

# Newsletter

TERM 1 NO 3

Wednesday 4 March 2015



## THE OFFICIAL OPENING OF THE CENTENARY POOL by Howard Tanner AM LFRAIA

Top row (L-R): Mr Robert Dulhunty (Chair, WWS Foundation), Ms Julie Gillick, Mr Howard Tanner AM & Ms Gabrielle Curtin (Chair, WWS Board of Governors); Middle row left (L-R): Mr Geoff Marsh (Deputy Head) with Year 12 Captains and Vice Captains of Swimming - Anika van Blommestein (VC), Phoebe Crowe (C), India Storey (VC) and Madison Allen; Middle row right (L-R): Gib Gate swimmers, Natasha Long (Year 6), Daniel Long (Year 4), Verity Wedderburn (Year 3), Phoebe Wedderburn (Year 5); Bottom row left (L-R): Mr Craig Burns (Aquabliss), Ms Julie Gillick, Mr Pat Duck, Mr Philip Fontaine (Aquabliss); Bottom row right (L-R) from TKD Architects: Mr Robert Denton (Project Director), Ms Mary Mity (Interior Designer), Mr Ian Burgher (Architect)

We acknowledge with gratitude the attendance of so many in support of Sunday's Year 7 Service, and the *Official Opening of The Centenary Pool*. In the presence of Company Members and past and current Board Members, with Foundation and Fellowship well represented, current parents, staff and students witnessed our special guest – distinguished architect and long-time friend of the School, Mr Howard Tanner AM LFRAIA – reveal the commemorative plaque.

Chair of the Board of Governors, Ms Gabrielle Curtin thanked all responsible for the project, including Wingecarribee Shire Council who entered into a Voluntary Planning Agreement with WWS to complete roadworks on Range Rd to facilitate community access to the Pool via the School's newly constructed road. With Chair of Foundation, Mr Rob Dulhunty, Ms Curtin joined Howard Tanner on the Clubbe Hall stage for the unveiling of the plaque.

In his introductory remarks Howard acknowledged the TKD Architects responsible for the project (Robert Denton - Project Director, Ian Burgher - Architect and Mary Mitry – Interior Designer), noting: 'When you admire the new swimming pool, it is their teamwork you will be admiring.' Speaking about good design and urging Frensham students to consider seriously careers in industries like architecture, he also offered the following comments:

- As I understand it, Winifred West, Frensham's first headmistress, was a firm advocate of good design. She commissioned elegant, functional buildings from her architect friends John D Moore and John Allen, and developed the School's grounds as a place of great landscape charm; in essence a sequence of good buildings in a garden...
- I request that everyone here take a moment to consider the difference that thoughtful design makes to every facet of your life. Look about you. Think of the remarkable venture of designing and building Clubbe Hall, considered an architectural landmark in its day; look at the exquisitely crafted organ case on the wall; and consider the extraordinary piece of design in your pocket that is the Apple i-phone...

...ending with some observations about the Pool:...it is clear that the School has a new facility which can bring a new dimension to School life...all of the School can make swimming an important part of everyday life...

Following the Service, Gib Gate students joined Frensham swimmers and hundreds of guests to see the Pool in action and we appreciate the positive comments offered to date, including those from students who are enjoying its use. Messages from Gib Gate students included: 'It's so good having an indoor pool, it's not freezing cold and we don't have to wear sunscreen...'; 'the showers and bathrooms are lovely! You can have a shower beside the pool before and after you get in or out or you can go into the big showers inside.'; 'the Pool is a really big space; our whole school can fit!'; '...the Pool is not too hot and not too cold – it is just right!'

#### **Acknowledgement to:**

- Staff and Students leading Frensham's Open Day, offering a professional, warm welcome to visitors, including a highly engaging context for student-led tours of the campus;
- All who attended as hosts for the 2015 Welcome Dinner for parents of new students, including Year 12 student wait-staff who supported the dinner for 210 in the Frensham Dining Room after a full day of commitments at Sport and Open Day;
- Head of Sturt, Mark Viner and Shop/Gallery Manager, Slavica Zivkovic for their recent installation of the Virginia Kaiser Exhibition in Broken Hill Gallery. More than 200 guests attended the Opening and inspired interest in further touring the Exhibition;
- Dominic O'Shannessy (Year 6, 2014), awarded a CIS (Combined Independent Schools) Medallion for Most Outstanding NSW Primary Boy Sportsman of the Year, 2014;
- Frensham's Swimming Team for its Championship Award at the recent Southern Highlands Twilight Swimming Carnival, held at The Centenary Pool;
- Grace Mackenzie (Year 6) for her selection to the IPSHA Basketball team;
- Duke of Edinburgh's Award Scheme, Bronze Award recipients: Kate Coupland and Annabel Munro (Year 10);
- Year 12 Girdle recipient, Sarah Loveridge (Academic Excellence);
- Alliance Catering, under the leadership of Callum Zachan, Catering Manager and Head Chef, for the outstanding service and quality provided at a series of functions in and around Open Day, all of Saturday and Sunday.

#### **Past Student News - Frensham:**

At a ceremony in Melbourne on 18 February 2015 Old Girl Phoebe Williams (1999) was presented with an ANZAC Centenary John Monash Scholarship, by the Governor General, His Excellency General the Honourable Sir Peter Cosgrove. (Scholarships were announced in Sydney on 26 November 2014). Phoebe has an MBBS (Hons) from the University of Sydney, a BCom and BSci from ANU, and a Masters (Distinction) in Global Health Science from Oxford. She was founder of the 'Hands of Help' student organisation. Phoebe's Award citation was: *doctor active in global public health; 2013 "100 Women of Influence"*. She will study for a PhD in Paediatrics at the University of Oxford's Medical School, in its Nuffield Department of Medicine, commencing October 2015. Given the focus of Phoebe's intended research, she will actually undertake her research/studies at the Kenya Medical Research Institute (KEMRI) in Kilifi, Kenya. KEMRI is a partnership of the Wellcome Trust and the University of Oxford. [Concurrent with the achievements noted, Phoebe is the mother of triplets whose fourth birthday is in six weeks' time.]

