



school council

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FITZROY HIGH SCHOOL

1st June 2012 volume 9 edition 10 Newsletter

PO Box 1068 Fitzroy North 3068 Telephone 94881900 info@fitzroyhs.vic.edu.au

AEU Stop Work action June 7

Information for parents

On Thursday, June 7, the Australian Education Union has called on its members to stop work for 24 hours (a full school day).

Members of our teaching staff are participating in this action and as a consequence we will not be able to run a full program as normal for all our students.

Parents of children in the Years 9-12 (other than students attending the Year 9 camp which will go ahead as planned) are asked to make alternative arrangements for the care and supervision of their child on the day of the stop work.

Parents unable to make alternative arrangements for the care and supervision of their children on the day of the stop work are asked to inform the school as soon as possible by no later than Wednesday June 6, 2012.

Please note that only Year 7 and 8 students are required to attend school on Thursday June 7

Pauline Rice
Principal

Day of Stop Work, 7 June

Dear Parents and Carers,

On Thursday June 7 the majority of teachers at Fitzroy High School will be participating in the Victoria wide stop work action. This day of action is in support our log of claims for a new Certified Agreement which the Australian Education Union has been negotiating with the State Government for over eight months without success.

We understand our action presents difficulties for some parents. However, investment in education in Victoria is "bottom of the class". We are very concerned about the impact of this on your child's education and believe that we should act now to prevent further erosion of the quality of our public schools.

Annie Durbridge
Sub-Branch Secretary
Fitzroy High School
Australian Education Union

Student Free Day - Report Writing

Friday 8th June is a Report writing day. No students are required at school on this day. Also **Monday 11th June** is the Queen's Birthday public holiday.

School grounds patrolled from 8:30am every morning

Due to traffic safety concerns, students are required to enter the school grounds when they arrive, and not wait in Falconer Street.

mark your calendar

Year 8 Sports day	
when	Monday 4 June - 8:45am - 3:00pm
where	Various
who	Neil McLean

Year 9 Camp	
when	Monday 4 June - Thursday 7 June
where	Valley Homestead
who	Chris Millard

AEU Stop Work Action	
when	Thursday 7 June: 8:45am - 3:00pm. See page 1 of this newsletter for more details.

Report Writing Day - Student Free Day	
when	Friday 8 June: 8:45am - 3:00pm
where	FHS
who	Pauline Rice

Queen's Birthday Public Holiday	
when	Monday 11 June: 8:45am - 3:00pm

School Council Profiles



Virginia Swanton, School Council President, is incredibly proud of how far we've come - from a vacant, neglected site to a vibrant and successful school community. She thrives on being informed and involved in the school.

Her three boys have attended FHS - one successfully completed VCE last year and two are currently in Year 11.

Her favourite FHS event is the Cabaret.

Trained in urban planning, these days she works in the public sector, realising the benefits of using information and systems to make it easier for people to do their work.

You may also find her timekeeping for Fitzroy junior footy on weekends.

Great Victorian Bike Ride

Do 'Bike' and 'Like' more than just Rhyme for you? Is biking one of the times in life when you feel free and able to conquer everything?

Well, maybe the Great Victorian Bike Ride is for you. It is a nine-day adventure that starts at the end of November. All ages are welcome from year 7 - 12 and parent volunteers would be especially welcome to join on the trip of a lifetime. Read the flyer in this newsletter on page 6 and 7; see what you think. Yes, there are some long days (+100km) and yes there is a big hill. Yes, it does cost some money (estimated costs of the trip is roughly \$900) but you get all your food covered, bags transported from campsite to campsite and some of the most enthusiastic and wonderful teachers to accompany you.

We are now calling for expressions of interest from students. There will be some required training in the lead up to the event. Further, for year 8 and 9 students, an excel class will be offered in bike riding in term 3 and 4 to learn about the theory behind biking, different skills and techniques needed for the Great Vic and some biking as well. Parent Volunteers for Tuesday morning and Wednesday that wouldn't mind going for a ride would be much appreciated.

