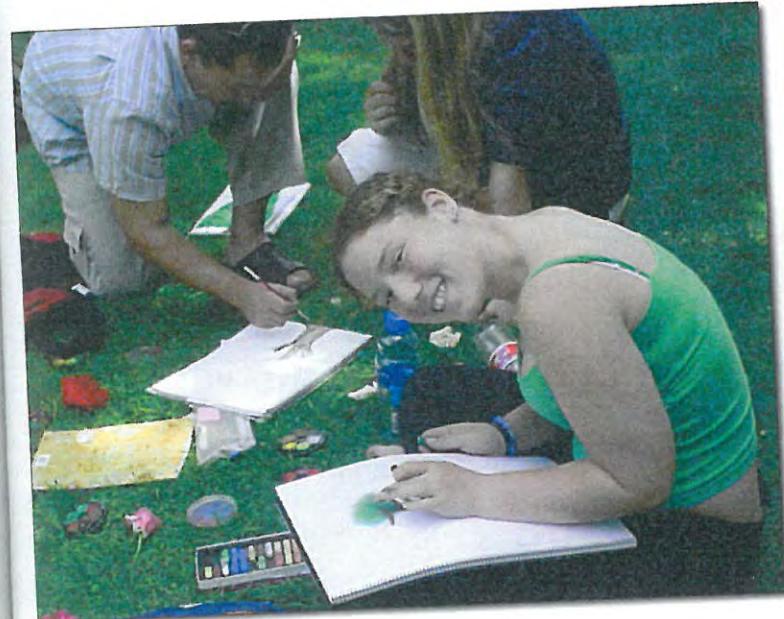
Ronnie Tannous running away from a daddy long legs spider.
Super getting on a well built raft only to make it collapse and his team members fall in.

Ashley slipping a moon, only to be caught by Mr Karailis and Ms Ward!

The girls outperforming the boys.

Getting to know the year 12's on a more personal level outside of school

Sarah Tirtahardja

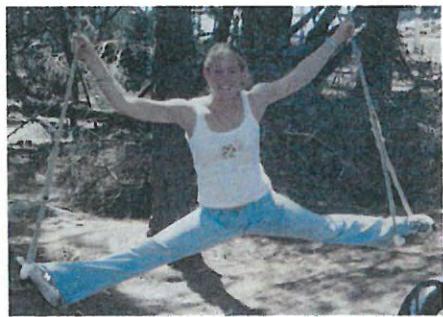


VCE Formal



Senior School

Senior School



VCE group of 2003



Senior School



2003 has seen again the arrival of many overseas students, which has swelled our numbers in Year 11 to over 150 students. This has been contrasted by a small group of around 100 Year 12 students.

This year has seen the senior school students involved in a variety of activities encompassing both curricula and extra-or co-curricula events.

These have ranged from House swimming, sports and choral competitions; study skills and school to work transition days, to Year 12 study camp and Year 11 central Australian trip. There have also been a number of opportunities for students to participate in events such as mentor breakfasts, Rotary leadership camps and Youth of the Year competition to name a few.

The continuation of committees to assist the student captains of Year 12 has allowed a number of Year 11 students to play an active role in the leadership of the college. What follows is a series of recollections from senior students of some of the highlights of 2003.

Careers Report

There are a number of ways in which schools may define their success, but as a minimum, schools should prepare their students for life beyond school. In recent times secondary education has become an expectation and schools now more than ever are facing the challenge of trying to meet the needs of a more disparate group of senior students. Many factors contribute to the difficulties schools face today in meeting these needs. In recent years successive governments have implemented a range

of initiatives to provide alternative pathways for students.

VET (Vocational Education and Training) in the VCE was introduced to provide another pathway from school to work and further education. VET caters for students who learn best using a "hands on" approach. As VET numbers have grown over the last decade schools have formed partnerships with other schools and TAFEs. Most Secondary schools now belong to a regional cluster group. Brighton belongs to the Inner Melbourne VET Cluster, which ensures efficient, cost effective delivery of VET programs for our students.

The Managed Individual Pathways (MIPS) initiative was introduced in 2001 in response to the Kirby report into Post Compulsory Education. The transition from school to work is no longer seen as a simple progression. Students in years 10 – 12 complete Pathway plans that are periodically updated to help them prepare to make the transition from school to post school options. Changes in the nature of work and the impact of new technology mean that skills quickly become outdated, emphasizing how important it is for people to upgrade their skills throughout their working life. Workers need to prepare for career transitions and students preparing to leave school need to explore career options. The MIPS initiative is also concerned with the tracking of students for up to 18 months after leaving school. This provides schools with data about students pathways. Knowing what our students are doing 12 months on may provide us with food for thought in terms of our curriculum delivery.

The creation of the Local Learning and Employment Networks has helped fill gaps in the provision of education and training. New programs have been developed linking education and training with local employment opportunities. Several of our year 10 students have this year benefited from participation in programs initiated by the Inner Eastern LLEN.

This year has seen a renewed focus on School Based New Apprenticeships and Traineeships as an option in VCE. Students at Brighton Secondary College in years 11 and 12 now have the opportunity to do a School Based New Apprenticeship. There are a number of benefits for the students. They are able to work, learn and earn at the same time. Students are engaged in the learning process and the employer can play an active role in training young people and helping them develop skills specific to the workplace.

On offer for 2004 are Apprenticeships and Traineeships in a range of areas including automotive, retail and office administration.

Here at Brighton we have embraced the Government initiatives introduced to increase student pathways. Hopefully in the near future we will see the benefits of such programs with increased retention rates and improved student outcomes.

Mary Morgan - Manager Careers/VET

Year 12 Study Skills Camp

This year the year 12 study skills camp was just as successful as it was beneficial. The camp's main purpose is to encourage the class to unite and support each other through the most undoubtable toughest and most strenuous year of our lives.

It was a popular theory "I already know all of these people, how possibly can I make new friends?" however the camp as a whole, wasn't all about making new friends, it was about realising who you are? Where you are going? How you're going to get there? And who is going to be there and support you on the way?

The camp involved high agility activities, and motivation speakers who gave us an edge over others in helping us to get a grip on our lives before something unexpected and irreversible happens.

Another important aspect of the camp was formed on the basis of teamwork. Being yr 12's it's pretty safe to say that you would know almost everyone in the year, but being able to trust every single one of them is another story. However I think that no-one person failed at forming a new alliance with an old friend.

On a personal note I got everything above, and more with an included birthday cake, from the camp. Overall I believe that the Study Skills Camp was defiantly valuable to all of the year yr 12's. I wish every one all the best for 2003 and good luck for the future.

Emily Hall- Social Captain 2003



Asuka Ikegami

Year 11 Formal

This year I was lucky enough to have the opportunity to organise the Year 11 formal. As the plans progressed I realised exactly what an arduous task I'd placed upon myself. In realising this, I also knew that if I persisted, the outcome would be every bit as fantastic as I hoped. And I was right. The formal was held at the International of Brighton on Bay Street on Wednesday 6th August. The students and teachers arrived at 7pm completely glowing and every single person looked fantastic.

The night began a bit tediously as most students had never been to a formal before but before long the DJ had pumped up the music, we were shown to our tables and people began to talk, dance and really enjoy themselves. The three course meal was delicious and consisted of a pumpkin soup entrée, lamb/fish main course and brandy snap for dessert. Everyone was keen to have their photographs taken by the professional photographers and have now received their own copies as excellent memorabilia of the evening. The DJ provided the perfect formal music mix and everybody had a go at burning up the dance floor. I know that everybody had a great time because all I saw around me were smiling faces. The night and journey I had to take to pull it all together will stay with me forever as one of the best experiences I have ever encountered.

I would like to thank Ms Podbury, Ms Ward, Ms McGuire, Ms Sentry, and Mr Gargano for their guidance and support. I'd like to thank the aforementioned teachers along with Ms Hiotis, Mr Mangold, Ms Boyd, Mr Canavan and Mr Jess for attending the formal. A huge thank you goes to Ms Bethune and Ms Maroney at our General Office for teaching me exactly how to go about organising payments. I'd lastly like to thank my fellow Year 11 students for not giving me a hard time for any mistakes I made, for supporting me and for making The Formal the brilliant night that it was!

Zeynep Basarin 11A

PE Sport Report

PE Sport Report

Brighton Secondary College's tradition of sporting excellence was once again on show in 2003, with many fine performances from both teams and individuals. Our sporting colours were seen across numerous sports and were always worn with enthusiasm, dedication and an amazing school spirit. What follows is a tiny glimpse of the wonderful world of sport that is Brighton Secondary College.



Athletics

This year the District Athletics meeting was held at Duncan McKinnon Reserve. Brighton had a very successful day finishing 2nd overall. Special mentions must be made to Dennis McCallum for winning the U13 Javelin with a record throw, Sarah Hawe for winning all of her events, Elise Binnington for breaking the U17 Hurdles record and Rhiannon Silveston Johnston for winning the majority of her events.

The students who had won their events at the District level then went on to compete in the Southern Zone Finals. We experienced another successful day with most students placing in their events. Elise Binnington (Hurdles); Rhiannon

Silveston Johnston (Long Jump); Sarah Hawe (Discus); Dennis McCallum (Javelin) and the U14 Boys Relay team consisting of Brendan Dowling, Ross MacFarlane, Keith Lewis, and Rory Sadikin each won their event and went on to compete at the State Finals. A mention must also be made to Evgeni Mitnovetski for finishing 2nd in the U16 Long and Triple Jump. In addition to the students already mentioned the State Athletics team consisted of Mark Nicholson and Brittany Munro. Congratulations to all team members especially to Sarah Hawe for placing 1st in Discus, Elise Binnington for finishing 1st in Hurdles, Dennis McCallum for placing 2nd in Javelin and to Evgeni Mitnovetski for finishing 2nd in the Long and 2nd in Triple Jump.

Cross Country

Based on the school cross-country results, students were selected to compete in the Beachside District Championships. In the Junior Girls section, Rhiannon Silveston Johnston finished 13th and Stephanie Mitchell 20th. In the Junior Boys, Nathan Roberts came 6th and Adam Heat 13th. In the Intermediate section, Rachael Silveston Johnston and Sarah Hawe finished 5th and 6th respectively amongst the girls, while Luke Armstrong came 6th and Hayden Dekker 8th amongst the boys. Rhiannon, Adam, Rachael, Sarah, Luke and Jonathon Minden went on to compete well at the Southern Zone Championships held at Lardner Park, Warrigal. Congratulations to all participants for their efforts. Another congratulations must be made to Rachael Silveston Johnston for reaching the State Cross-Country.

Swimming

Brighton fielded a strong team of 80 for the district swimming sports and we were successful in defending our title of Champions. Students to be recognised on the day include: Daniel Geyman, Matt McMahon, Jonathan Minden and Eric Duigan, all district champions for their age group. Our leading girls for the day were Kirsten McStea, Rommany Ferries, Elise Binnington and Fiona Mikowski.

Following the District Sports was the Southern Zone Finals held at MSAC, Albert Park. Overall Brighton finished 8th in the competition, a fantastic result given there are approximately 90 schools in our zone. The individual results were as follows: Hayley Tagell 3rd in U/14 diving; Matt McMahon 1st in U/14 Breaststroke, 2nd in butterfly and backstroke; Jonathan Minden 2nd in U/16 breaststroke, 4th in butterfly and backstroke; Daniel Geyman 1st in U/13 freestyle; Eric Duigan 1st in U/17 butterfly; Brendan Norris 3rd in Open freestyle; U/21 Medley Relay 4th (Joel Sinko, Eric Duigan, Brendan Norris, Alan

Gocs); U/13 Relay 2nd (Daniel Geyman, Ben Croker, Adam Heat, Gilbert Kharnik and Woody Maddison); U/17 Relay 2nd (Eric Duigan, Arturo Tallarida, Roman Rozenberg, Alan Gocs); Open Relay 4th (Joel Sinko, Beau Davies, Brendan Norris and Evgeni Routn). Congratulations to all our swimmers who represented our school so well.