**Julie A Gillick**  
**Head of Frensham**  
**Head of Winifred West Schools**

## Parent / Community News

Frensham Advisory Committee 2015		Gib Gate Advisory Committee 2015	
Mrs Pip Crichton	<a href="mailto:pipcrichton@bigpond.com">pipcrichton@bigpond.com</a>	Mrs Rachel Arnott (Chair)	<a href="mailto:rachelkarnott@gmail.com">rachelkarnott@gmail.com</a>
Mrs Helen Gooden	<a href="mailto:jwhgooden@bigpond.com">jwhgooden@bigpond.com</a>	Mrs Caroline Atra	<a href="mailto:caroline.atra@me.com">caroline.atra@me.com</a>
Mrs Katrina Graves	<a href="mailto:graves@jkg.net.au">graves@jkg.net.au</a>	Dr Guy Bashford	<a href="mailto:guy.bashford@sesiahs.health.nsw.gov.au">guy.bashford@sesiahs.health.nsw.gov.au</a>
Mr John Hayes	<a href="mailto:hayes.it@bigpond.com">hayes.it@bigpond.com</a>	Mrs Holly de Manincor	<a href="mailto:hollydemanincor@hotmail.com">hollydemanincor@hotmail.com</a>
Mrs Sam Hickson (Sec)	<a href="mailto:jshickson@bigpond.com">jshickson@bigpond.com</a>	Mr Gil Downes	<a href="mailto:gil.downes@neerim.net.au">gil.downes@neerim.net.au</a>
Mr Gavin Martin	<a href="mailto:gavin.martin@ap.jll.com">gavin.martin@ap.jll.com</a>	Mr Stephen Grant	<i>on Leave</i>
Mrs Judy Newton	<a href="mailto:judynewton5@bigpond.com">judynewton5@bigpond.com</a>	Mrs Sarah Lewis (Sec)	<a href="mailto:sarah.lew@me.com">sarah.lew@me.com</a>
Mr Sam Paradise	<a href="mailto:sam.paradice@rbsmorgans.com">sam.paradice@rbsmorgans.com</a>	Mrs Corina Nesci	<a href="mailto:corina@ipxplode.com">corina@ipxplode.com</a>
Mr John Penton (Chair)	<a href="mailto:jbpenton@tpg.com.au">jbpenton@tpg.com.au</a>	Mrs Helen Pernice	<a href="mailto:dandhpernice@bigpond.com">dandhpernice@bigpond.com</a>
Mrs Tina Scales	<a href="mailto:t.scales@bigpond.com">t.scales@bigpond.com</a>	Mrs Zoe Suttie	<a href="mailto:zoeandrobort@bigpond.com">zoeandrobort@bigpond.com</a>
Mrs Melody Talbot	<a href="mailto:melody@talbotnet.com">melody@talbotnet.com</a>	(Chair of FOGG)	

TERM DATES 2015 ~ Gib Gate & Frensham	2015 PARENT WEEKENDS ~ Ahead
<b>Term 1</b> Thursday 29 January-Wednesday 1 April, <b>3pm</b>	<b>REMINDER:</b> all Years 7-12 attend all *Parent Weekend Services
<b>Term 2</b> Monday 20 April-Thursday 18 June, <b>3pm</b> <i>Year 10 Work Experience ends Friday 19 June</i> <i>Boarders return on the evening of Sunday 19 April</i>	<b>Year 10</b> Saturday 21-*Sunday 22 March
<b>Term 3</b> Tuesday 14 July-Thursday 17 September <b>3pm</b> <i>Boarders return on the evening of Monday 13 July</i>	<b>Year 8</b> Saturday 9-*Sunday 10 May
<b>Term 4</b> Gib Gate: Tuesday 6 October-Friday 4 December 3pm Frensham: <i>Boarders return on the evening of Monday 5 October</i> for Tuesday 6 October-Sunday 6 December <b>12.30pm</b> (departure is after the Carol Service)	<b>Year 12</b> Saturday 30 -*Sunday 31 May WWS Birthday ~ Friday 29 May Frensham's 102 <sup>nd</sup> Birthday ~ Sunday 21 May
	<b>Year 11</b> Saturday 1-*Sunday 2 August Saturday 1 August – Year 10 Senior Studies (with parents)
	<b>Year 9</b> Saturday 22-*Sunday 23 August
	<b>Ranier Uniform Shop</b> All fittings for uniforms are by appointment. Mondays and Thursdays 12noon-5.00pm Shop Manager: Mrs Michelle Wynn To order goods, please call the Shop: (02) 4860 2136 [BH] or email: <a href="mailto:frensham@ranier.com.au">frensham@ranier.com.au</a>

## WWS FOUNDATION News

**Save the Date**

***Winifred West Schools Foundation Progressive Dinner***

**Friday 15 May 2015**

More information to follow...

For more information on WWS Foundation, please contact:  
 Michele Scamps, +61 2 4860 2000 – [foundation@wws.nsw.edu.au](mailto:foundation@wws.nsw.edu.au)

Over the past few weeks, it has been rewarding to see all Year 6 students undertaking their 2015 Monitor Roles with responsibility and enthusiasm. Year 6 students are awarded monitors' roles in their final year of primary school, allowing all members of the class the opportunity to assume roles of responsibility and leadership. The preparation for assuming leadership positions in Year 6 begins in Year 5, where the focus is on how students demonstrate leadership at a classroom level through identifying individual and class group strengths and areas for development.

Whilst in Year 5, students were also asked to consider monitor roles which would interest and engage them, with students nominating roles that would draw upon their personal areas of passion. They considered the personal strengths upon which they could draw in performing these roles and also noted areas that would require development and focus.

Given the advanced preparation for assuming their leadership roles, Year 6 students are now performing their daily duties diligently, as well as supporting and planning events for the school community which reflect the Gib Gate Values of Learning to Learn through: Adventure, Belonging, Challenge, Doing, Excellence and Service. Over the coming weeks, I look forward to the Gib Gate School Leaders informing the school community of the events they have planned, encouraging all to participate in the fun.

**Ms Sally Robson, Head of Gib Gate**

### Curriculum Highlights 2015

#### What do students learn in HSIE?

Following the Parent Information Evenings earlier this month, parents may be interested to learn more about specific 'subjects'—called Key Learning Areas (or KLAs) and how we teach these 'subject areas' in the 21<sup>st</sup> century classroom. Teachers spoke about the HSIE and English 'Integrated' units of work currently being studied from Kindergarten to Year 6. 'Integrated' means the skills and content from more than one syllabus are being taught in a single unit of work. For example, reading, writing, designing, making, and illustrating a collection of stories and informative texts could involve parts of the English, HSIE and Science and Technology syllabuses allowing students to learn in a variety of ways across a variety of syllabus strands. This approach deepens students' understanding and enjoyment for what they are learning.

In HSIE and English Integrated units of work, students in Years 5 and 6 are undertaking a unit of work on State Government to meet the HSIE outcome on Social Systems and Structures and a variety of English outcomes in Writing, Reading, Speaking and Listening. On 16 February, students travelled to the NSW Parliament House in Sydney. On arrival, they formed two groups – Government and Opposition, and were led into the Legislative Assembly Chamber where they participated in a debate about a 'proposed' bill: *'That students should attend school on weekends to increase their learning opportunities'*.

