11 August 2014

Principals Report

Deans of Students (formerly known as DOSAS)

In line with our Strategic focus to ensure our students are well supported with personalised service we have moved with our growth in enrolments to appoint a Dean of Students for each year level. I’m pleased to announce that the two new Deans are Mr Ryan Du Toit and Mr Daniel Pym. As well as looking after a year level, each Dean has a school-wide focus or portfolio as well as a Year Coordinator to support their endeavours.

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<tr>
<th>Year</th>
<th>Dean</th>
<th>Portfolio</th>
<th>Year Coordinator</th>
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<td>7</td>
<td>Mr Ryan Du Toit</td>
<td>Junior Secondary – Teaching &amp; Learning</td>
<td>Ms Emma Scotney</td>
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<td>8</td>
<td>Mrs Sandra Latter</td>
<td>Learning Support</td>
<td>Mrs Kate Palmer</td>
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<td>9</td>
<td>Ms Keri Church</td>
<td>Junior Secondary – Curriculum &amp; Transitions</td>
<td>Ms Kelly Ling</td>
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<td>10</td>
<td>Mr Daniel Pym</td>
<td>Senior Secondary – Teaching &amp; Learning</td>
<td>Mr Jarrod Prakett</td>
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<td>11</td>
<td>Mr Ben Ward</td>
<td>Senior Secondary – Vocational Pathways</td>
<td>Ms Tiffanie Hales</td>
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<tr>
<td>12</td>
<td>Mrs Chris Owen</td>
<td>Senior Secondary – Student Outcomes</td>
<td>Mr Alastair Smith</td>
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Please note that in the Dean’s News (which is emailed out to parents or is available on our website under News) has a survey for you to complete with regards to our Responsible Behaviour Plan. Please take the time to respond to this. We will continue to request feedback on our policies and procedures throughout the year.

The Deans and the year coordinators are generally the first contacts with regards to student welfare concerns. We also have a range of support personnel who specialise in student intensive support including

- Leadership
- Engagement with school
- Uniform
- Attendance

Please note that in the Dean’s News (which is emailed out to parents or is available on our website under News) has a survey for you to complete with regards to our Responsible Behaviour Plan. Please take the time to respond to this. We will continue to request feedback on our policies and procedures throughout the year.

Parent, Student and Teacher Interviews

Our Parent-Teacher interviews were conducted on Wednesday 6th August and were well attended. HoD Business, Mr Michael Seiler, has been reviewing our follow-up practices after reports have been received by parents and we are looking into further ways to make reporting and feedback on student progress more user-friendly and connected for parents, students and staff. Our parent and community engagement team will be seeking some feedback from you, our community, on some of his team’s recommendations.

Our Senior Secondary team are also conducting 3-way (parent, student and teacher) feedback on student pathways and progress. In Year 10 we conduct mandatory Senior Education and Training Plans (SETPs) which establish the proposed post-school pathway options and the most suited education pathway and subject selections for each student. Please note that student academic performance in Year 10 delineates some pathway options, or lack thereof, in Year 11 and 12.

Also there are some OP interviews being undertaken for OP-eligible students in Year 12 and 11.

Academic Focus

We have appointed Mr Rod Portwood as our Support Teacher – Literacy and Numeracy (STLaN). Mr Portwood’s role is to work with staff, mainly in the Junior Secondary years (Years 7 – 9) to provide advice on Literacy and Numeracy pedagogical practices. Mr Portwood undertook a planning process for half days with groups of 3 – 4 staff members who teach Maths and Science or English and Humanities to our Year 7 and 8 students. They utilised NAPLAN data to identify our students’ Literacy and Numeracy strengths and weaknesses and then identified how to embed explicit teaching of these concepts into
the current units they are covering. They are also looking into ways of measuring how effectively students have progressed in these areas throughout the unit.

We are also embarking on implementing the following Literacy practices across the school:

- **QAR** – Question – Answer Relationships (to enhance reading comprehension)
- **TEEL paragraphs** – Topic, Evidence, Explanation, Link (to improve writing responses)

Many of these practices are familiar to our students already. Our evidenced-based work with Dr Judy Smeed looking on our Queensland Core Skills test results has also led us to establish an emphasis on teaching:

- Analysis (using a 5 point approach)
- Transferring information from one form to another e.g. Written form to graphs, charts, maps etc.