Following the Zones we competed in the State Swimming Finals also held at MSAC. At this level, the competition is fierce and the races are over very quickly. Our team consisting of Eric Duigan, Jonathan Minden, Matthew McMahon, Daniel Geyman, Hayley Tagell and our 2 relay teams - Under 13's Daniel Geyman, Ben Croker, Woody Maddison and Gilbert Kharnik and Under 17's Eric Duigan, Roman Rozenberg, Arturo Tallarida and Alan Gocs should be congratulated for reaching this level and for representing our school with great pride and enthusiasm.

Year 7 Interschool Sports

Our Netball girls won their region but were unlucky to lose the District final 14-37 to Mentone girls. Congratulations to all the team members who consistently gave 110%. Teagan Laskey had a superb game in the centre and Kerrie Wasley and Nellie Muldoon worked hard in defence. Shooters Laura Dockendorff and Ally Wickens made superb use of opportunities against some tall defenders. Meanwhile, Karly Cooper, Aki Adami, Casey Rainieri and Alyce Tsotras worked consistently well in mid court.

The Softball team made it through to the Southern Zone Finals held at Dandenong. The girls played extremely well and have now moved on to the State Finals due to be held in December. Congratulations to all team members: Laura Dockendorff, Stephanie Seymour, Teagan Laskey, Casey Rainieri, Kerrie Wasley, Anzonia Rayner, Hayley Tagell, Laura Squires, Laura Phillips, Jess Vasilakis, and Rhiannon Silveston Johnston.





The boys Volleyball team also went through to the Southern Zone Finals. The boys played to the best of their abilities placing fourth overall. All team members had a great time and exhibited exceptional sportsmanship throughout the day. The team consisted of Chevy Long, Zac Blakeley, Ray Al Nahawi, Arik Handelsman, Dan Nguyen and Dima Iliadis.

Our table tennis boys won their region but were unlucky to lose the District Final. Congratulations to Mark Dwyer, Jesse Marsh, David Rowshan and Lee Wicks.

Year 8 Interschool Sports

The Girls Soccer team won the District Final and went on to compete against Eumemmering in the Preliminary Final, winning on penalties. They were however unlucky at the Southern Zone Finals coming runners up. Congratulations to all team members: Alev Basarin, Sofie Batten, Tara Boelsen Roninson, Kalani Garland, Steph Hegedus, Maddy King, Liora Klein, Helen Hendzei, Diegra Richardson, Cayla Marion, Fotini Stavrou, Danielle Schmerling, Kara Williams, Brooke Connelly, Becky Hardy and Lidia Voronina.

Our boys and girls Table Tennis teams made it through to the District Finals, where they were both unfortunate to lose to Cheltenham and Mentone Girls respectively. The Boys team consisted of Thomas Abourizk, Lachie Angus, Jeremy Bethell, Pat Meehan and David Meng. The girls team was Kerry Anderson, Tara Boelsen-Robinson, Yoko Nakamura, Lidia Voronina and Catherine Wallis.

The boy's tennis team consisting of Patrick Meehan, Jeremy Bethell, Lachie Angus, Tom Abourizk and Mikel Guyetsky

also successfully made it to the Southern Zone Finals. All team members played some excellent tennis and displayed great sportsmanship and a positive and determined attitude throughout the day. Missing out on the State Finals was disappointing for the team. Nevertheless, they should be proud that they gave it their best and got 'oh so close'.

The Volleyball Girls achieved fantastic results winning the Southern Zone finals for the second year in a row and making it through to the State Finals – yet to be held. Congratulations to all players: Danielle Schmerling, Ella Serry, Sofie Batten (c), Stephanie Robinson, Catherine Wallis, Diegra Richardson, Jordana Gartner, Sarah Avram, and Fotini Stavrou.

Intermediate Interschool Sports

Our boys Badminton team successfully made it through to the District finals but were unfortunately beaten by Cheltenham 3-2. The team consisted of Joel Borman, Ben Chauvelon-Jones, Lachlan Middleditch and Gim Her Sng.

Our girls Hockey team also made it through to the District Finals but were beaten by McKinnon 2-1. Congratulations to all team members: Kate Barwell (top goal scorer), Ella Davies, Luci Trotter, Racael Silveston-Johnston, Jocelyn Wong, Emily McKenzie, Sally Watts, Yuko Nakajima, Nadine Climie, Lee Easton, Katja Reitsma, Alicja Modzelewski and Amelia Modzelewski.

The girl's soccer team this year also made it through to the District Finals unbeaten. The Finals saw the team beat Mentone quite convincingly, allowing them to progress to the Preliminary Finals. This game saw the girls up against Glen Eagles in a very hard game, which went into extra time. A superb run by Kate Barwell down the right wing finished with a cross to Kat Taylor, who cleanly headed the ball into the net, allowing us to win by a golden goal (4-3). The next stage of the competition saw us competing in the Southern Zone Finals, held in a round-robin format. The level of competition here was much higher but the team rose to the challenge, making it through to the finals. Unfortunately on this day Lyndale emerged the superior team taking home the victory 4-3. Congratulations to all team mebers: Kate Barwell, Melissa Blair, Jenni Elbaum, Dana Fakhara, Sarah Foottit, Hannah Foottit, Sarah Hughes, Deniz Kara, Mindy Kerr, Emily McKenzie, Courtney Pate, Jo Porter, Kat Taylor, Luci Trotter, Rachael Silveston Johnston and Sally Watts. Well Done girls!

Our girls Softball team played superbly this year, winning all of their games to go through to the District finals. Unfortunately they were unsuccessful in the Finals coming runners up. Congratulations to the girls who all put in 100% throughout

the entire day. Team members included Sarah Hughes, Sarah Foottit, Sam Petts, Lauren Tomlinson, Deniz Kara, Melinda Young, Melina Menelaou, Kat Taylor, Shayne Price, Ferah Pir, Rachael Silveston Johnston, and Jennifer Raleigh.

Senior Interschool Sports

The Senior Boys football team enjoyed a successful day at King George Reserve making the semi final section of their round robin, where they were paired up against the powerful Cheltenham. Cheltenham gained the early initiative in this match to earn a healthy first half lead. However, to their enormous credit the Brighton players displayed plenty of character to outscore Cheltenham in the 2nd half, eventually going down by 5 goals. Outstanding performers for the day included Fraser Thompson, Eugene Routman, Boeh Davies, Chris Batchelor, Brendan Norris, Robert Rossi, Luke Armstrong and Joel Sinko. The most memorable individual effort of the day was James Fitzsimmons' purple patch versus Bentleigh, in which he kicked two inspirational goals and ignited passion amongst his team-mates.

Our Boys Basketball team were very unlucky to lose their Southern Zone final by 1 point to Dandenong SC this year. Congratulations to Christian Brookshaw, Beau Davies, Chris Graham, David Kotlyar, Michael O'Connor, Joel Sinko, Frazer Thompson and Donnie Huo.

Our Boys table tennis also competed in the Southern Zone finals against Lyndale SC but were unfortunately unsuccessful. Congratulations to Shane Christie, Alan Gocs, Stefan Krakowiak, Daniel Soyer and Vincent Zheng.

There are also a number of other teams not mentioned here that competed at the District level but were unsuccessful in reaching the Southern Zone Finals. Congratulated to all these teams for their efforts this year. The teams are as follows:

Year 7 Boys Tennis, Cricket, Basketball, Baseball, Hockey, Soccer, and Girls Basketball, Hockey, Soccer, Table Tennis, Netball and Volleyball. Year 8 Boys Cricket, Baseball, Basketball, Soccer, Football and Girls Softball, Basketball, Tennis and Hockey. Intermediate Boys Football, Cricket, Soccer, Basketball, Squash and Girls Netball, Badminton, Basketball and Cricket. Senior Boys Cricket, Basketball, Volleyball, Tennis, Soccer and Girls Cricket, Soccer, Hockey and Basketball

A big thank you must also go out to all the teachers who dedicated themselves to various teams and individuals throughout the year providing unwavering support, constant coaching and compassion when it was needed.

We would like to encourage everyone at the school to carry

"Purple Power"



'A Gorilla in our Midst'

2003 marked the arrival of 'Grant the Gorilla' to the House's legion. Acting as mascot and motivator to the team, and an antagonist to the opposition, Grant proved himself to be a hit success at school sporting events.

Many students from other Houses have endeavoured to unmask Grant in an attempt to reveal his real identity. However removal of the disguise only proved to confuse them as the alter ego looks remarkably similar to the real person.

House Captains

Junior - Ella Serry, Rommany Ferries and David Meng.
Intermediate - Jeremy Bremner, Ella Davies and Michael Sloan.
Senior - Aviv Samuel, Arturro Tallarida and Michael Shmerling.

Athletics

The school athletics was a fantastic day, especially so for Grant. The House continued its improvement on the track and in the field events, and this was highlighted with a second placing on the day. This success was a credit to the young students coming through along with the older students who are assisting them in developing a culture of participation. Outstanding performers included Boeh Davies, Sholom Sepiashvili and Keith Lewis who were all award winners in their age groups.

Swimming

The annual swimming sports was another enjoyable and successful day for Grant House. We were rewarded with a third place finish on the day. There were some outstanding individual performers including Brendan Norris, Leon Droukman, Matthew McMahon, Amanda Wasley and Ella Davies. Grant was well represented in the novelty events such

as Beach Volleyball which provided the non-swimmers with the opportunity to participate.

Cross Country

The Cross Country delivered yet another terrific result for Grant with a second placing. Grant had an enormous amount of participants and were awarded bonus points for having such a large number who got into the spirit of the event's theme 'Footy Favourites' by wearing their team's footy jumper.

Chorals

Grant House achieved excellent numbers for the chorals. Under the expert guidance of conductor Fabienne De Chaineux the choir performed magnificently well. I would like to extend a special thank you to Ms Michelle Batour and Ms Karen Gibson for their assistance throughout the rehearsal period and on the evening itself.

Tournament of Minds

The Tournament of the Minds was a welcome addition to the House points system. Congratulations to the Grant House teams for their commitment and participation. Their efforts were rewarded with a second placing once again.

Overall Placings

Athletics- 2nd
Cross Country- 2nd
Tournament of Minds- 2nd
Swimming- 3rd
Chorals- 4th

Mr Jess (Grant House Teacher)

Lonsdale

When I asked Sarah Rogers (in preparation for writing this report) to remind me how Lonsdale fared in the School House Competition, her quick response was "That's easy, last, last, 2nd last and last again!". This was said however without dejection or despondency in her voice but with a sincere sense of achievement and pride. Qualities which accurately describe and embody the whole Lonsdale House Team and its two incredible female House Captains – Sarah Rogers and Fiona Mikowski.

Sarah and Fiona certainly took competent charge of the organisation of all the sporting events and their formidable 'girl power' tenacity ensured that Lonsdale members gave their all and tried their hardest. Despite Lonsdale coming a very close last in all events the spirit of the House certainly shone through and showed that it isn't all about winning but

getting in there and giving it a go!

I would like to personally thank all the Sports Captains across the year levels and particularly Sarah and Fiona for setting such a great example. Thank you to Laura Sweeney the Choral Captain who conducted the fabulous choir in their unique renditions of 'When you say nothing at all' and the upbeat 'Joy to the World'. A huge thank you goes to all the students who participated in any of the House Competitions, thank you for your efforts and willingness to join in.

Traditionally, in any competition, the colour yellow is affiliated with GOLD – VICTORY. I hope that Lonsdale House is able to achieve this next year.

Overall results were:
Swimming 4th place

Chorals 3rd place

Cross Country 3rd place

Tournament of the Minds 3rd place

Athletics 3rd place

Overall placing according to points – 4th place

Ms Pantarotto



Murray

House Motto

Participation with enjoyment and winning where possible.

Swimming Carnival

I believe we had the most colour, team spirit and the best cheer squad for the day, partly due to Jan and Zali.

Thank you very much to Mr McGrail and Mrs Mews for their assistance at the Marshalling area and to the House Captains, particularly Zali, Sarah Foottit, Tara and Fotini for their enthusiastic efforts.