In the Legislative Council, they participated in another debate to discover how bills can become laws when signed by the Governor. A highlight of the day was meeting the Hon Katrina Hodgkinson MP, member for Burrinjuck and Minister for Primary Industries, who welcomed students to her 'workplace' and answered their varied questions.

In support of learning about the development of democracy in Australia and how the gold rush period in our history contributed to the need of a unified nation, students spent the afternoon visiting the Gold Rush Workshop at the Powerhouse Museum.

Year 4 travelled to Hyde Park Barracks Museum to enrich their learning about Australia's history in colonial times and the brutal reality of life in the early 19<sup>th</sup> century in Sydney. They donned convict clothes and 'travelled back in time' where they joined a work gang responsible for making bricks and later attempted to 'rest their weary selves' in hammocks. In the afternoon, students became apprentice archaeologists. Commencing with a 'history walk' around a small area of The Rocks, where professional archaeologists continue to work, students learned about the people who lived in the area by searching for, and examining, artefacts. They enjoyed a simulated archaeological dig and worked collaboratively to match their artefacts with other information sources to uncover interesting facts about people from the past.

**Ms Kate Chauncy, Director of Teaching and Learning  
P-12 and Coordinator of Gifted and Talented Programmes**

## Enrichment/Activities

- Alexander Martinek (Year 4) has played with the Sydney Youth Orchestra for a number of years, where members are required to audition annually and are placed in a range of training orchestras. Congratulations to Alexander for successfully auditioning for a place in the Camerata Orchestra for 2015.
- Japanese: Last Tuesday, Year 5 students held a Skype session with students from Gib Gate's sister school in Japan, Hokuriku Gakuin Elementary School. Students had prepared questions and answers in Japanese and English and each had an opportunity to communicate with Japanese students. Ms Stephanie French, Gib Gate's teacher of Japanese, prepared the students in their Japanese lessons. Later in the term, Year 4 will participate in this authentic communication with the Japanese students, speaking to them in both Japanese and English.
- Opera Australia: OzOpera will also be at Gib Gate next week for its annual performance. The group will present a 50-minute, fully staged version for primary schools, of Rossini's *Cinderella*. All students from Transition Preschool to Year 6 will attend the performance.
- Interrelate is visiting Gib Gate on 17 March to conduct separate sessions focusing on bullying awareness for Year 3 and Year 4 students (these sessions include information regarding online bullying). The programmes are child-focused and are both informative and sensitive, and designed to encourage discussion. Questions are encouraged and answered appropriately. Interrelate presents the Preparation for Puberty courses for Years 5 and 6 later in the year.
- Premier's Reading Challenge: Gib Gate will launch the whole school's participation in the Premier's Reading Challenge with a Reading Picnic organised by Mrs Marsh and the Library monitors. Please advise Mrs Marsh if you do not wish your child to be registered for this challenge.

## Mrs Anne Graham, Gib Gate Coordinator (Administration)

### Sport

- Dominic O'Shannessy (Year 6, 2014) was awarded a CIS Medallion on Friday night at the CIS Sports Awards Ceremony in Sydney. He also received a 'Red' for outstanding achievement in Cricket. Dominic was also awarded 'Most Outstanding Primary Boy Sportsman of the Year 2014' for his achievements across a range of sports. He was one of only four individual awards for Primary-aged students at the CIS level.
- Grace Mackenize (Year 6) has been selected for the IPSHA Basketball team which competed at the CIS trial in Sydney last Friday.
- Swimming: Following the SHIPS carnival held at Bowral Pool last week, and the IPSHA carnival at Homebush this week, the Gib Gate swimming team is complimented on their commitment to training and their fine performances at these interschool events.
- Winter Sports Parents are reminded that Winter Sports notes are due back so that teams can be prepared and coaches secured.
- Skiing



There are a number of places still available for the Recreational Ski Trip and notes and money should be returned to Mrs Russell. Any other students interested in Interschool skiing are asked please to advise Mr Standen.

## Mr Michael Standen, Co-ordinator of PDHPE and Sport

### Preschool

#### Reception

What makes a Rainbow?

Reception children began adding water to the sandpit and they soon discovered that the wet sand provided them with new opportunities for exploration and discovery. They enjoyed experiencing the difference in the texture and weight of the sand as well as using their fingers to shape the sand and make rainbows. The children then decided to paint rainbows on the easel. As a 'tuning-in' activity, they were given the rainbow provocation 'What makes a rainbow?'

Emma Andrew: *It just comes out when it rains. It is like a curve. Sometimes they are behind the clouds. Rainbows come out with the sun.* Charlotte Holmes: *We see rainbows in the sky. We see them when it is raining and when it is sunny. We don't see them at night time.* Hamish Aston: *A rainbow is pink, orange, red, yellow, green and blue. I know the song about rainbows. Little rainbows come out when it is a little bit dark and big rainbows come out when it is sunny.*

We look forward to making many rainbow discoveries over the coming weeks.



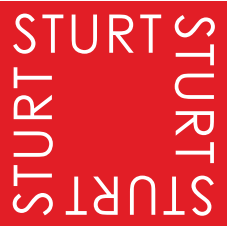
Fish painting by Daphne Hutchison; Summer Johns and James Moylan

### Transition

#### Watercolour and Pastel Fish

Transition children were fortunate enough to participate in a Kids Art Quest lesson with Shelly Willingham. They listened to the story 'Hooray for Fish' and then discussed the style of the illustrator, who uses heavy black outlines and bold colour. The children were given the opportunity to draw their own fish using black oil pastels and watercolours.

**Ms Kelly Lees, Preschool Teacher**



## STURT News

### FRIENDS OF STURT

*Joan Dinning (President), Robin Golledge (Secretary), Ruth Wright (Roster Secretary), Kay Faulkner, Michael Harris, Alan Matthews, Julie Musgrave, Denise Sumner, Chris Topp*

### Virginia Kaiser Exhibition in Broken Hill

Sturt's 2014 exhibition on the work of basket weaver, Virginia Kaiser, has travelled to Broken Hill, Virginia's home town for the last years of her life. The exhibition is on display at the Broken Hill Regional Art Gallery until 12 April.

### Propose an exhibition for 2016

We are now inviting exhibition proposals for Sturt Gallery for 2016 and beyond. Full details on the procedure and the Exhibition Policy can be found on our website at: [www.sturt.nsw.edu.au/get-involved/exhibition-proposal](http://www.sturt.nsw.edu.au/get-involved/exhibition-proposal)

**Sturt Coffee by Gilbert's** (of Main St Mittagong) is a stylish pop-up coffee bar operating inside and outside Sturt Shop and Gallery offering barista-made coffees, teas, quality soft drinks, savoury and sweet treats.