Our work in our pedagogical framework, Marzano’s Art and Science of Teaching (ASoT) has seen us focus on:

- Design Question 6 – Classroom Rules & Procedures eg: “Critical Routines”
- Design Question 1 – Learning Goals & tracking student progress through proficiency scales.

In short, we have used an evidence-based approach to identify what we need to build into our classroom practices and are now embarking on the journey of identifying how to embed these practices and track the relative progress and success of our efforts in student improvements.

### Student Achievement

I’m proud to announce that Bremer SHS student Joshua Curson was recently announced as the regional winner of the School-based Apprentice or Trainee of the year at a gala event held at Cloudland in Brisbane. He now moves onto the state finals in September. Joshua beat all schools, private and public, in the Metropolitan region including Clint Franke who is a fellow Bremer SHS student …. 2 of the 3 nominees who progressed to the regional final were from Bremer.

Recently Sadun Kodagoda Ramadheera had his artwork selected to be exhibited at the Ipswich Art Gallery. What a fantastic achievement.

**Events**

Recently we were visited by students from Ipswich’s sister city in Japan, Nerima. These students visited for 5 days on a cultural exchange and stayed with host families from Bremer SHS, Bundamba SSC, Ipswich SHS, Redbank SHS and Woodcrest SC. The exchange was an extremely positive experience for our students and our city and I thank the host families and in particular, Mrs Trish Barnett for coordinating the Bremer exchange and Mr Convery, Ms Bopp and Ms Kelly for their support and involvement as well as our wonderful Bremer SHS student ambassadors.

Our Athletics Carnival, conducted over 3 days, was a resounding success and thanks must go to Mr Richters, Mr Mackintosh and a team of teachers who coordinated the event. Congratulations and best of luck to our students who continue on to represent the school at District events. The House winner and age champions for Athletics will be announced at the next full school assembly.

Soon we will have our talented Performing Arts students present at ‘Variety Night’. Please put Friday 22nd August down in your calendar.

### Enrolments

Bremer SHS is enrolment-managed due to its popularity and size of facilities. We are capped for 2015 at 1973 students. We are now taking enrolments for 2015 for ‘in-catchment’ students and the names of students ‘out-of-catchment’ who would like to be considered for enrolment.

### Principal Appointment

I have been recently advised that Bremer SHS has finally been appointed with a new permanent Principal, Mr Richard Morrison. Mr Morrison is an experienced Principal who has been at Balmoral SHS, Centenary SHS and most recently Brisbane SHS before venturing overseas with Education Queensland. Mr Morrison will take up duties here from the start of Term 4.

**Your proud A/Principal**  
Mr Paul Robertson

### Queensland Training Awards

**School-based apprentices and trainees named as state finalists**

Congratulations to Joshua Curson who has been selected as a state finalist in the 2014 Queensland Training Awards. He will now compete at the awards state final presentation dinner at the Brisbane Convention and Exhibition Centre on Friday 19 September 2014.

State winners will be invited to represent Queensland at the Australian Training Awards national competition in Adelaide in November.

For a list of the finalists please visit the Queensland Training Awards website.
Matthew Sayer’s visit to the Broncos

Matthew Sayer, currently in Year 12 at Bremer SHS, recently had the opportunity to attend some Broncos training sessions and tour the club’s Red Hill training facility. He was fortunate enough to meet all of the NRL and U20 NYC players. Big thanks to Sam Madden, the club’s physiotherapist, who organised an outstanding experience for Matthew as well as a training shirt signed by the NRL team. It was very much appreciated by Matthew and his family!

Mr Lowe

Home Economics

Welcome back to the start of a new semester. Recently you will have received a report card for Semester 1. We would like to encourage our parents to take the time to discuss the results achieved and develop strategies to improve upon these results. Thank you to those parents who were able to attend parent teacher interviews, it was a pleasure to meet you, we hope you gained some insight and support to help you child with furthering their education.