First place getters, Jonathan Minden (4 events and new school records), Eric Duigan and Daniel Geyman (3 events), Kylie Amoor, Dylan Black and Allan Gocs (2 events) and Sarah Hawe, Hayley Tyell and Zina Teoh (1 event). Major contributors to Murray House points, most points Allan Gocs, then Jonathan Minden, Eric Duigan, Zina Teoh, Sarah Hughes, Shane Watkins, Daniel Geyman, Kylie Amore, Hayley Tagell, Sarah Foottit, Eliza-Anne Murray, Dylan Black, Alice McPhail, Sarah Hawe, Emma Sanderson and Kat Taylor. Overall we achieved second place. Well done.

House Chorals

Over my five years at the college have never



seen such a talented, committed and dedicated house choir. This year I had the privilege of conducting the winning Murray house choir. With the commitment and strong support of each house teacher our choir had the structure to release the true potential of their talent. They did not fail to shine and being the smallest house in the competition Murray proved that quality would always prevail over quantity. Personally I would like to thank each teacher that assisted the choir and every single student who brought life and passion into our choir, thank you. Murray performed brilliantly and showed the school that we are a house of talent and prestige. Miles Allard was also awarded an Encouragement as a Soloist.

Ben Eretz

House Cross Country

Zina Teoh was first place girl in Year 8, Sarah Hawe and Sarah Foottit second and third respectively in U/16 girls, Jonathan Minden and Dylan Black were first and third respectively in U/16 boys, and Hayden Dekker was second in Open boys. Overall we came fourth on the day but we had fun.

House Athletics

Jonathan Minden won the U/16 boys, and Zali Saphin and Miles Allard received House Encouragement Awards. We had a low turn out of Murray students on the day but those that were there represented the House extremely well.

Tournament of Mind (TOM)

Murray won the overall inaugural Junior TOM Spontaneous Question in term 1. Murray also won the overall inaugural Junior TOM Three Hour Question in term 2 and had the winning team of Kat Taylor, Amy Bishop, Angus Lord and Jared Gocs.

Ms D Andrews.

Phillip

The Phillip House Assault!

Firstly, a huge thank you to all of the Phillip House competitors who made this a really successful year for the 'mean green fighting machines'! Where do I begin this wonderful tale of victory and triumph? At the start I suppose, when I got knowledge of who had been voted as the Phillip House Captains. The junior school captains, Elise Mercurio, Nick Chilton and Charlotte Inglis, were superb at rallying troops at the events. The Intermediate captains, Matt Brodie, Brett Bazley and Rachel Silverston-Johnston were not only excellent competitors, but also great supporters and organisers of the house. But without the help of the senior captains, Olga Angelova, Abbie Gray and Joes Sinko, along with self-elected captains Emily Hall, Fraser Thompson, Zeynep Basarin, Becky Wickens and Ainslee Thompson, the Phillip House assault would not have been possible.

In the inter house swimming, the sheer willingness to participate, and the pride shown in their house by every competitor was awe-inspiring. The swimmers were swimming for personal pride, house pride, and determination to stuff Mr. Jess, Miss Andrews and Miss Pantarotto! And surprisingly enough, that was the outcome. From the onset, Phillip stormed ahead, and could not be caught, despite tremendous effort from the other 'lesser' houses. A superb victory, and nothing less than we deserved!!!



The athletics was another success. As with the swimming, Phillip led for the whole day. Again, it was down to the sheer amount of competitors that got involved. Everyone who took part for their house won points, so despite the sheer brilliance of Elise Binnington, Brett Bazley, Olga, Ainslee, Zeynep, Emu, Becky, Gilbert Kharnik, Rachel Silverston-Johnston, Alen Mijuskovic, Daniel Pollock, Joel Sinko, Ashlee Davis, Fraser Thompson and many many more, we essentially won on numbers overall. Another thoroughly convincing and awesome win!!!

The chorals. Phillip were amazing yet again. From the beginning we knew that Murray would be our stiffest competition, but we were sailing on a confidence wave from the previous victories, so we weren't worried. As with every house event, Phillip once again had the most participants, which eventually got rewarded on the superb choral evening. Kelly Jedd, the inspirational conductor and Phillip House cultural captain had the troops practicing as often as possible, until the choir could charm the birds out of the trees! On the night, all of the singers conducted themselves beautifully, were very well presented, and followed the award winning conduction of Kelly, and victory, we were sure, was in sight! But alas, we can't win everything. By some freak of nature, Murray pulled it out of the bag, and stole the victory from under Phillip's nose! With Kelly winning the conductor award, and the house winning an award for most participants, I am happy to say that we did win the chorals in some kind of way!!!

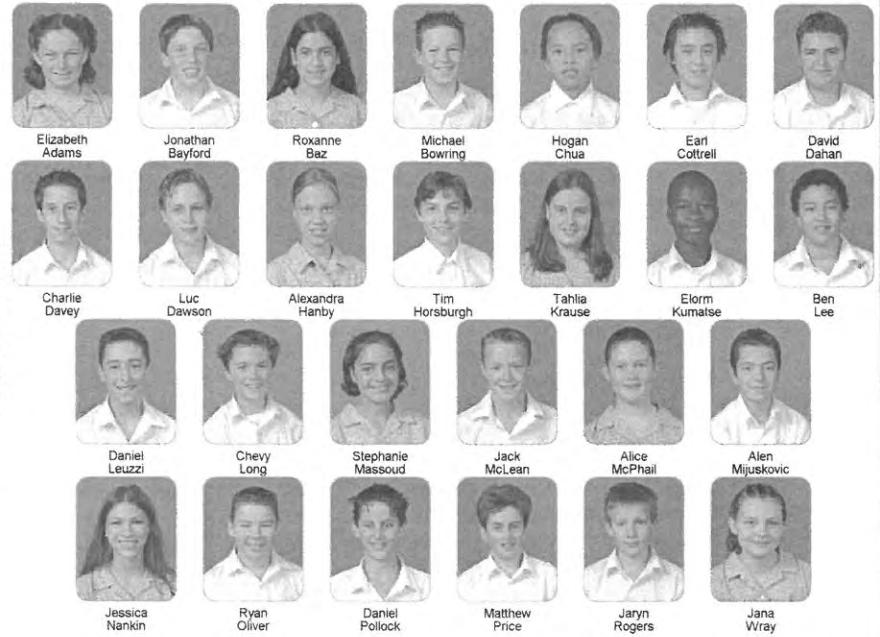
Overall, a stunning year for Phillip. Many many thanks to all who got behind their house and everyone of you are winners because of this. I cannot stress my appreciation enough. All that is left to say is let's hope we have a repeat next year!

Bring em' on...