Any questions, email Neil on neil.mclean16@gmail.com. Come get involved and help start a FHS tradition. Fundraising, sponsorship and more details to follow after numbers are determined.

Principal's report

On Monday and Tuesday this week, along with three year 12 teachers, I listened to the oral presentations of Year 12 English students on the issue of privacy. The task was to use oral language to persuade. The criteria for assessment included the quality and structure of argument, the use of oral language conventions, the engagement of the audience and the expression of ideas.

Some survey and research results indicate that most people have a great fear of public speaking - greater than fear of spiders, darkness, heights and death. So not only was this a task for VCE assessment purposes, but also one that required students to conquer a common fear in order to perform well.

The oral presentations gave me a unique insight into the students' thinking. They presented complex ideas in sustained coherent and logical argument; they made skilful use of oral language conventions; they engaged us through humour, gesture and rhetoric; they expressed their ideas in a fluent response to the topic and they prepared with thorough research and practice. Students used props and clothing and at times adopted a particular persona to present their arguments. They conquered their nerves and won over their audience, sometimes with the addition of chocolate as an inducement.

I feel privileged to be part of the assessment process of these oral presentations. It is wonderful to witness the individuality of ideas and intellectual growth of the year 12s. It is an affirmation of the school's approach to teaching and learning and a testament to the hard work of each student and the work of all their teachers, present and past.

My thanks to Matt T, Helena B and Jason P for the time they have put into the learning of their students this year.

Thank you and congratulations to all the year 12 English students who presented.

Pauline Rice



Theatre Studies Performances

Over the course of Semester one Unit 3 Theatre Studies students have been working diligently on their performance pieces.

Students formed production teams and choose plays, then within those teams they took on multiple roles such as Lighting Design, Stage Manager and Actor. This involved the students negotiation different design approaches, interpreting the meanings in the original scripts and negotiating with venue managers, security, cleaners, and Principals. Students hired equipment, negotiated for theatre technicians, created advertising campaigns and created and edited media presentations as part of the final performance. All of this alongside learning lines, developing characters and directing their peers in what was a series of stunning productions which stretched the students abilities, understandings of theatre styles and forced the students to take charge and create a piece of performance art which would be showcased to a paying public. The students carried themselves with exceptional skill and maturity creating radically different, innovative and exciting shows.

Within the one week students put on:

Hamlet, The Importance of Being Ernest, The

Man who mistook his wife and Rosencrantz and Guildenstern Are Dead. Each group had just \$100 to mount the production and all returned the initial investment with interest upon completion, many groups chose to profit share after purchasing gifts for parents and friends who helped them transport props, climb ladders and program lighting boards.

This students all produced sensational work, My congratulations to Luke, Jack, Sinead, Emil, Anneke, Lucas, April, Lochie, Mimi, Geetanjali, Carmen, Ruadh, Asher, Tilly and Caitlin.

The following are excerpts from student reflections on the project:

What I learnt from this was that there are times when you must let your ideas become rejected and realize that the play you might perform might not be anything at all like what you wanted to be, but you must still do it regardless.

However, this does not mean that you should outright let people reject your ideas. You should try to change them a little or morph them with theirs so that they might accept them.

Throughout the production of this play, I learnt at times I can be a little stubborn, but I can be very imaginative or creative if I really set myself to something.

Student 1



We all came up with different Ideas of when and where we wanted the play to be set. I had seen a production of 'Much Ado about Nothing' performed by the Bell Shakespeare Company and this production was set in the 60's in Italy and I really liked the idea and thought it worked well. There were other ideas put forward, 1970's England, keeping it original, a 1980's Margret Thatcher England version. Our favorite was a 1920's America mafia style idea but we were having trouble linking it back to the main themes of the play and felt that it would not enhance the play in anyway so we decided to stick to the original place and time.