REMINDERS….

Starting in Week 3 students started participating in our new Wednesday Winter Workshops. These workshops have no cost involved and numbers are limited. Students who wish to participate need to inform Mrs Ace the week before so ingredients can be ordered. There are a number of outcomes we would like the students to gain from these workshops, these include:

- allowing students interested in food to try out some different food experiences,
- develop self-confidence and independence when working with food,
- develop listening and communication skills,
- develop personal and teamwork skills to achieve a goal
- develop positive relationships with the Home Economics staff.

It is hoped these workshops will assist the students when they are considering their subject choices for 2015.

Students studying Food Studies have been issued with this Semester’s recipe books. To acknowledge that you have seen this book, please sign page four in the appropriate place. We would encourage you to use this opportunity to discuss the recipes therein with your child and identify any dishes which may be of concern for your family. Contact with your child’s teacher regarding recipes is encouraged and is best done well in advance of the practical cookery date. Our aim is that all students participate actively in all practical cookery sessions, with the ultimate goal being an improvement in students’ knowledge and skill and overall semester achievement in Food Studies.

Year 9 and 10 Home Economics classes are studying textiles this semester and so students will all need to provide a basic sewing kit (details have been outlined by your child’s class teacher) by the end of Week 4 (August 8)

“Home Economics……Everyday skills for everyday life.”

Science Tutoring – Tuesdays 3-4pm

Science Tutoring is held on Tuesdays in the Library from 3 – 4pm between Week 3 to Week 8 of each term. All students are welcome to attend Science Tutoring on an as-needed basis provided that they have handed in a permission slip.

During Science Tutoring staff are available to assist students with concepts that they are experiencing difficulty with. Students are encouraged to bring homework questions and
assignments to tutoring that they need assistance with. Generally, volunteer staff do not set tasks or teach traditional lessons on the current subject matter during tutoring.

If you would like your student to attend Science Tutoring, please print and complete the form below and have it returned to the D-Block staffroom.

**Jesse Paul-Brent**  
**HoD Science**

**Industrial Design and Technology**  
10 ITD

This semester our Year 10 ITD students have been working on their ‘Wooden Toy Design’. Their task was to make a wooden toy suitable for a young child which incorporates two moving parts. Below are some of their projects. Overall, a great learning experience was had by all ITD classes.

**Year 12 Furnishing Studies**

Our Year 12 students recently completed their ‘Decorative Clocks’. Each clock is personalised with their own names on them using the laser cutter as well as the school’s logo.

**CO2 Race Day**

During week 4 on Thursday the 7th of August, our Year 9 ITD classes raced their CO2 cars in the Hall.

**RACQ Pedal Prix**

Soon, Bremer SHS will send 4 teams away to the annual RACQ annual Pedal Prix which is held at Willowbank Raceway.

**Year 12 Engineering Studies**

Shown below are some fold up BBQs that the Year 12 Engineering Studies students recently completed. The project was an effective learning tool that enabled students to further practice their welding and fabrication skills. Along with their project, students were required to complete a work booklet which looked at the tools, materials, safety and processes associated with the BBQ.

**Mr Lowe**  
**HOD – Industrial Design & Technology**

**SMART ART | AUGUST | 2014**

Erin Blyth a talented Year 12 Visual Art student will have her work exhibited in the Creative Generation Metropolitan Region Exhibition to be held at Ipswich Regional Gallery opening on Saturday 23rd of August until Sunday 7th September. A selection of work from this exhibition will be included in a future exhibition at GOMA at Southbank. Students in Visual Arts at Bremer SHS learn to create innovative responses to concepts to express their personal ideas. Erin studies two Visual Art subjects and since Year 8 has responded to the curriculum with very high levels of problem-solving and innovation. She has developed technical expertise with her enthusiastic approach to creating art objects with diverse media. She also responds to concepts like the one for her current work ‘Stolen.’
In Erin’s words:

‘My artwork represents the cultural injustice of the Stolen Generation and its effects upon Indigenous families. I have deconstructed some stories of the Stolen Generations and this provides an insight into the loss of culture, identity and land.