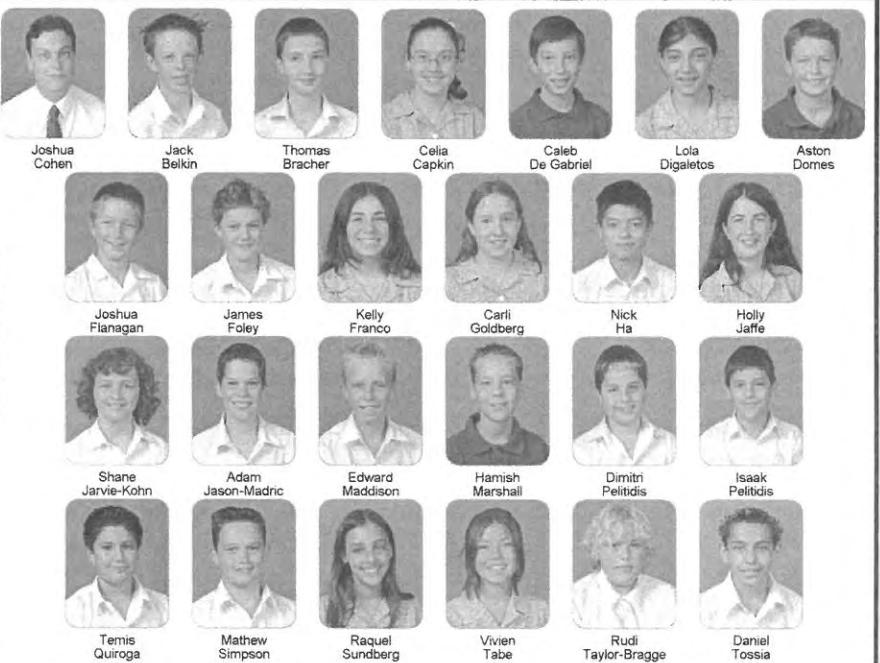
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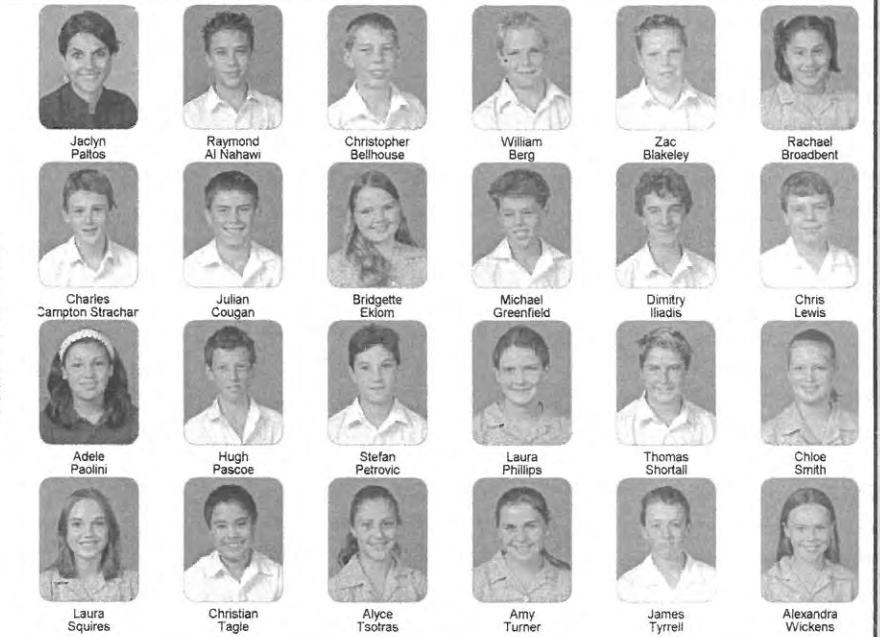
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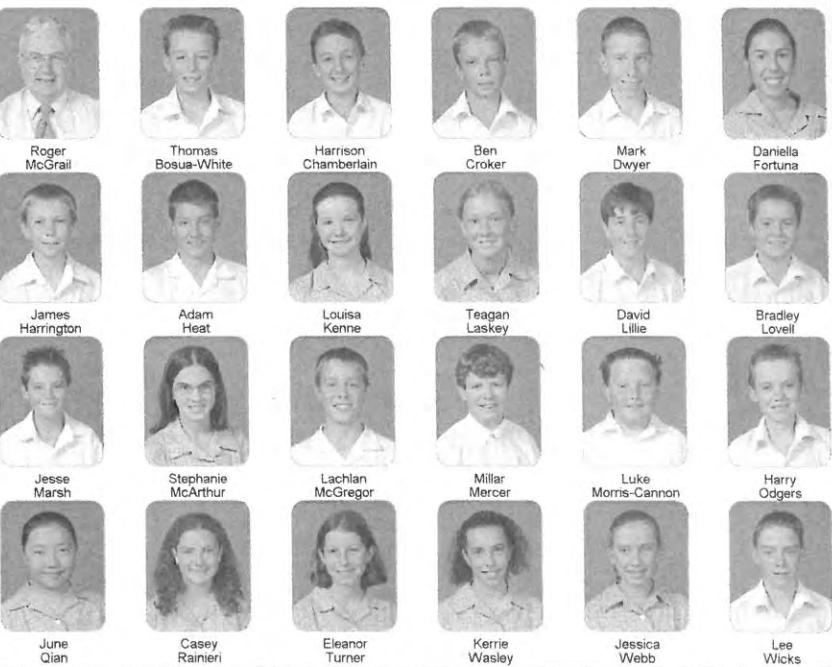
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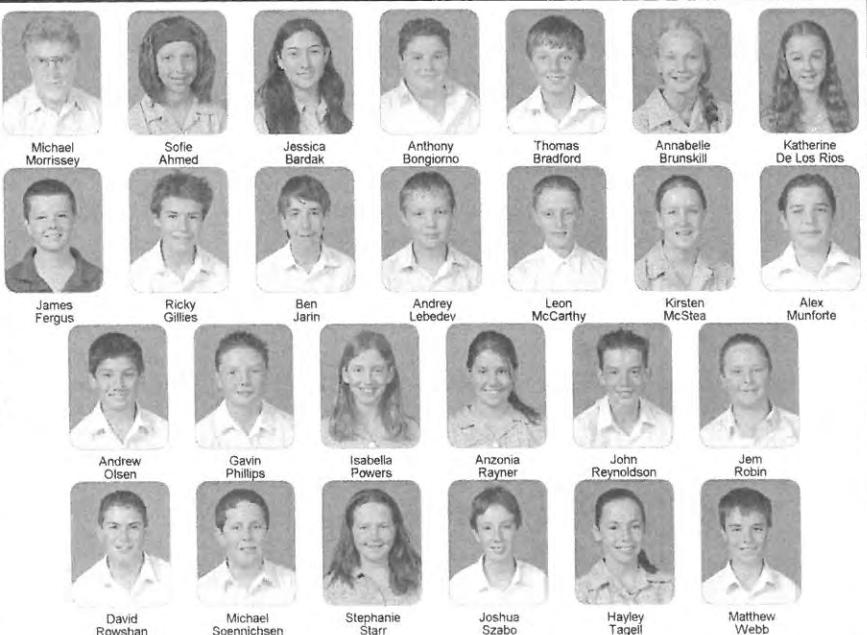
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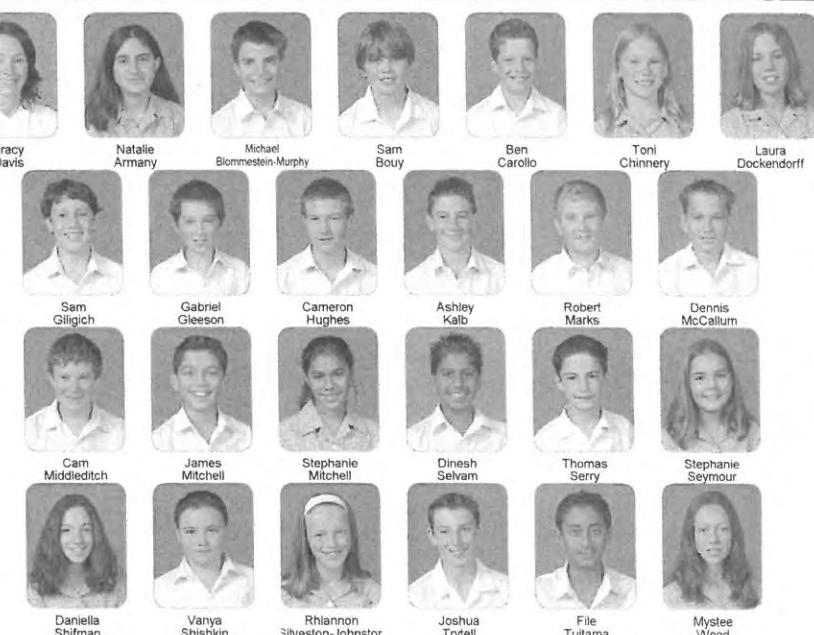
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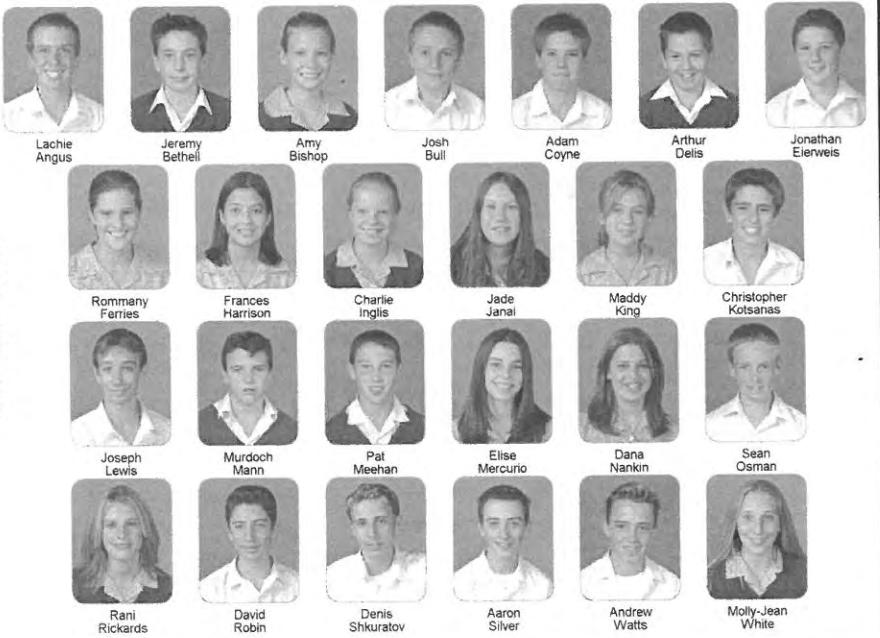
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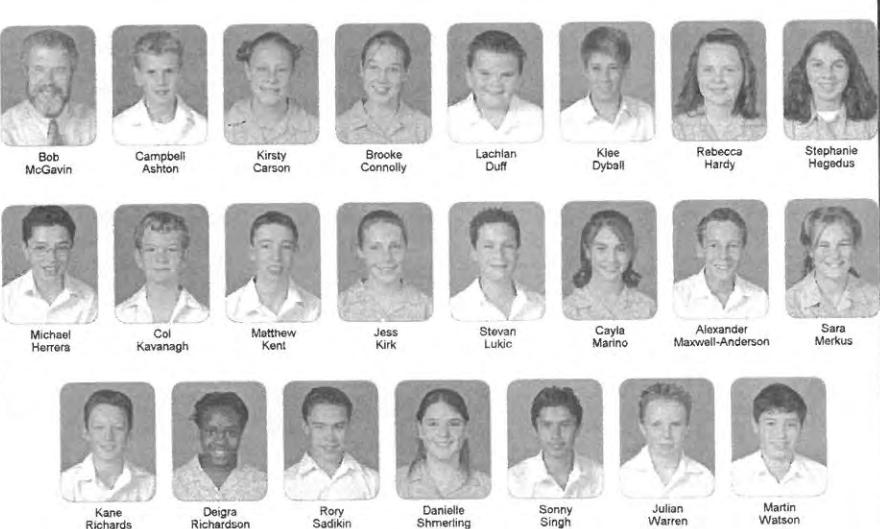
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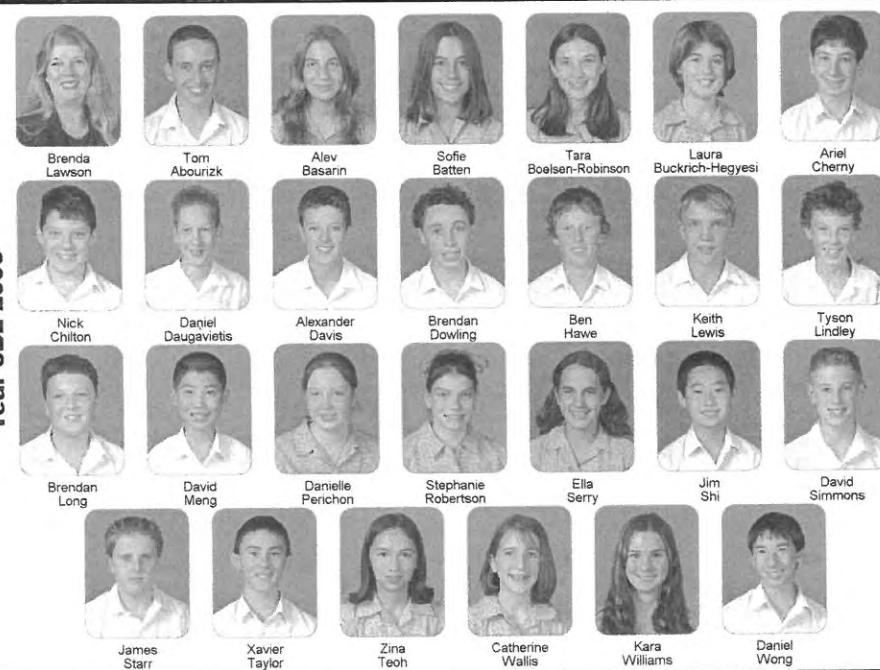
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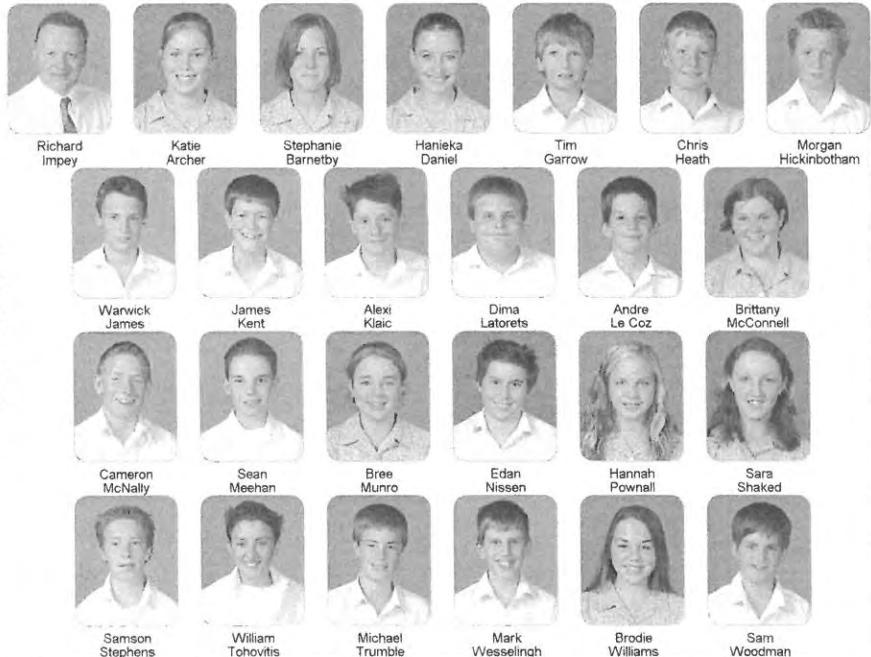
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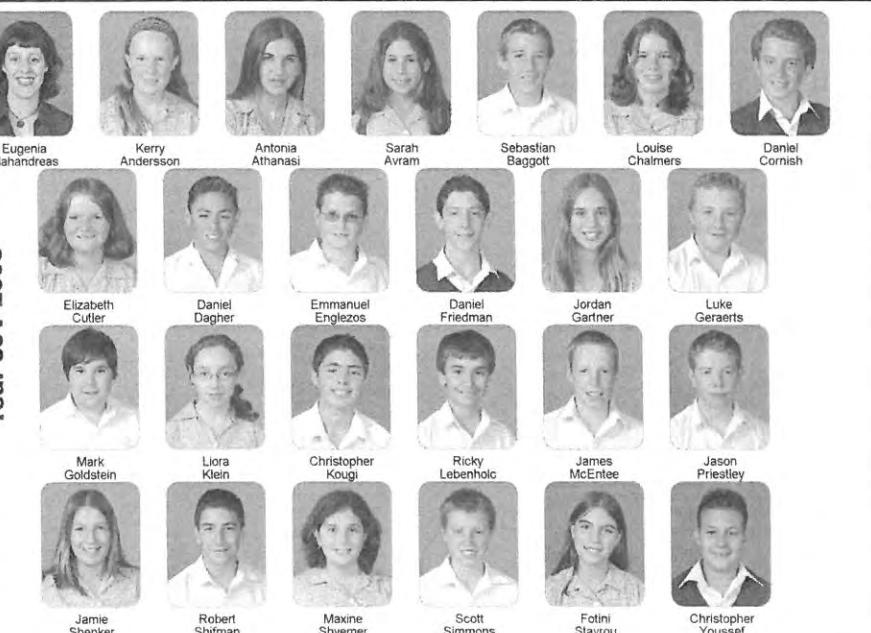
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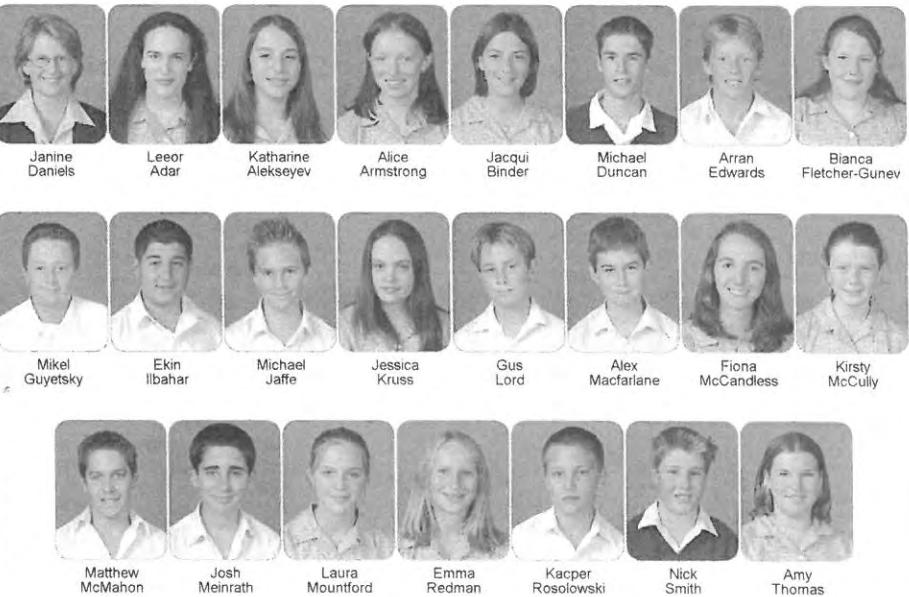
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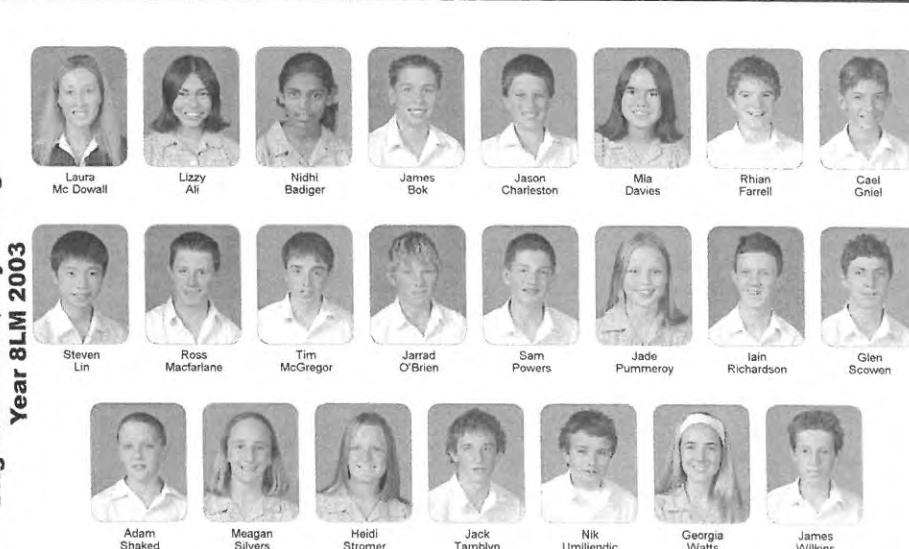
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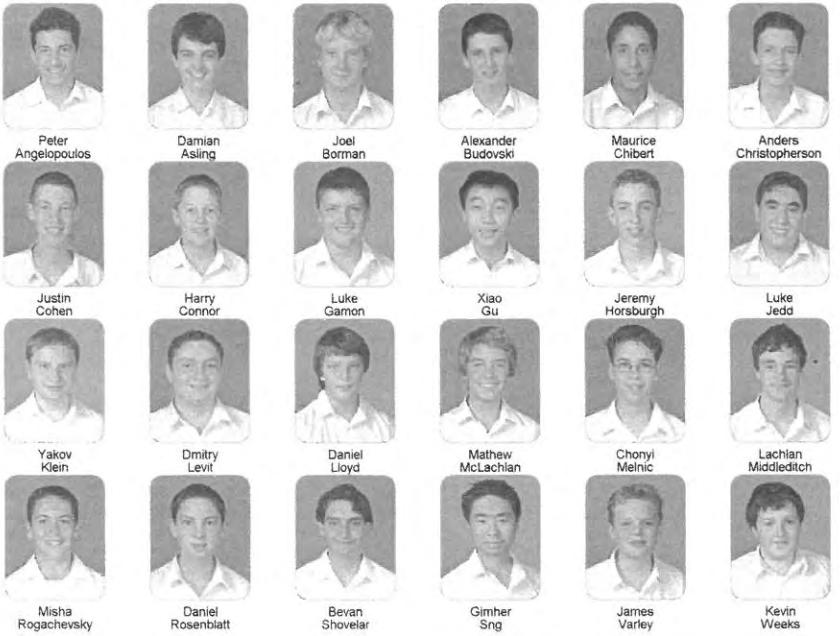
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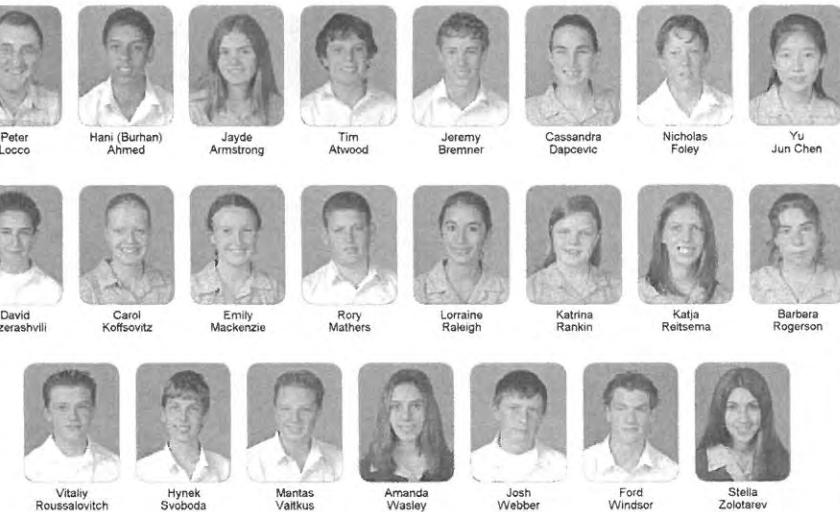