**Opening Hours:** 10am to 4pm Wednesday to Sunday

### Sturt School for Wood 2016

Sturt School for Wood is full for 2015 and we are now inviting expressions of interest for enrolment in 2016. With a significant waiting list already, we are encouraging early enrolment. For enquiries regarding the 2016 course, please contact Mark Viner on +61 2 4860 2083.

### Sturt Artists-in-Residence 2015

This year, we welcome NSW jewellery maker, Felix Gill, UK ceramics artist, Kerry Jameson and Scottish furniture maker/designer, Isabelle Moore for three-month professional residencies as well as graduate residents, Anni Xiu (ceramics COFA) and Andrew Carvolth (woodwork ANU) for six-week graduate residencies.

### Winter School 2015

The programme for Winter School 2015 and online booking is now available on the website at: [www.sturt.nsw.edu.au/education/winter-school](http://www.sturt.nsw.edu.au/education/winter-school). The printed brochure will be available in late March.



### Short Courses

The 2015 short course programme is now available online. New course options will be available, including interacting with technology in the new Design and Fabrication workshops. [www.sturt.nsw.edu.au/education/short-courses](http://www.sturt.nsw.edu.au/education/short-courses)

### Sturt Gallery

Of national significance - Ceramics Then And Now by Artists in the Sturt Permanent Collection continues to 12 April.

The Sturt Collection tells the story of Australian craft since the war. This exhibition will feature new work by a selection of prominent Australian and international artists alongside the historic work currently in the Sturt Collection and include: Les Blakebrough, Patty Wouters, Campbell Hegan, Yasuo Terada, Yasuhisa Kohyama, Svend Bayer, Kevin White, Paul Davis, Prue Venables and Victor Greenaway. The exhibition opened on Sunday 22 February by special guest, Greg Daly, Head of Ceramic Workshop, ANU School of Art.

Clothfabric – 20 years in the making. 19 April to 31 May

This exhibition celebrates the distinctive work and creative life of Julie Paterson, artist, designer and writer.

Full details of all Sturt courses, exhibitions, residency programmes and events can be found on the website [www.sturt.nsw.edu.au](http://www.sturt.nsw.edu.au) or to make a booking or enrolment:

- call Sturt Shop on +61 2 4860 2083
- or email [shop@sturt.nsw.edu.au](mailto:shop@sturt.nsw.edu.au)

**Mr Mark Viner, Head of Sturt**

## FRENSHAM News

### Deputy Head

With the Year 7 Parent Weekend, Open Day, the Welcome Dinner for Parents of New Students, the Official Opening of The Centenary Pool and Outdoor Education Week now complete, the school has commenced preparations for the Year 10 Parent Weekend to be held 21-22 March. Other events of note scheduled to occur in the next fortnight include:

- IGSSA Swimming Carnival
- The Show Cattle Team at the Robertson and Moss Vale Shows, 7 and 14 March, respectively
- The Year 10 Confirmation Service (on the Year 10 Parent Weekend) – involving the full **Senior Choir**

[REMINDER: **all students from Years 7 to 12** are required to attend the Sunday morning Parent Weekend Services.]

Over the next few weeks, girls will be discussing their extra-curricular involvement in their Form Groups. Year Coordinators will be keen to ensure that the involvement of each student is varied and at an appropriate level, befitting the ethos of the School. If you are concerned about the involvement of your daughter in the extra-curricular life of the school, please do not hesitate to contact her Year Coordinator or Form Tutor.

The use of technology at Frensham is embedded into all classes, Prep and the Boarding Houses. Educating students to use technology appropriately is an ongoing challenge. Aside from ensuring the safety of all users, there is also the challenge of developing their skills and supporting them to use technology as a respectful and efficient communication tool.

Understanding the potential consequences of posting text and images on social media sites and using language befitting the School's expectations, are all part of this process. If you are concerned about your daughter's use of technology please do not hesitate to contact us.

**Mr Geoff Marsh, Deputy Head**

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## Boarding News

Open Day and the Year 7 Parent Weekend provided girls with opportunities to demonstrate their sense of living in and contributing to a community. To ensure that the Houses were presented beautifully, Prefects organised a *Tip Top Tidy* competition on Friday evening and great School spirit was shown during this activity.

All girls took responsibility for an aspect of Open Day, from conducting organised tours, singing in the Choir, organising displays or being part of Frensham 'in class' sessions. Year 7 girls in particular assumed special responsibilities with practising for speaking at the Service, the public speaking presentation and their Drama concert items. They spoke with confidence, reflecting their understanding of the ways that older girls support and 'pave the way' for them.

Preparation for, and returning from Camp, are also valuable parts of the learning experience of being in a community. All girls in Years 9 and 10 needed to manage menu plans and shopping lists in camp groups. Older year groups shared their experience and offered advice about planning and all are encouraged to develop their organisational skills for packing in readiness for camp. Upon return, girls need to work together and to consider all members of their Houses when sorting out their belongings.

### Travel for End-of-Term 1 ~ Start-of-Term 2

Girls have submitted **final travel requests** for end-of-Term 1 start-of-Term 2 travel. [Requests now closed by CountryLink]  
For further information regarding travel requirements, please email [awansey@frensham.nsw.edu.au](mailto:awansey@frensham.nsw.edu.au)

## Mrs Amanda Wansey, Acting Head of Boarding

### Director of Teaching and Learning

da Vinci Decathlon for Years 7 and 8 Students (as emailed 3 March 2015, to all parents of Years 7 and 8)

A Frensham team will compete in this Academic Gala Day on Thursday 30 April at The Illawarra Grammar School, Wollongong. The da Vinci Decathlon is an interschool competition, conducted in the spirit of an Olympic Decathlon with each team competing in 10 academic disciplines and the theme for the 2015 da Vinci Decathlon is *L i g h t*.

Each team of eight students competes in 10 disciplines: **Mathematics and Chess** – problem solving, number patterns and logic puzzles; **English** – spelling, word origins, definitions, textual analysis and writing tasks; **Science** – engage with higher level scientific concepts and test the ability to apply them; **Code Breaking** – decipher complex, mysterious codes; **Engineering Challenge** – a design task which tests problem-solving skills, creativity and ingenuity; **Philosophy** – using logic, observations and evidence; **Creative Producers** – create and perform a 60-second drama or 30-second commercial to promote a product; **Art and Poetry** – develop an original poem and a connected art work on a given theme; **Cartography** – interpret spatial information, decipher and create imaginative maps; **General Knowledge** – current affairs, entertainment, the Renaissance, sport and trivia – you name it!

All tasks in the da Vinci Decathlon emphasise higher-order thinking skills and individual team members will be selected to complement each team member's strengths in the 10 disciplines. Team training will be conducted by Ms Chauncy on three Thursdays after school (12, 19 and 26 March) and two Saturday afternoons: Saturday 21 March 2-4.00pm and Saturday 25 April 2-4.00pm, and the team will be finalised by the end of Week 6 so team training can commence on Thursday 12 March in Week 7.