The colour purple of the Hibiscus flower signifies healing and is emblematic of the Stolen Generations.

The painting on the front of the dress signifies the land, various ‘Mobs’ and individuals affected.

The embellishments of the blue resin and wire beads represent tears or rain which signifies the washing away of culture and identity.

This is a national concern.’

Erin Blyth 2014

OTHER VISUAL ART NEWS

Students will shortly be selecting subjects for the 2015 Academic year.

The Visual Art Faculty offers a variety of Visual Art options to cater to our diverse range of learners and career pathways. Students selecting subjects for Year 11 may choose 3 different Visual Art subjects if they have an intense interest in pursuing an arts career pathway. If this is you think seriously about your commitment to the subjects.

Our Visual Art Faculty offers a Certificate I in Visual Art for Year 10 students which predominantly focuses on painting and drawing. On completion of this year of study students will acquire a qualification which will deliver 2 QCE points accredited to their Senior Statement for the Year 12 Queensland Certificate of Education.

Students selecting subjects for Year 11 and 12 may select from Authority and Authority Registered subjects and also a Certificate II in Visual Art which will accredit 4 QCE points to their Senior Statement for the Queensland Certificate of Education.

Students selecting subjects for a more academic than purely practical art course (aiming for university study) may also select Visual Art as an Authority subject. To enter this course students must be proficient at English in order to attain the necessary research and critical writing component of this course.

Two SAS subjects are on offer including Year 11 and 12 Creative Arts (Craft and Design) and for the first time Year 11 and 12 Creative Arts (Fashion Design). These two subjects cater to students who do not wish to attain an OP or progress to University study.

Students in Visual Art subjects as pathways to the future enjoy the choices they can make to suit their own learning needs and as a result students in Visual Art subjects tend to be motivated and actively engaged in learning. The Visual Arts offers a multitude of exciting employment options for creatively engaged students.

If you would like further information about the courses on offer you can contact the Head of Department for Visual Art Dr Trish Barnett or any Visual Art teacher for further information and advice.

MS C Bopp
Visual Arts Teacher

Business Education

In the classroom

The Business Education Faculty would like to welcome Ms Tammie Rose to our staffing roster for the remainder of 2014. Ms Rose has only been here a short time but made very successful and professional transition into Bremer. Welcome also to Mr Allen Love who is filling in for Mrs Karen Berlin who is enjoying a well-deserved break for Term 3.

Congratulations go to a host of students in Year 11 Business Management who generated significant increases in their Term 2 results. Many students increased their level of achievement an entire rung, with Liam Freger rising an incredible two rungs. Persistence and hard work really does pay off!

I also want to recognise the effort and achievement of a large number of our Year 9 Business students who again have recorded extremely pleasing results during Term 2. Approximately 40% of the students in Year 9 BST are performing at a Very High Achievement level which is an outstanding achievement. Well done to both the students and teachers.

VET Success

As the year draws closer to the end, many of our students undertaking a Vocational course within the Business Faculty are working extra hard to complete their final competencies. This year we have more students than ever completing qualifications across Business, Retail and Accounts Administration. Congratulations to all students who are working hard to complete their qualification!

Retail Ventures

With the winter mornings cooling the air of Bremer, many students are turning to the delicious hot chocolates being served by Retail students in the Boulevard Café. Every Tuesday and Thursday students from both Year 11 and 12 Retail have been extending their café and retail skills by running a morning hot chocolate service for senior students. The feedback has been tremendous and well enjoyed by all!

Information Technology Update

There has been an updated joiner rolled out for senior students who are currently using the ‘Bring Your Own Device’ (BYOD) option for laptop use at school. The new joiner allows for greater functionality as well as connection to the school print management system. To update, students should remove the current joiner from their laptop and run the updated version.
from the school website. BYOD students are reminded that their laptop must have up-to-date anti-virus software installed to allow a connection to the school network.