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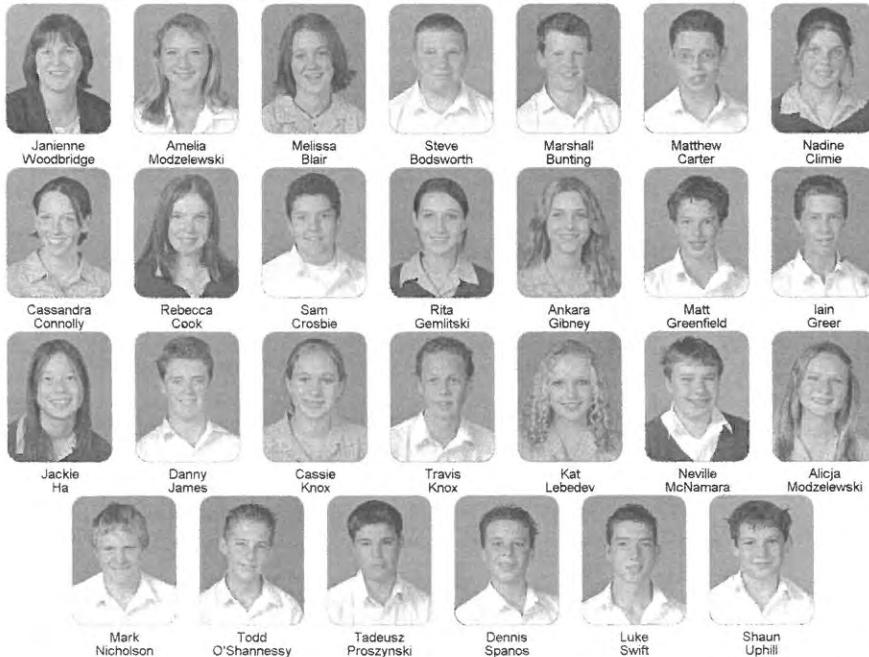
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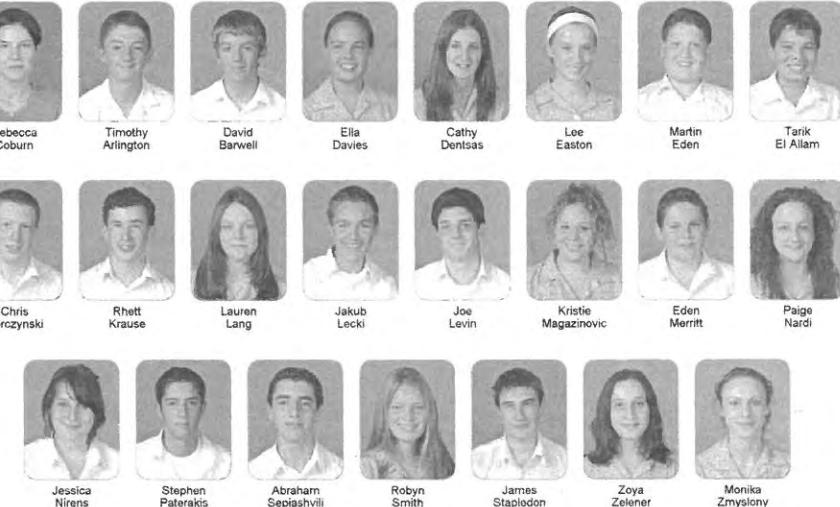
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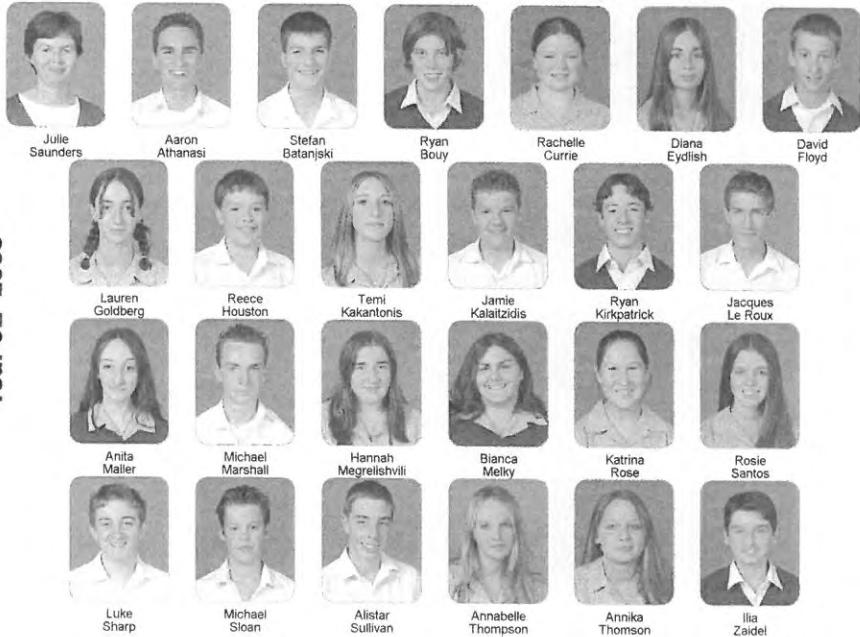
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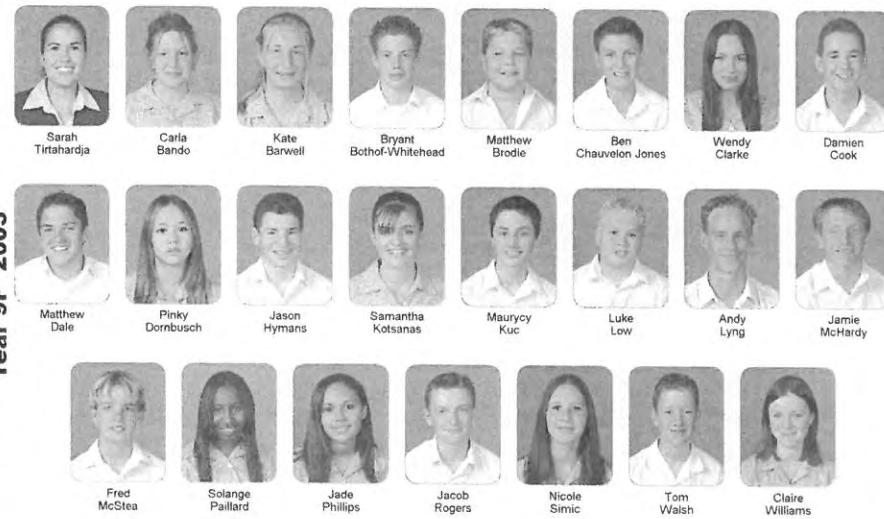
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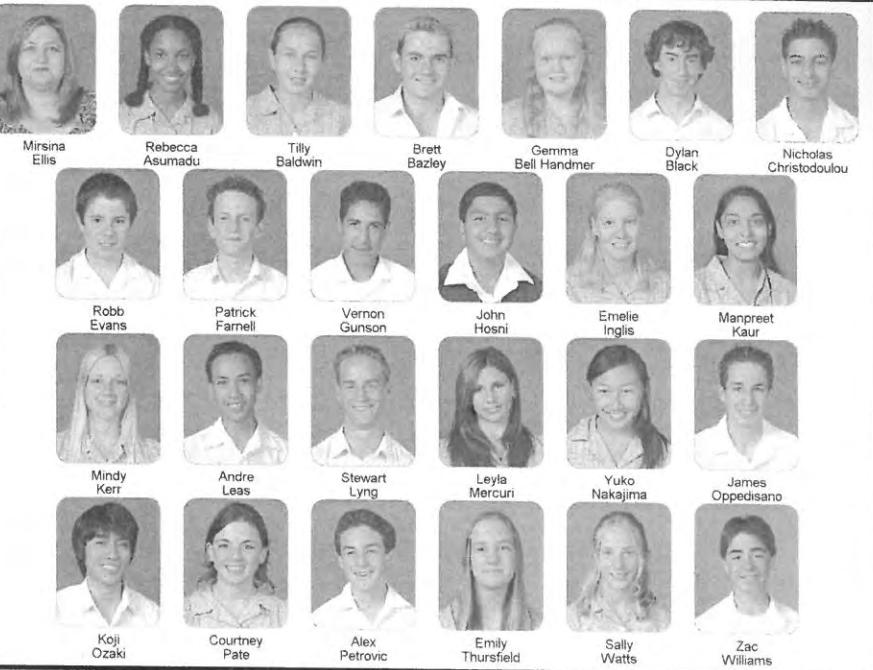
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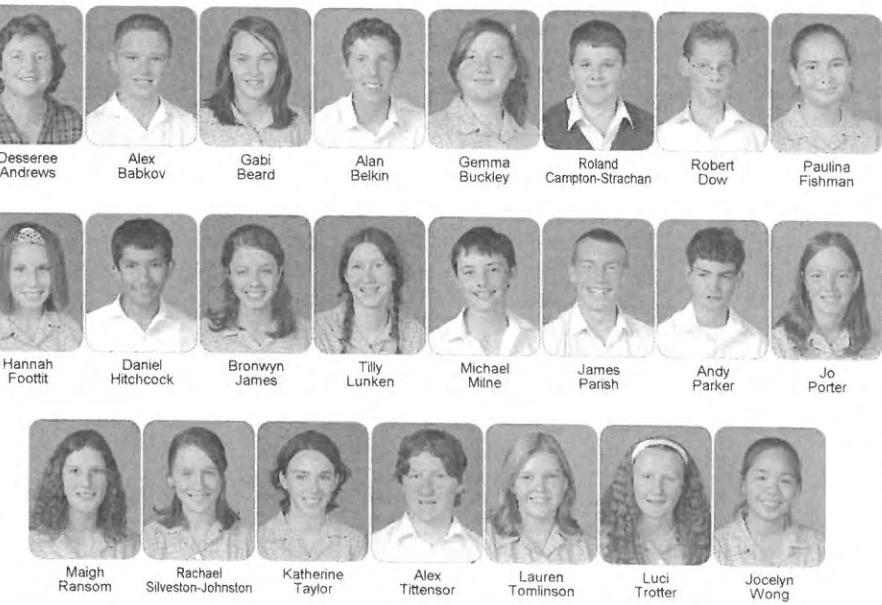
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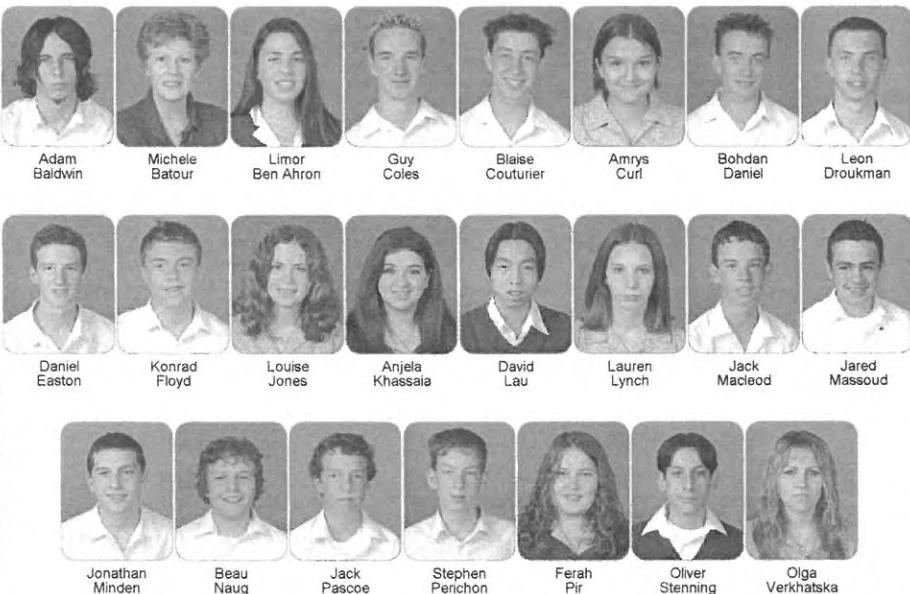
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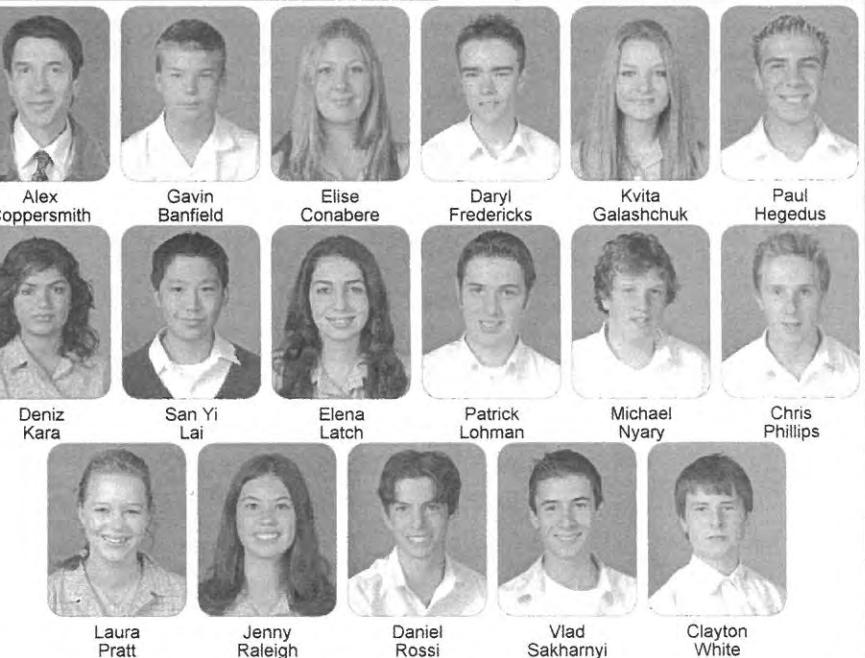
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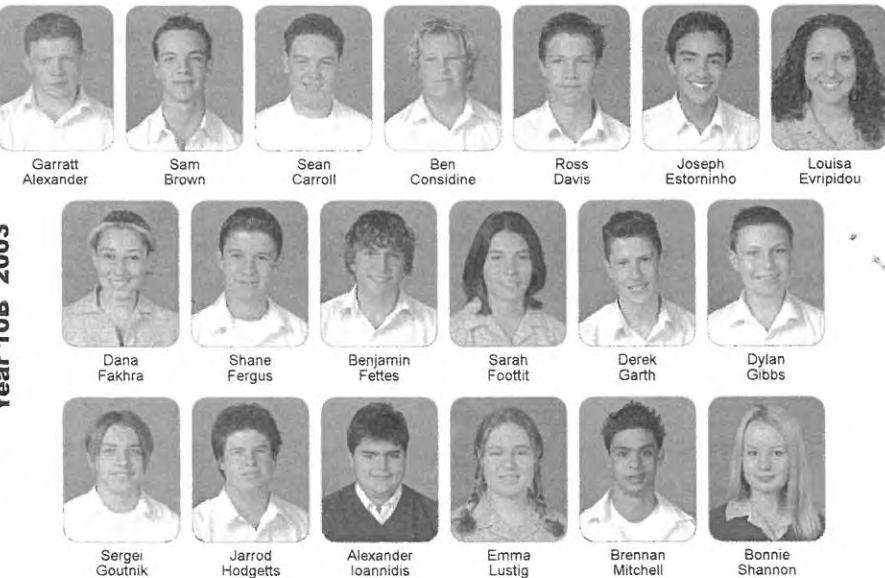
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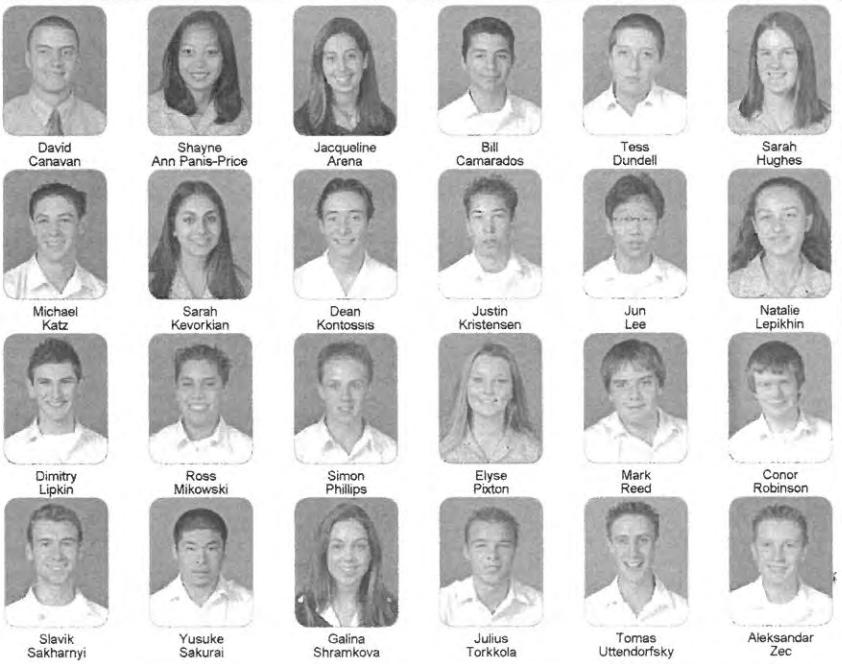
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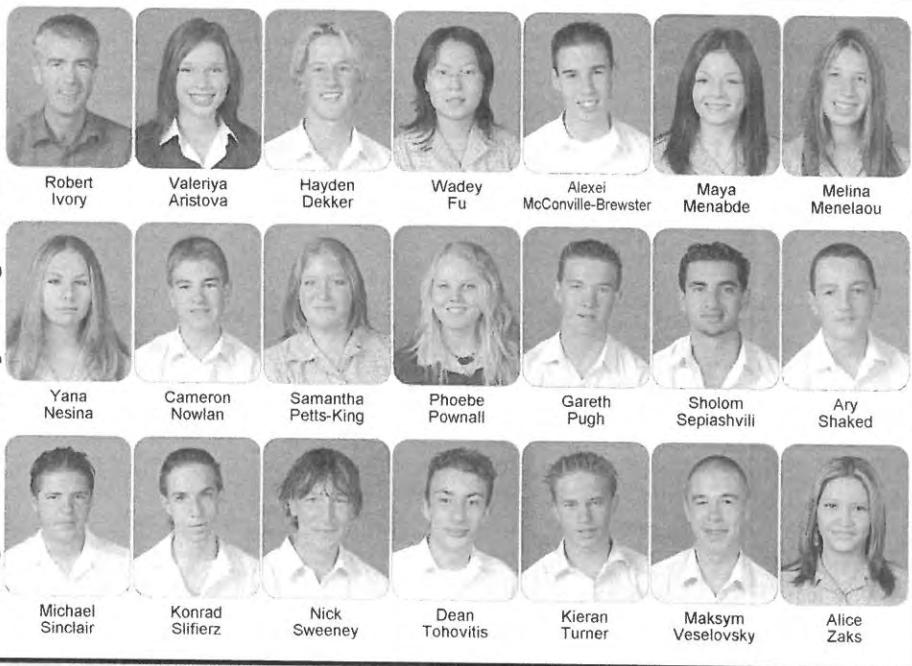
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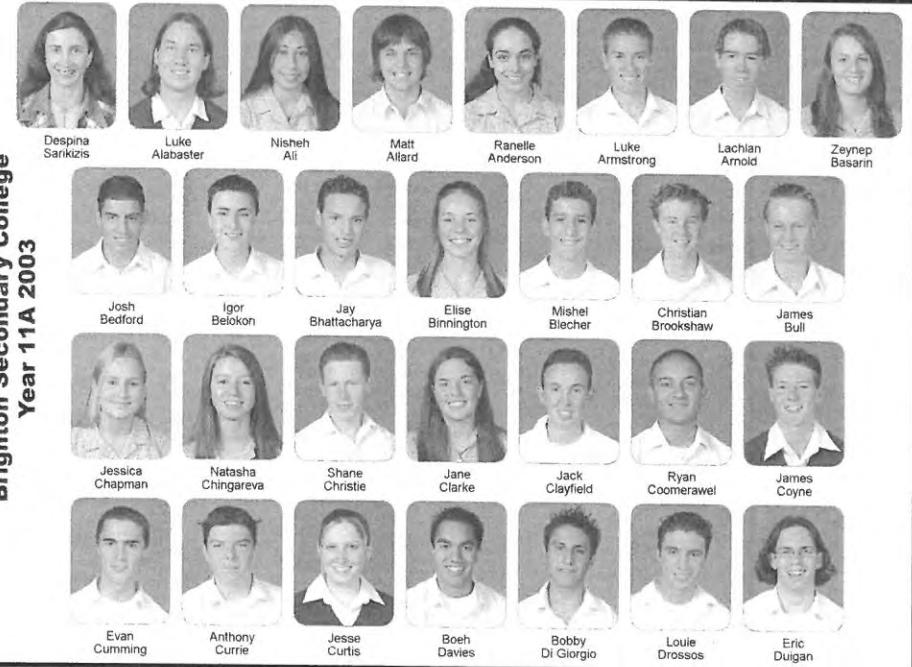
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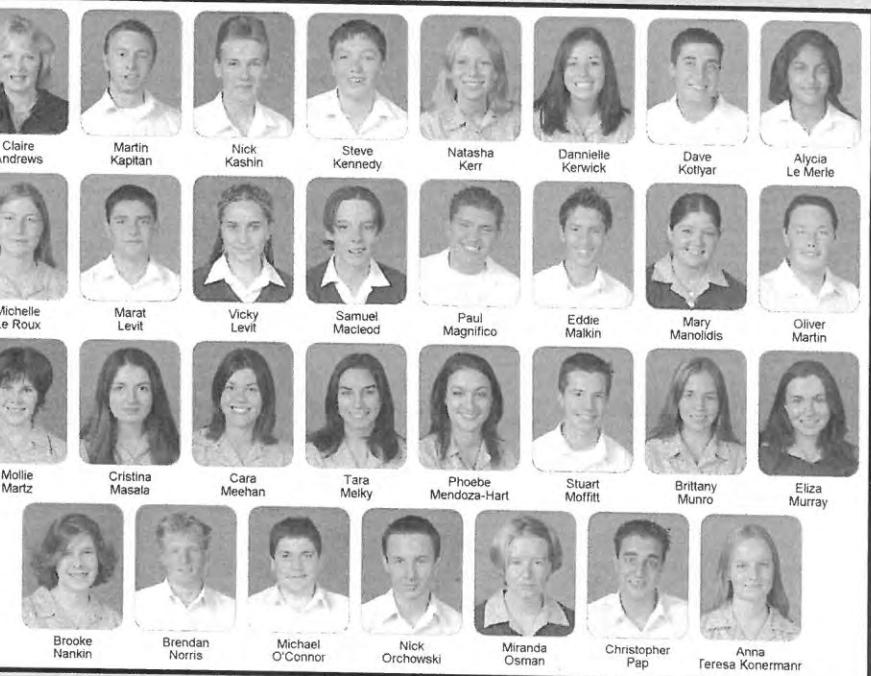
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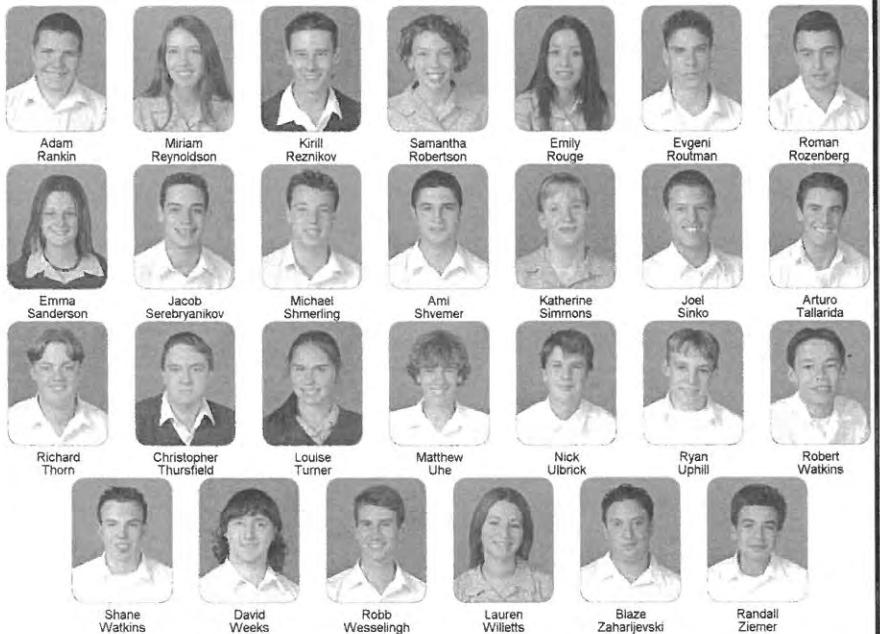