### The Talented Students' Forensic Science Camp – Year 8 Students

The Talented Students' Forensic Science Camp held at The Armidale School (TAS) annually in the June/July vacation, is now open for online application. This five-day residential programme has been attended by selected (by application) Year 8 Frensham students for a number of years and has proved to be a powerful stimulus for igniting able minds.

The programme is specifically designed for talented and motivated students who are in Year 8. At the camp, students are presented with crimes designed by Year 9 students. They then acquire and develop new skills, including fingerprinting, paper chromatography, soil testing and fibre analysis. Solving these crimes presents new challenges and students will need to co-operate in order to solve their allocated crimes and reach their full potential.

The 2015 Camp commences at 2pm on 30 June and finishes at approximately 1pm on 4 July.

For more information about this programme and about how to apply, please visit: <http://wordpress.as.edu.au/forensic>

I will be pleased to assist students to prepare their applications and will provide all studies data required.

**Ms Kate Chauncy, Director of Teaching and Learning  
P-12 and Coordinator of Gifted and Talented Programmes**



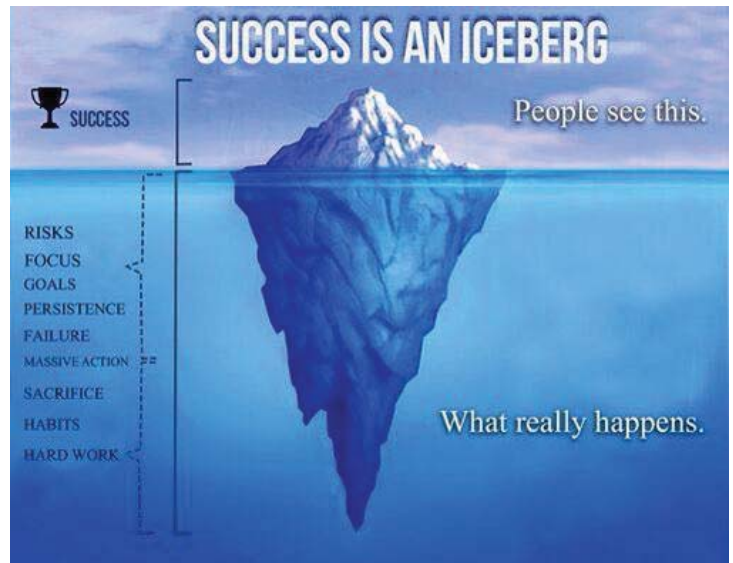
## Director of Studies

### The Iceberg of Success

Everyone knows that only a small fraction of an iceberg is visible above the water line, whereas the larger part of an iceberg is hidden beneath the water. The iceberg serves as an excellent metaphor for analysing success. The visible part of the iceberg is the outward signs of success, whereas the efforts which were necessary to achieve such an outcome may be hidden, unnoticed (like the invisible part of an iceberg that is beneath the water line).

It is the hidden parts which are the key to achieving success. These attributes are reflected in Costa and Callick's *Habits of Mind* – risks, focus, goals, persistence, failure, sacrifice and hard work and form many of the statements contained in the Frensham General Report.

Successful academic studies require students to have realistic educational expectations, motivation to do what is needed and consideration for their own wellbeing (sleep, physical activity and maintenance of healthy relationships). Senior students are currently completing assessment work for the term and establishing or maintaining sustainable revision practices. The Senior Studies Information Booklet contains information which outlines specific strategies for being a successful learner. In addition, students are guided by class teachers and may also approach teaching staff to act as mentors to provide support and encouragement.



### **Ms Janene van Gogh, Director of Studies – in Residence**

## English and Drama

### Drama

As part of helping Year 7 students to settle in to life at Frensham, all participate in an Introduction to Drama course in Term 1. During the course of the term, students learn the skills of improvisation, play building and characterisation. They also have their first exposure to the stage through a class-devised performance for the Open Day workshop. For their workshop items, one group of students performed an extract from Roald Dahl's, *The Twits*, 'Meet the Muggle-Wumps' devised with and directed by Ms Fiona Shannon, and the second group of students performed an adaptation of Dr Seuss's final picture book, *Hooray for Diffendoofer Day!* devised and directed by Mrs Sally Hannah.

*Hooray for Diffendoofer Day!* is two books in one: a rollicking rhyme about some clever kids and their terrific teachers. *Hooray for Diffendoofer Day!* is a story about creative teaching and thinking. It is a tale which celebrates originality, difference, and uniqueness. It is a book which lends itself to the lively exploration of a place and an activity which are at the centre of young people's lives: school and learning.

Muggle-Wumps are Monkeys and are most at home eating nuts in the African jungle in which they live - but they also fall foul of the horrible Twits. The Muggle-Wumps are imprisoned by the horrible Mr and Mrs Twit and forced to stand on their heads all day as part of Mr Twit's Great Upside Down Monkey Circus training. Mr and Mrs Twit naively believe that monkeys can be trained, except, in the end, the monkeys have the last laugh.

### **Mrs Sally Hannah, Senior Teacher in English and Drama**

### English

Year 7 students have commenced their experience of High School English with an exploration of 'Silenced Voices'. They are being compelled to answer questions such as: Whose voices are silenced? Why are these voices silenced? What and how can we learn from voices that have been made silent? Students in Year 7 are able to relate to their own experiences of feeling as though they have been without a 'voice' (with an older sibling, for example), and are broadening their perspectives by considering how entire cultures have been marginalised by society and the arts in the past. In focusing on these ideas, students are exploring the theatrical text '*Honey Spot*', written by Indigenous playwright, Jack Davis, and will consolidate new learning through a study of Shaun Tan and John Marsden's breathtaking picture book, '*The Rabbits*'. Students are encouraged to respond personally to the texts, as well as to consider how different cultures and perspectives are represented in different textual forms. Students are also completing a wide-reading programme which hones their skills in identifying and exploring a range of texts through the overarching concept of 'Silenced Voices'.

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## Public Speaking

Open Day highlighted the success of the speaking programme offered through English at Frensham. The Heads of Public Speaking and Debating, Sally Montgomery and Frederica Romijn, delivered a programme which included speakers from across the whole school and explored a diverse range of topics. Year 7 were articulate and insightful in asserting what an interesting and stimulating experience the first few weeks of Frensham life have been. The Year 7 speakers included Grace McKinley, Mia Horsfall, Claudia Logan, Daisy Latimer, Sophie Daly, Elizabeth Mitchell and Mairi Menzies. Katchmirr Russell (Year 9) presented her winning speech from the South Coast Public Speaking Competition. Kate Swan (Year 10) recited *Mulga Bill's Bicycle* from the 2014 AHIGS Festival of Speech and Rebecca Power (Year 12) delivered an excerpt from her speech entitled 'Grief'.