**Year 11 Drama**

On Monday 21st and Tuesday 22nd July, the Year 11 Drama students participated in a Physical Theatre workshop with Brisbane based physical theatre company, Zen Zen Zo. Students were introduced to the style through activities designed to develop skills in manipulating the body to communicate an idea. They developed group compositions using Viewpoints and Japanese physical theatre. The workshops were dynamic and fun and the students were able to explore their bodies in unconventional ways. Thanks to David, the students had an awesome learning experience. Here are some snaps of the students getting physical.

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**Defence News**

This week we were privileged to experience Lieutenant Kurt Phelps, 2005 Bremer School Captain return to Bremer to talk with interested students regarding Defence life as a Navy Officer in command of the Heavy landing craft Tarakan. Kurt provided some great insights into his journey after school, having taken a gap year to decide on his career pathway, then pursuing his new life which has seen him travel to “too many countries to name”. He spoke of his diverse Defence Life describing it as family, exciting, challenging and the “best thing he ever did”. His talk was appreciated by all the students who attended and a few teachers were also very proud to see him return to give back to Bremer.

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**Open Boys Rugby League**

Recently, the Open Rugby League team was invited to play against a team from the Brisbane Youth Detention Centre (BYDC). Our boys were very excited to play in a different setting and were not disappointed. The BYDC boys were very competitive and very appreciative of the opportunity to play the game. This was evidenced by the ‘sportsman like’ way in which they conducted themselves.

The Bremer SHS boys showed some very gritty defence particularly on their own line and as a result held the home team out on many occasions. Tries were scored by Anthony Ioata and Jakob Sheppard in a tough encounter, narrowly going down 18-12. The game was played with plenty of spirit from both teams. Man of the Match was awarded to Dylan Manu Tirnai. The team is hopeful of playing a further game later this year. Well done to all players who participated!

**Mr Brian Convery**

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**Notice for Defence Families**

The Defence Community Organisation (DCO) offers a broad range of programs and services to help Defence families make the most of the challenges and opportunities provided by the military way of life. DCO Amberley provide a number of support seminars which may assist with any forthcoming moving. They also have a comprehensive website with links which include information on Children’s Education, Useful Forms and Partner Employment Education, which may assist families. I would encourage you all to take a moment to have a look through their website at: http://www.defence.gov.au/dco/

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**Date Claimers**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>11 August</td>
<td>Variety Night Tickets on sale</td>
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<tr>
<td>13 August</td>
<td>Royal Queensland Show (Brisbane only)</td>
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<td>19 August</td>
<td>P&amp;C Meeting</td>
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<td>18-22 August</td>
<td>PRIDE week</td>
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<td>22 August</td>
<td>Jump Rope for Heart—Years 7 and 8</td>
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<td></td>
<td>Variety Night — 6:30pm</td>
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<td>27 August</td>
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<td>29 August</td>
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<td>SETP Interviews (Year 10 students)</td>
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<td>QCS</td>
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<td>3 September</td>
<td>SETP Interviews (Year 10 students)</td>
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<td>QCS</td>
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<td>8 September</td>
<td>Yr 11 &amp; 12 Maths C Exam</td>
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<td>9 September</td>
<td>Yr 11 Maths A &amp; B Exam</td>
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<td>11 September</td>
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<td>19 September</td>
<td>Deans Day / Red Day Term3 Ends</td>
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<td>6 October</td>
<td>Labour Day</td>
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<td>7 October</td>
<td>Term 4 Begins</td>
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<td>15 October</td>
<td>Immunisations (3rd visit)</td>
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<td>20 October</td>
<td>Student Free Day</td>
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<td>15 November</td>
<td>Uniform Shop Open 9:00am to 1:00pm</td>
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<tr>
<td>21 November</td>
<td>Year 12 finish</td>
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<tr>
<td>28 November</td>
<td>Year 11 and 10 finish</td>
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<tr>
<td>12 December</td>
<td>Term 4 Ends</td>
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Tennis--Our boys ACED Excellence Through Engagement!

It is time to get “Tennis Excited”...Congratulations to our Open Boys and Junior Boys Tennis Teams.

Both teams dominated the courts at the District level at Boonah on Friday 1st August.