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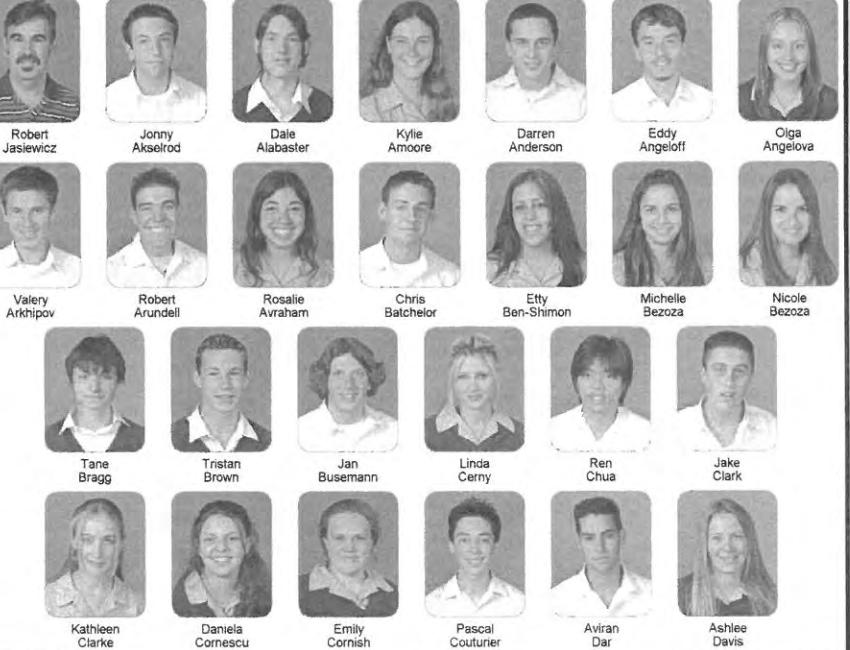
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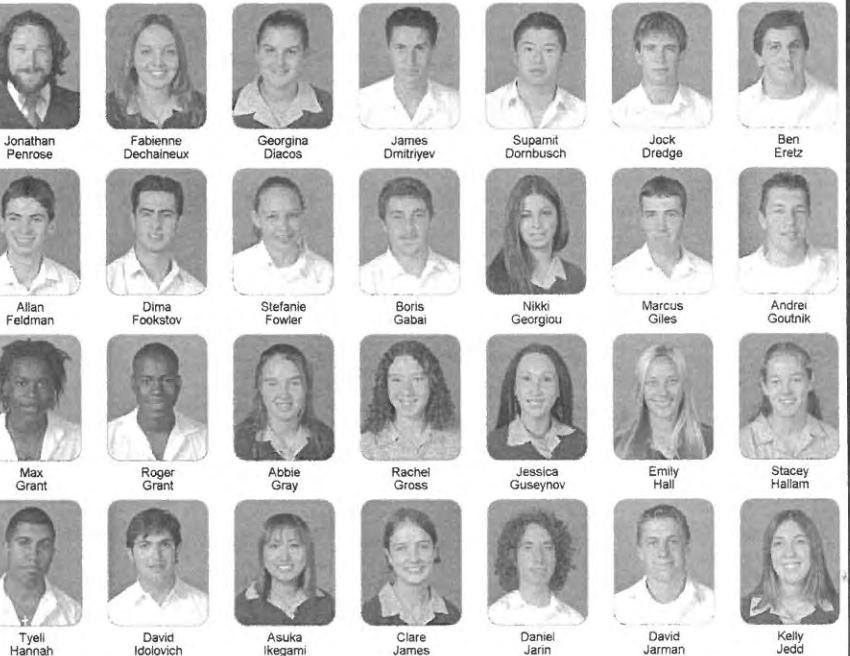