Student 2



A way in which I particularly developed my character was studying businesspersons of today. Now that I have experienced these stagecraft techniques, I now feel as I may possibly use them as strengths in the future. Over the course of this outcome, it has made me appreciate and comprehend the difficulties of creating a fully functioning production. It also especially made me realize how much effort physically and mentally is needed from the group for the process to work and flow.

Student 3

I was a very strict director; I set out homework each week along with rehearsal schedule. At the end of each rehearsal I would give everyone something that they needed to work on, for example pronunciation, projection, slow down speech during monologues and LISTEN to the other person!

Student 4

This correlated to my stage craft area of lighting, because it honed in on what I could do. I wanted to create the feel of Dystopia with my lighting plan. The set was going to be made up of pallets, and I was going to place par-cans with in the pallets to create shadows, and that would amplify the dystopian atmosphere. As the process continued and we came into production

development, and we were in the theatre rehearsing, it became apparent that we were no longer going to be using the pallets, and half of my lighting plan disappeared. To overcome this, I placed a par-can at the front of the stage, not on it, shining at the office. This created the shadow that I wanted, and the light came from below, not above which was what I wanted.

Student 5

My portrayal of Algernon, was designed to be the sleazy office scoundrel, the original Algernon is eerily attached to the much younger Cecily, in a modern context this is even creepier. Bunbury's devotion to the workplace or lack thereof was demonstrated through his activities in the break room, such as the drums and emotional ranting. I acted Algernon as the bunburying scamp that he was but made sure that the age difference was felt. Furthermore Algernon's reactions to Cecily were meant to show just how creepy or fanatical she was with her imaginary proposals. For instance Algernon's haste to leave her whilst still promising his love for her reflected that he had other intentions. I've also learnt that I can still manage to prioritize a play over my girlfriend and my social life, despite the scathing I received for it.

Student 6

A huge amount of blocking was done, and scenes reinterpreted to fit the themes of our production.

Student 7

Despite the uniformity of the characters, each had a slight difference. Jack/Earnest had shoes that made a noise when he walked (clicky clacky shoes) this was to show his egocentricity. You could hear him walking sometimes even before you saw him, this drew attention to him. Algernon had a little handmade "King of Bros" badge, this showed that he saw himself as a bit of a partyer. Gwendolen was clean, well-manicured and the obvious child of her mother. She had the same tie and the same glasses as her mother, this was because she one day wished to become her mother in the future. Cecily was the youngest and the lowest ranked, so her tie was handmade, her skirt was also a little shorter and a little tighter than Gwendolens', making her a little bit more desirable.

Student 8



When I first read through the script, I interpreted the play to be a very minimalistic. This meant that a focus would be language as much of the play hangs on the words of the characters, this interpretation meant that the audience would have more focus on the way the actors moved and spoke, rather than having many objects in the surroundings to distract.

Student 9

I made a considerable contribution to the making of this play in taking up roles that weren't assigned to me. I took the role of making sure the script had been edited and adapted – which took up a lot of my time. I also took on a role of organizing everyone, which I didn't intend on – but it happened anyway. I kept the group up to date with everything we had done in each session, and wrote a diary of the things we achieved this we aimed to do and I did for homework. I also created a schedule and reminded the group members on Facebook approximately every two nights. I helped with stage design and contributed to the way we presented our performance. I also did makeup on the night, and during the shooting of the media products. I've learnt a lot about the business of Theatre in doing this production, and I've thoroughly enjoyed the majority of it. I'm proud of our efforts and I've learnt that stressing about things won't get the work done. I've also learnt to appreciate my work for what it's for, not to criticize myself for things I can't prevent.

Student 10

Revenge, mortality and madness. Our play was in the theatre styles of epic and poor theatre, which would have contrasted the original Elizabethan style of theatre the play would have been produced in.

I learnt almost everything I know about theatre making and stage business from completing this outcome. There were more things we had to consider than I had thought like budgeting, the logistics of laying out the stage, everything that was on stage and was said had to be thought about and planned meticulously.