They are now moving to the Regional Competition. All boys were positive role models for the school who engaged in Bremer PRIDE throughout the day to impress players and managers from other schools competing in the competition.

**OPEN BOYS TEAM**
- Cain Smout
- Gabe Kelly-Smith
- Roshan Seth
- Max Douglas

**JUNIOR BOYS TEAM**
- Jakob Schonfisch
- Brandon Logan-Brown
- Daniel Besgrove
- Dylan Osbourne

Our thanks to Ms Kelly for pulling out all stops to transport the Open Boys to and from Boonah on the day.

**V8 Supercars**

On 1st August the Year 9 students attended the V8 Supercar Practice sessions as part of the “Students on the Track” program run by the V8 Supercars and Coates Hire Ipswich 400. The program brings together Science, Mathematics, Technology and helps build social skills. It was a fabulous day where all students were proud ambassadors of Bremer State High School.

The Society of Petroleum Engineers Visits Year 12 Chemistry

On Friday 18th July, Bremer’s Year 12 Chemistry class was visited by Jason Licuanan, a representative of The Society of Petroleum Engineers. Jason currently works for Origin Energy and has extensive experience in the oil and gas industry, both in the field and behind the scenes.

The Society of Petroleum Engineers (SPE) is an organisation serving managers, engineers, scientists and other professionals worldwide in the upstream segment of the oil and gas industry. The SPE Queensland section has recently developed a Career Guidance and Student Development (CGSD) initiative that aims to:

- Educate high school age children about the energy industry.
- Generate interest in careers in the energy industry.
- Encourage high school students to pursue a career in the energy industry.

During his presentation, Jason spoke of the importance of persisting with academic studies at school particularly in English, Maths and Science and even made reference to the sixteen Habits of Mind that form a part of our Bremer Values and how these values influenced his success as an engineer. Jason described the oil and gas industry and the career opportunities that exist within it, while incorporating his personal experiences. For many students, Jason identified sectors of the industry that they had never considered or were even aware of.

The class was particularly interested in Jason’s personal story and his pathway through the industry. Students responded enthusiastically to Jason’s stories of worldwide travel while working and his enthusiasm for the industry. Jason’s visit to Bremer SHS has initiated many interesting conversations and enquiries from students.

Bremer SHS would like to thank Jason for his visit and also Natalie Chadud from the SPE for facilitating the event.

**Jesse Paul-Brent.  
HoD Science**
The Happiness Cycle.

On Friday the 1st of August a handful of students from Year 8, 9, 10 and 12 were invited to participate in a whole day program run by ‘The Happiness Cycle’. The program is an incentive to educate and encourage teenagers to exercise and look after their health. At the program the students were given a bike in which they were required to construct themselves. The students were then taught some basic bike skills and provided with safety tips. After this, the students were able to test out the bikes and were then able to take the bikes home to keep. The students were also provided with a helmet, lights and a lock and they were given the opportunity to download ‘The Happiness Cycle App’ onto their mobiles. Through this App, the students can track how far they had ridden and can also scan their friend’s bikes to see how far they have ridden as well. The students were given the opportunity to meet ‘Sam Willoughby’ who has won the world title for BMX racing as well as a silver medal in the Olympics. Students were able to have their bikes and helmets signed by Sam as well as photo opportunities. It was a great day had by all.

Nerima

The first few days were a combination of fantastically exciting and just plain terrifying for both parties of people, the exchange students and the Bremer students. It’s really the little things that surprised us the most about how they seemed in awe, the things you and I don’t think about, things that we take for granted.

This experience has heightened our interest in global issues as well as a variety of general knowledge of both Australian and Japanese culture. Having exchange students with us helped us with our Global learning experience and knowledge and understanding. This motivated students towards acceptance and understanding of both Australian and Japanese culture and community perspectives.

This program has also helped us with our Maturity and social poise, fuelled by the need to confront challenges. While on exchange, the Nerima students were confronted with challenges in everyday life that they will have never before experienced. Everything is new, as the students adjusts to life within a foreign place with a completely different language and family. At the end of the exchange period, the Bremer students and the Nerima possessed a greater understanding of foreign cultures and diplomacy.