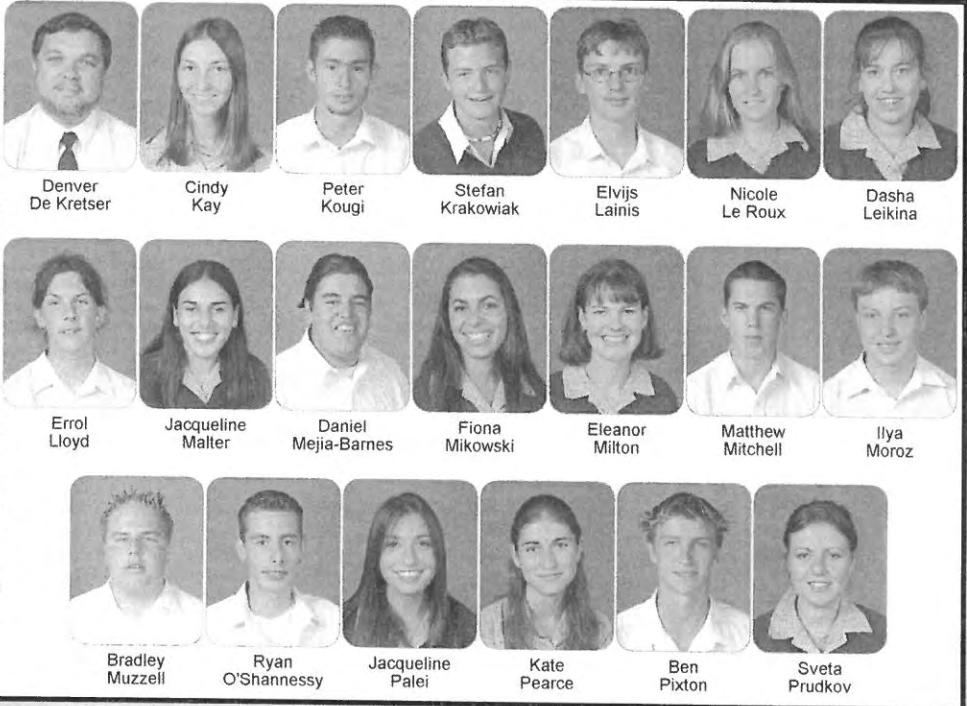
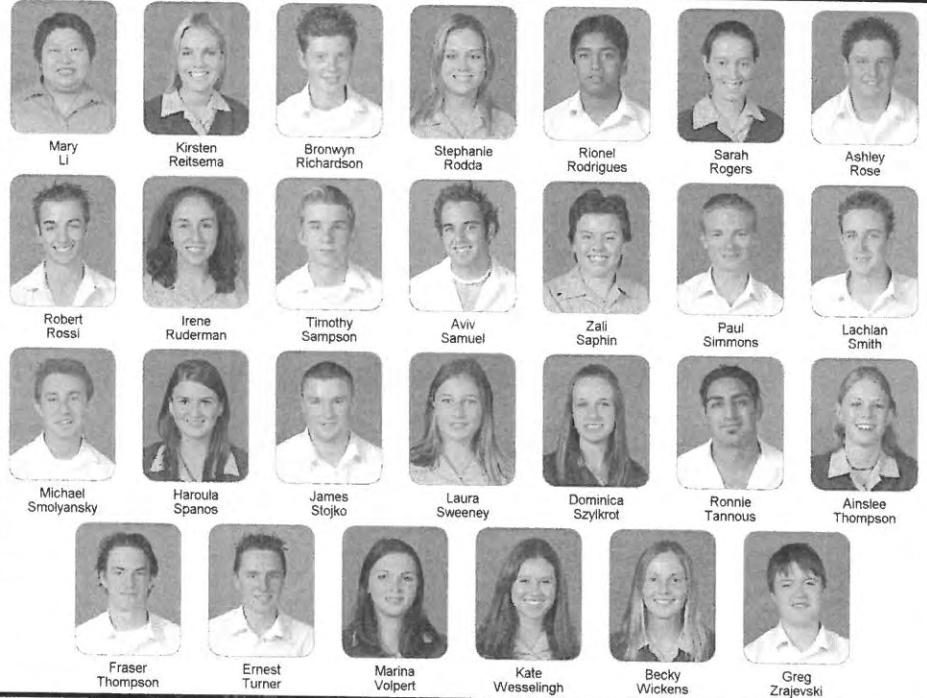
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Brighton Secondary College