The play was a journey of self-discovery, it was a rollercoaster of ups and downs, highs and lows, laughter and tears and I wouldn't change it for the world.

Student 11

I learnt a lot about myself.

Student 12

I was the driving force behind the movement of my group not to say that I was without fault but if a donkey is carrying rice up a mountain with a broken leg it is still carrying the rice, it just won't win any races and Often when meeting with my group I felt like just that.

Student 13

I discovered that if I commit to something I can really do good work and make important contributions.

Student 14

I improved my time-management and organizational skills significantly. I learnt that going to rehearsals early the next morning after my formal and after-party is NOT FUN especially when your group force-feeds you doughnuts. I made some really strong friendships and the whole experience was so much fun. It was hard work but definitely worth it.

Student 15



ROUTE AND RIDE OPTIONS

RACV Great Victorian Bike Ride 9 days 591 km

Sat 24 November – Sun 2 December 2012
Lakes Entrance to Grand Ridge Road to Phillip Island

A week in another world! Take up the challenge this year and enjoy every minute of this nine-day, fully supported bike riding and camping adventure through world-class scenery.

RACV Great Vic Getaway 3 days 208 km

Fri 30 November – Sun 2 December 2012
Yarragon to Phillip Island

Starting from the spectacular Grand Ridge Road, this three-day journey takes you through the mountain country and along the coastline to Phillip Island.

RACV Great Vic Community Ride 1 day 40 km

Sun 2 December 2012
San Remo to Phillip Island

Enjoy a taste of the RACV Great Victorian Bike Ride with a fun ride around Phillip Island. Get your own group together or ride with friends who are completing the nine-day adventure.

Prices

Enter by 27 July and save up to \$100!
greatvic.com.au

Ticket category	Early bird Pay by 27 July	Standard Pay after 27 July
RACV Great Victorian Bike Ride (9 days)		
Adult	\$865	\$965
Youth 17 & under	\$625	\$725
Child 12 & under	\$315	\$415
Infant 5 & under	Free	Free
RACV Great Vic Getaway (3 days)		
Adult	\$445	\$545
Youth 17 & under	\$315	\$415
Child 12 & under	\$155	\$255
Infant 5 & under	Free	Free
RACV Great Vic Community Ride (1 day)		
Adult	\$65	\$85
Youth 17 & under	\$49	\$69
Child 12 & under	\$40*	\$60*
Infant 5 & under	Free	Free

*Free if riding with a full paying adult.