## Ms Lee McGuinness, Head of English/Drama

### French

In anticipation of the Year 7 Parent Teacher Weekend and Open Day, many opportunities exist for a review of girls' progress to date, and students of French are no exception. The displays prepared for public interest on Open Day were varied, ranging from examples of girls' current work through posters, grammar games, culture puzzles, revision of French numbers in Lotto, perusal of little books devised, written and produced by students past and present. Added to these, was the chance to see first-hand the range of ICT interactive tasks available to students online to stimulate, encourage and correct all aspects of their language learning. In today's world of Anglophone monopoly, it has never been more worthwhile to seek to discover and understand another culture through knowledge of its language and idioms. Certainly at Frensham, this objective continues to be our highest priority.

## Mesdames M Kidner and B Micklem, and Mademoiselle V Akins, Teachers of French

### Latin

Latin students in Years 9-12 are preparing for the annual National Latin Exam in Week 7 by practising past papers. Girls in Years 9 and 10 with Ms Stephenson have been focusing particularly on revision and acquisition of the grammar and cultural knowledge necessary for the examination as well as the style of questions asked. In years past, Frensham students have achieved consistently outstanding results in this competition, including a number of Perfect Scores as well as Gold and Silver medals. We look forward to seeing how the girls perform this year.

New this year, is the availability of the Year 9 and 10 course books, written by Ms Stephenson, in PDF format, enabling the presentation of new grammar and material using the Interactive Whiteboard, enhancing the quality of teaching and learning through increased use of technology and providing a wide range of consolidation and other activities which are more interactive and engaging for students.

Lastly, on Open Day, during the Latin 'In Class' session, a group of Year 9 and 10 girls participated in a Trivial Pursuit quiz which consisted of five rounds, all requiring different skills, and knowledge - based on language and cultural content primarily from the Year 8 Course book. Rounds included Board Races, Who am I? (gods and goddesses) and multiple-choice questions. Parents visited during the session, some participating and proving very knowledgeable in areas such as word derivations. The quiz was both fun and educational and it was wonderful to see the girls demonstrate their knowledge of the Roman World and the Latin language.

## Ms Liz Stephenson, Senior Teacher in Latin

### Human Society and Its Environment (HSIE)

A recent newspaper item followed by a number of radio interviews last week outlined the 'Freedom Rides' ---

On 19 February, a group of students, Aboriginal activists and musicians embarked on a commemorative trip, by bus, around regional New South Wales to mark 50 years since the first Freedom Ride. Also on the bus, were 15 of the original Freedom Riders and filmmaker, Rachel Perkins.

The first Freedom Ride created controversy in towns such as Walgett, Moree, Bowraville and Kempsey, where having their views on segregation challenged, angered non-Aboriginal locals. The attitude of the non-Aboriginal residents in these towns highlighted the challenges that Aboriginal people faced when it came to segregation and discrimination. The Freedom Ride played a strong part in passing the 1967 referendum, which removed negative references to Aboriginal people in the Constitution. Charles Perkins' role in organising the Freedom Ride propelled him to a position as a national Aboriginal leader and spokesman, a position he held until his death.

Year 10 History students are currently investigating a unit of work entitled 'Rights and Freedoms'. This includes background to

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the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations, the US Civil Rights movement and its influence on Australia and the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples.

Geography is connected in some way in most current events which appear in the daily news. Students in Year 10 have been studying Geographical issues from both spatial and ecological dimensions. A spatial dimension explains where things are and why they are there, while an ecological dimension describes the relationship between people and the environment and the effects they have on each other. Six major issues affecting Australian environments include: Air quality; Urban growth and decline; Spatial inequality; Waste management; Land and water management and Coastal Management

On 17 February, students visited Ooree Creek in Rose Valley on the South Coast to write a *Research Action Plan* investigating land and water management issues – particularly soil erosion, water quality and introduced species. Students defined the problems in the area, the impacts and evaluated the effectiveness of solutions implemented by government, corporations and volunteer groups. Students will finish their task by writing a letter to an NGO or government body urging them to continue supporting various environmental programmes in the area.

Year 11 Business Studies students have completed a research task on the ASX and one particular public company. They are also investigating the internal and external influences on the Business Environment and will look specifically at the Orotan Group over the next week.

Year 12 Business Studies students are in the final stages of evaluating Apple's iPhone marketing strategies in meeting its objectives of increased market share and increased on-line sales.

Year 12 Modern History students are assessing Stalin's role on the Soviet State.

### **Ms Janene van Gogh, Head of HSIE**

#### **Jamieson Programme**

In Week 6, all students are actively involved in Outdoor Education Week as follows:

Year 7: The girls will be camping in the Lower Holt, and this will involve learning basic camp craft such as setting up camp, cooking, camp hygiene, teamwork, environmental awareness, orienteering, map-reading and navigation. They will also be engaged in a range of activities including mountain bike riding, abseiling and bushwalking.

Year 8: Students will experience an expanded view of their local environment through hiking, canoeing and cycling from one destination to another, with overnight camping included. They will undertake a full range of camp activities, including campsite selection, map-reading and navigation, cooking and camp hygiene.

Year 9: This will be a practice - Duke of Edinburgh's Award Bronze Level Camp. Students will canoe on Tallowa Dam (subject to weather conditions), hike through parts of the Moreton National Park and self-cater for the first time. Camp crafts and navigation skills will also be tested, with emphasis on leadership skills as well as providing support to each other.

Year 10: This expedition will meet the requirements for a Silver level of the Duke of Edinburgh's Award. Students will commence the expedition at the Tugalong staging area and hike through the Outdoor Education Group property at Biloela. This will be a self-catering trip and girls will be encouraged to take leadership roles in navigation, camp set-up and cooking.

On Thursday 12 February, Year 9 students listened to a presentation from Dr Kathleen Bokey on adolescent health and eating disorders.

Last week, Year 9 students visited the Sydney Jewish Museum and the Auburn Gallipoli Mosque, as part of the Religious Studies component of the Jamieson Programme. Students listened to informative presentations about the nature of both the Jewish and Islamic religions. These presentations provided students with an insight into the lives of Australians who belong to the Jewish and Islamic faiths and of how religion fits into their daily lives."

Finally, Year 9 students in the Cambridge IGSE interdisciplinary course, 'Global Perspectives' are busily finalising their *Introduction* and *Perspectives* sections for their first Individual Research Project, which is due for completion at the end of this term. Students are also developing their expertise in the important 21<sup>st</sup> century skills needed to participate effectively in the modern world.