Year 12B 2003



Brighton Secondary College Year 12C 2003**Brighton Secondary College Year 12E 2003****Brighton Secondary College Year 12D 2003**

School Captains Report

Year 12!!!

Courage conquers all things. – Ovid

Out of life's school of war:

What does not destroy me, makes me stronger. – Nietzsche

The tragedy of life is not that it ends so soon, but that we wait so long to begin it.

The credit belongs to those who are actually in the arena, who strive valiantly; who know the great enthusiasms, the great devotions, and spend themselves in a worthy cause; who at the best, know the triumph of high achievement; and who, at the worst, if they fail, fail while daring greatly, so that their place shall never be with those cold and timid souls who know neither victory nor defeat. --Theodore Roosevelt

The best thing about the future is that it comes only one day at a time. --Abraham Lincoln (1809-1865)

Long ago, the enormity and pertinence of V.C.E, particularly year 12, seemed like a distant mountain, an obstacle of the far off future that, due to its intangibility, seemed almost avoidable. Day by day it approached, until the 29th of January 2003, when we all, like every other year, entered the school gates on our first day back from the summer holidays; but this time it was different, the traits of immaturity had been brisked aside, and in their place, the responsibilities of life, maturity, and most importantly, V.C.E., abruptly and disconcertingly bestowed themselves on us.

We have taken it one day at a time, and now, after 6 years of trials, tribulations, hard work and a lot of sweat, we are approaching the very end of our journey at Brighton Secondary College. The toughest period is still to come, but now, more than ever, we feel prepared. We have metamorphosed from the young, naïve children that entered High School, into mature adults; into individuals that will soon be ready to enter the world outside of school, and take it by storm.

With such a closing of an era, we can't help but reflect, not only on the long journey we are to soon complete, but also on the year that has conglomerated its predecessors into the utmost of edifying years.

For what was going to become one of the more interesting years of our lives, we started it in a suitably unorthodox

impossible, was an absolute success.

With the advent of our first exams in June, a well-organised group of year 12 girls decided that our common room's décor did not match our obvious vivacity, so, Stacey, Kato, Sarah, Eleanor and Emily grabbed a couple of tins of paint and sloshed it onto the walls of our (so called) 'study centre'. Upon their return some students complained about the colour, some wanted to add childish fish pictures, and some wondered why people would actually bother painting pictures, but we all knew that the new colour gave the students a more positive outlook on the rest of the year, that was frighteningly coming to a close.

And now as we are, marvelling at the cornucopia of S.A.C.'s, exercises and revision tests we have completed, despite the extra long time outs in the common room that Mr. Karalis was forever opposed to, tying up the loose ends of our approaching valedictory assembly and dinner, and, putting in orders for the farewell year 12 jumpers we have organised and designed, we can't help but feel nostalgic. It has been an awesome year. We have learnt so much, not necessarily from our text books, but from the book of life, from which we have only read the first chapters. Hopefully the best chapters are still to come, but to the prospective year 12's, we urge

opportunism, we urge them to have fun, work hard, and be all that they can be. Year 12 is a big year, and it will give you what you put into it. Do not be afraid, but do not be apathetic.

Hope for the Best. Expect the Worst. Life is a play. We're unrehearsed --Mel Brooks

But most of all, as the days come one by one, make sure you cherish every one of them. Thanks to the invaluable help and support of our teachers, our parents and friends, we know we have, and forever will.

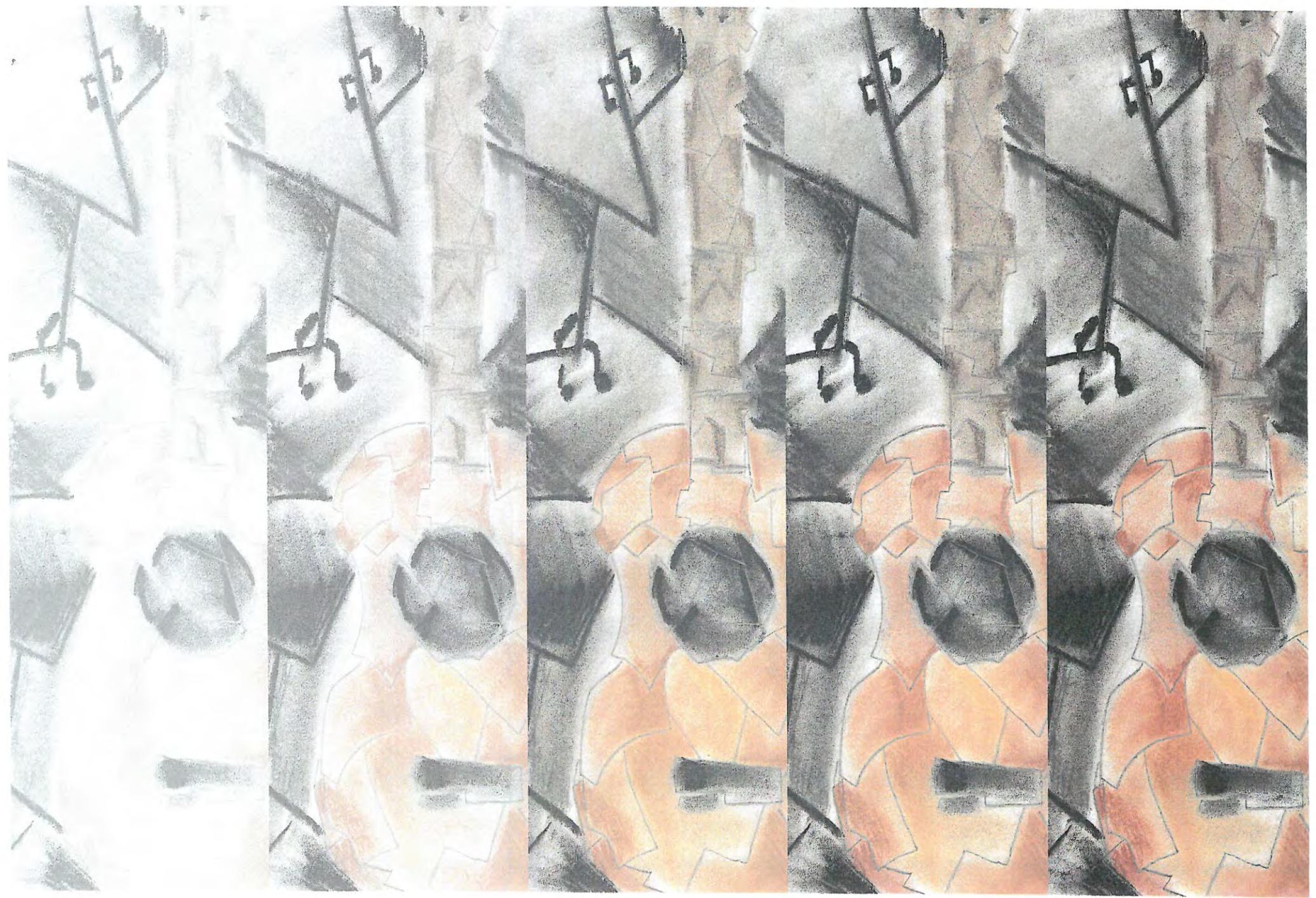
Errol Lloyd, Irene Ruderman,
Emily Hall, and the Year 12's of 2003.



fashion: a 2-day relaxation camp at Mt. Eliza. At first we thought the teachers were mocking us with the prospect of time off before we had got any work done, but as usual, they were deceptively conniving. The Mt. Eliza camp, with its series of activities, its accessible recreations and, guest speakers, including a set of year 12's willing to share their hard learnt wisdom, effectively put us into the right frame of mind for the months ahead. We were cool, calm, collected and ready.

The always-controversial year 12 formal also added memorable moments to the edifice that is year 12. Despite the immense number of unorganised and procrastinating year 12's, we managed to have the intelligence to schedule the event for early in the year. The girls were stunning, the guys.... well they scrubbed up all right, and the whole night, thanks to the invaluable assistance of Mr. Karalis, Mrs. Sentry and the social committee, even though many of us thought it







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