What's included

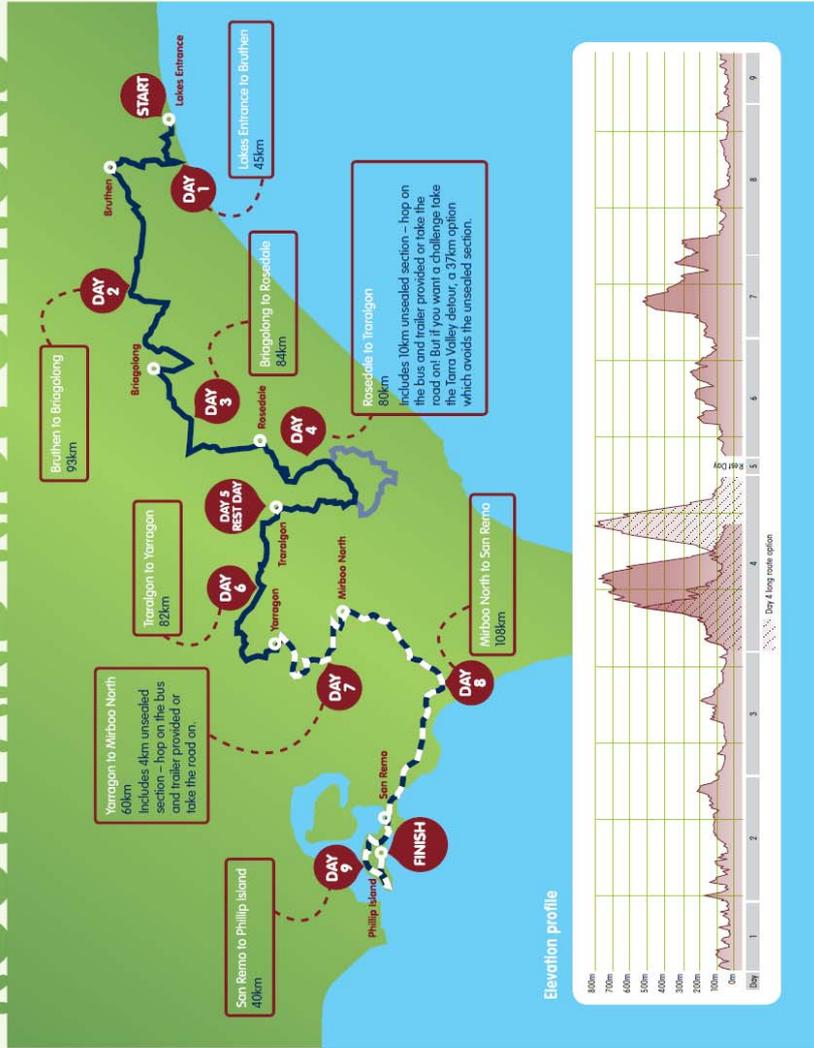
Pre-event

- Organised training rides and online preparation video

During the event

- All meals
- Daily live music and entertainment
- Daily luggage transport
- Campsite licensed cafes and vendors
- Support vehicle
- Toilets and showers
- Campsite security personnel
- Onsite medical team

Visit greatvic.com.au for a full list of inclusions



1 DAY – 40km

3 DAYS – 208km

9 DAYS – 591km

Naming Rights Sponsor



Event Sponsor
bicycle SUPERSHOP RIDE ON!

Councils



About Bicycle Network Victoria

Bicycle Network Victoria is a self-funded, not-for-profit community organisation. Our mission is to promote the health of the community through the prevention and control of disease by More People Cycling More Often.

Find out more at bicyclenetwork.com.au

Membership

Join nearly 50,000 Bicycle Network Victoria members and be part of an organisation helping to create change in the bike riding world. As a member, we protect you with crash cover and support, keep you in the know with rider information and deals and help to improve riding conditions.

Become a member today at bicyclenetwork.com.au/join-in or call (03) 8376 8888.

Volunteering

Why not see the ride from a different perspective and volunteer your time? Our wonderful volunteers make the RACV Great Vic happen.

Get involved, make new friends, discover Victoria and learn new skills – register at bicyclenetwork.com.au/domore

Schools join in the fun

Student participation in the RACV Great Victorian Bike Ride helps build student confidence, fitness and social development.

Contact us at greatvic.com.au to receive a comprehensive school info pack.



BICYCLE NETWORK VICTORIA



GREAT VICTORIAN BIKE RIDE



SPEND A WEEK IN ANOTHER WORLD

Explore Gippsland and the Grand Ridge Road

Sat 24 November –
Sun 2 December 2012

greatvic.com.au



GREAT VICTORIAN BIKE RIDE

Great camaraderie
Great stories
Great challenges

It's the RACV Great Victorian Bike Ride 2012 – your chance to spend a week in another world.

This year's route takes you through the diverse beauty of Gippsland – at the perfect pace to enjoy it – over 9 days, 3 days or 1 day.

Starting at Lakes Entrance and finishing at Phillip Island, you'll ride along the magnificent Grand Ridge Road, through misty forests, lush farmland and friendly country towns.

With hundreds of fellow riders to share the journey, and full support all the way, you won't want to miss out on this once-in-a-lifetime experience.

Places are limited, so get yourself into gear and enter today at greatvic.com.au

FITZROY HIGH SCHOOL