### **Mr Paul Nash, Jamieson Programme Coordinator**

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## Mathematics

At the start of the new school year, students are often looking for ways to improve their Mathematics results. In the past, students have been dissatisfied with their assessment results. The most likely causes for this dissatisfaction are:

- Students who lack good study habits and/or do not really understand how to study for a mathematics assessment.
- Students who spend many hours each day studying but still do not perform well. Quite often, this is a result of inefficient study habits and this is where teachers can help to provide guidance through the study process. Years 7-10 teachers will be addressing this in class over the coming weeks.
- Students who do not spend sufficient time studying. This may be through spending more time on other commitments rather than devoting more time to Mathematics study or perhaps do not realise the amount of time needed to attain success in Mathematics.

The summary below offers key suggestions being presented and we will be encouraging students to put into place as they prepare for the year ahead:

### Mathematics is Not a Spectator Sport

It is not enough to go to class and watch the teacher work through problems. In order to learn mathematics students must be actively involved in the learning process; attend class and pay attention while in class. Take a good set of notes and complete all set Prep (sometimes more than just the set work will be needed to master a skill depending on the level of difficulty). Study needs to occur on a regular schedule, not just the night before examinations. In other words, students need to be involved in the learning process.

In reality, most people need to work hard and effectively in Mathematics in order to achieve results with which they will be happy.

### Work to Understand the Principles

Students need to do more than simply memorise a set of formulae, while memorisation of formulae is required, students also need to understand *how* to use the formulae. Some formulas have restrictions which need to be known in order to correctly use them.

### Mathematics is Cumulative

Remember that Mathematics courses are cumulative. Almost everything undertaken in a Mathematics class will depend on topics previously learned. This goes beyond just knowing the previous sections in the current class to needing to remember material from previous classes.

Remember:

- *Listen in Class:* Do not just write down what is written on the board. The teacher will not write down every word and sometimes the important ideas may be spoken and it may be necessary to write down explanatory notes. These can often assist to work a particular kind of problem or why the teacher used one method over another for a given problem.
- *Note Important Concepts:* If a teacher emphasises a particular formula or concept then make note of it. This probably means the teacher feels that it's important.
- *Note Topics You Do Not Understand:* If there is a lack of understanding on a topic being presented, make a note of it (use a Post-It note) and try to write down the key words. Allow a couple of lines so the missing details can be filled in later once you have gained help to understand the concept.
- *Review/Edit Your Notes:* As soon as possible after class, review notes taken. Look for any errors and/or omissions. Fill in any information not written down in class.
- *Review Regularly:* At regular intervals, sit down and review all notes so that information can be learnt and retained. Remember, that this information will probably be required in the future so it is best to learn it as soon as possible.

Getting Help: one of the most important things in a Mathematics class is to ask for help when experiencing difficulty with a particular topic. Here are some useful suggestions:

- *Get Help When You Need It:* Do not wait until the last minute to seek help. Remember that mathematics is cumulative. By not seeking assistance when a difficulty arises, it is likely to be so much more difficult to understand future material.
- *Ask Questions in Class:* This way you get the help you need and stay actively involved in the class.
- *Seek assistance from a teacher outside class time*
- *Ask Good Questions:* Saying 'I don't understand this section' is not the best way to seek help as it is too vague. Be specific with your questions. What exactly is it about this section you don't understand?
- *Listen When Others Ask Questions:* When other students ask questions, listen to both the question and the answer. It may be that the student asking the question thought of something which had not occurred to you.

- *Review Notes After Class:* After each class, review all notes. Note the topics which seemed confusing and formulate questions which can be asked to assist with greater understanding of the topic.
- *Learn the (Proper) Notation:* It is essential that this be learnt as teachers will assume that it has been learnt and understood.
- *Note Due Dates:* All due dates for homework and exams should be recorded in the student diary.
- *Do Homework After Each Class:* At the end of each class allow some time to look over the homework from that day's lecture and attempt to complete it. This allows time to really work at understanding the concepts covered that day. Do not wait until the last minute to do the homework as this often results in incomplete homework set and/or an incomplete understanding of the concept.
- *Do More Homework:* If you know you need more practice, do not limit yourself to that which is assigned by the teacher.
- *Practice, Practice, Practice:* The only way to really learn how to do problems is to attempt many of them. The more problems practised, the more thoroughly you are likely to understand.
- *Persevere:* Not every topic covered in a mathematics class will be understood immediately. There will be some topics which will require work over a period of time in order to gain a complete understanding. Quite often, after more practice, a topic which was baffling initially suddenly makes sense.
- *Keep Old Homework and Exams:* Do not throw away homework and examinations once they are returned. The homework is a good source of study material for examinations and both the homework and examinations are excellent study materials.
- *Have the Proper Attitude:* Always strive to do the best work possible... Avoid doing just enough to get by...

'By failing to prepare, you are preparing to fail.' – Benjamin Franklin

### Ms Sue Wymer, Head of Mathematics

#### Music

Open Day and the Year 7 Parent Weekend always provide a wealth of performance opportunities for Frensham musicians: the Kennedy Strings, Senior Choir and Madrigals presented workshop performances at Open Day as well as many individuals who either practised their instruments in the Music Centre as guests walked by their open doors, or entertained Café patrons from the Schavemaker Centre for Science & Technology balcony. It was interesting to hear the breadth of talent displayed by performers, ranging from the String Quartet to a variety of Elective Music students from Years 9-12.

On Sunday, the Senior Choir performed a setting of the *Sanctus* for the Year 7 Service, featuring Year 12 students, Alexandra Roach as soloist while Rebecca Power led the School as cantor in the Lord's Prayer. At the Pool Opening following the Year 7 Service, the Madrigals performed an appropriate piece, '*Perfect Day*' where Alexandra Roach's very evocative vocal style was featured once again. The Madrigals are also looking forward to their first community engagement for the year when they provide entertainment for the *International Women's Day Breakfast* at the RSL Club, Mittagong on Friday 6 March.

### Mr Michael Spencer, Head of Music

#### Science

On 20 February, as part of Frensham's STEM into STEAM project, Year 8 students had the opportunity to listen to two guest presenters: **Skye McGregor** (Frensham 1999) a medical researcher, and **Renato Loberto** an engineer and professional racing car driver. Skye's address focused on her career path from Frensham student to scientific researcher at the Kirby Institute for Infection and Immunity in Society and PhD candidate at the University of NSW. Through Skye's presentation on her government-funded evaluation of the Australian HPV vaccination programme and contributions to HIV epidemiology and indigenous health, students learned of the importance of a solid foundation of Science and Mathematics for a research career and of the incredible opportunities and impact that such a career provides. Renato Loberto's presentation was equally inspiring and provided a wonderful introduction to the F1 in Schools' Challenge. More details on his presentation are contained in the Design and Technology article in this Newsletter.

### Mrs Alison Andrew, Head of Science

#### Agriculture & Show Cattle Team

- The Year 7 Technology class has been researching vegetables suitable for growing in the Southern Highlands and they have now designed and planted their vegetable gardens. They are now working on their design folios.
- Year 9 Agricultural Technology students have also planted vegetable gardens and have been learning about the beef industry in Australia.
- The Year 10 Agricultural Technology class is currently learning about lamb production within the Sheep and Wool Production topic.
- Students in Year 11 Agriculture have been researching current agricultural issues around their own region such as the impact of live export, mining in the Dunedoo region, the issues associated with the increasing average age of farmers and the impacts on local communities.

- Year 12 Agriculture students have recently completed their assessment presentations based on the elective topic of *Farming for the 21<sup>st</sup> Century*. Students have presented to the class a variety of technologies and evaluated their impacts on agricultural production. Some of the technologies researched include genetic modification of agricultural products, robotic milking, Smart Phone Apps, computer record keeping, GPS technology, electronic tracking of livestock and the use of laser technologies in agriculture.

At the end of the Christmas holidays 'Teddy' a new Huacaya alpaca arrived at the Holt Farm. He was generously donated by Fiona and Ben Hargraves, parents of Caitlin in Year 7. He has joined Carlos, our other alpaca, to protect the sheep. On Open Day, last weekend, 'Midge', the School's Poll Hereford cow, gave birth to her second heifer calf. Mother and daughter are doing well, and we are now looking for a name.



At the Robertson Show, this Friday, a group of Agriculture students from Years 9–12 will be competing in the Zone Finals for Grain and Fruit & Vegetable Junior Judging. This event is the qualifying competition for the State Finals at the Sydney Royal Easter Show. Good luck to all students involved.

**Mrs Leonie Harris,  
Coordinator Agriculture & Show Cattle Team**

## PDHPE

### Year 8 Focus

This term students are currently completing a theory unit titled, 'Living in Harmony'. Students have discussed the qualities which are valued in positive relationships and identified a variety of strategies and behaviours for negotiating caring and respectful relationships.

In practical lessons, students have been practising various movement skills associated with Athletics. After camp, students will commence a new practical unit focusing on 'Invasion' Games, including Australian Rules football, Gaelic football and Touch football.

### Year 11

It is very pleasing to see that so many Year 11 students have taken up an opportunity and successfully completed an induction programme to be able to participate safely in the school fitness room. Located in The Parker Gymnasium, this area has a variety of specialised equipment to improve aerobic endurance and muscular strength.

**Miss Erin Gray, Head of PDHPE**

## Sport

### Swimming

Congratulations to all members of the Swimming Squad for their conduct and performance at last week's Southern Highlands Twilight Carnival. The Frensham Team was successful in winning the Champion Girls' Team Shield. Runners Up: 13 Years Girls - Heidi Montgomery (Year 7), 14 Years Girls - Lucy Hayes (Year 8); Champions: 12 Years Girls - Annalena Turnbull (Year 7), 15 Years Girls - Kiara Stone (Year 9), 16 Years Girls - Natasha Long (Year 10). All swimmers are looking forward to representing Frensham at the Annual IGSSA Swimming Carnival (Friday 13 March, SOPAC).

### Equestrian

Over the last fortnight, girls in the Frensham Equestrian team have been competing in a range of competitions state-wide.

- Amelia Douglass competed at the North and Northwest Show jumping Club championships in Tamworth, 13-15 February.
- On Thursday 19 and the weekend of 21-22 February, a group of 13 Frensham riders competed at Sydney International Equestrian Centre (SIEC) summer midweek and weekend One Day Events.
- On the same weekend, 10 girls competed at the Berrima District Pony Club Show jumping competition.
- Julia McGrath, Phoebe Crowe (Year 12) and Dimity Crowe (Year 7) were involved with the Royal Canberra Show. Excellent results were achieved, including a number of champions in hack/hunter and Australian Stock Horse classes including a Supreme Champion. [Full details not yet at hand.] The Canberra Show is a qualifying competition for the Sydney Royal Easter Show.

**Miss Erin Gray, Acting Head of Sport**

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## Visual Arts/Design & Technology

During Week 5, as part of their study of the landscape in both artmaking and art criticism and history, students in Year 8 attended a Visual Arts incursion. Under the guidance of Mrs Spencer, Mrs Planting and Ms Farmer, the girls spent some time in the bushland of the Holt, completing drawing exercises and collecting objects such as twigs and gumnuts in preparation for a small sculptural installation.

In the afternoon, artist Freya Jobbins, talked to the girls about her artistic practice and showed them examples of her work. She then assisted students with planning their sculptural installations, directing them to think about use of space and repetition.

From photographs and small drawings completed on the day, students are working towards an artwork which combines elements of observational drawing and abstracted patterns found in natural forms.

We thank Ms Jobbins for sharing her time and expertise, and look forward to the opportunity of presenting a range of student artworks at the Year 8 Parent Weekend early Term 2.

### Technology (STEAM)

With excitement building as we move closer to the beginning of the *F1 in Schools Racing Challenge*, students of Year 8 were excited to meet Renato Loberto on Friday 20 February, to gain an insight into Formula 1 racing.

Renato Loberto is founder and director of MotoKinetic, an automotive and motorsports consultancy. With expertise in both Mechanical Engineering and Information Technology, and over 18 years of professional racing experience, he is in high demand, travelling around the world to provide race driving and engineering services to Ferrari, Lamborghini, Lotus, and Maserati, to name but a few.

Renato Loberto has been responsible for the testing and development of Ferrari GT3 racing cars at the company's factories in Italy and Spain and, closer to home in Sydney, has been the driving force behind some of the world's fastest time attack racing cars. In 1996 and 1997, when studying Technical Studies at secondary school in Queensland, he designed one of the fastest CO<sub>2</sub>-bottle rocket cars in the country.

Arriving at the presentation with a 30cm ruler in hand, the students were unaware of what to expect, but by the end the atmosphere was not dissimilar to that of a Formula 1 racing pit just before the start of a race. The presentation was inspiring, with images from his racing experience and examples of his computer-generated designs, and he encouraged students to think outside the box when designing and the skills they would need to develop to race the cars successfully. By the end of the presentation, students were honing their reaction times using their ruler and peripheral vision, and asking when they would be allowed to start design their own F1 race car.

This experience was invaluable for students of Year 8, with Renato Loberto's enthusiasm for his profession motivating the girls to become excited about their involvement in the *F1 in Schools Racing Challenge*, beginning in Term 2.

Both the Creative Arts and Science Faculties would like to thank Renato Loberto for sharing his time and expertise, and inspiring students to take their first step into the world of F1 Racing.

**Mr Phil Alldis, Head of Visual Arts and Design**