As the ambassadors of the Nerima program, we have gained some new everlasting friendships to others another family member. Many exchange students forge a very strong relationship with their homestay families. They have learned a lot of things about our culture in Australia because of this program. This excellent learning opportunity typically leaves an exchange student with better understanding for people of all sorts, and can really make young people feel as though they have become “citizens of the world.”

During their stay they experienced very many cultural opportunities such as having the opportunity to visit GOMA, the Gallery of Modern Art in Southbank, along with chance to see other aspect of our culture during the week. Many people who part took in the program felt that it was an exciting experience filled with unforgettable experiences, others felt as if; “there wasn’t enough time, I mean the friendships were starting to feel more comfortable, I keep forgetting they are gone.” Never the less even though it was a short stay the friendships were still strong and many tears were cried upon their departure. The Nerima study tour was truly an unforgettable experience for everyone involved.

“Thank you to all the teachers, families and students involved.”
By Jessica Price & Darlene Villanueva

Ipswich 10th Annual Park 2 Park

On Sunday July 27th, a dedicated group of seventeen students and eight teachers volunteered and participated in the 10th Annual Ipswich Park 2 Park at Limestone Park, raising much need funds for the Ipswich Hospital Foundation. A group of Bremer State School students and staff ran the 5km challenging course, whilst a smaller group of students and teachers provided much needed hydration to competitors by setting up and manning one of only five drink stations. The morning was a great success with record numbers of competitors and all those attending enjoying the chilly, foggy start.
Jump Rope for Heart
This year Bremer is taking part in Jump Rope for Heart. Year 7s and 8s will be Jumping on Friday August 22 (the end of PRIDE Week). Bremer’s target is a very conservative $1000 (which is every year 7 and 8 student raising $2.50).

Administration of Medication in Schools
A reminder to parents/carers to notify the school about your child’s health
Bremer State High School is committed to supporting students’ health and wellbeing. We would appreciate parents/carers providing the school with any relevant health information that is required to support the student at school. This information is also collected at enrolment but needs to be updated Yearly, or if a New health condition develops.
Information about medically diagnosed conditions such as allergies, asthma, diabetes and epilepsy and other conditions that may require school staff to provide support to students, including administering medication and performing health procedures, should be provided to the school. Additionally, any health need that may impact on school activities such as sports, excursions (including camps) should also be discussed with the school.
Information should be provided in writing, and any specific health plans (only to be completed and signed by the medical practitioner) should be included. Please contact the school to discuss any specific requirements.
Please inform the school office staff of any changes to contact details or the contact details of the people nominated as emergency contacts.
Thank you for your assistance in this regard. All information is kept confidential and only disclosed to the relevant staff required to supporting your child.

For any enquiries, please contact the school office on telephone (07) 3810 9333.

Additional instrumental music funding
Our school is one of 226 state schools with a secondary music program to benefit from an additional $1 million in instrumental music funding recently announced by Premier Campbell Newman and Education Minister John-Paul Langbroek.
With increased numbers of secondary students participating in instrumental music as a result of the transition of Year 7 into secondary school, the funding will be used to buy instruments and musical equipment. This is great news for our instrumental music program and our students.


School-based apprenticeships and traineeships
School-based apprenticeships and traineeships allow high school students - typically Years 11 and 12 - to work with an employer as paid employees, while studying for their senior certificate. At the same time, students undertake a training qualification with a supervising registered training organisation chosen by both the employer and the student.
A school-based apprentice’s or trainee’s employment and/or training arrangements must impact on their school timetable for the program to be considered school based.
The benefits of undertaking a school-based apprenticeship or traineeship include:

- receiving both an education and a job
- being a step ahead of the competition for jobs
- learning the latest knowledge and skills
- getting paid while you learn
- working towards achieving a nationally recognised qualification
- gaining hands-on experience in a real job
- gaining the skills and experience to help you go on to tertiary study
- experiencing a great way to move from school to work
- gaining a sense of achievement.

Doing a school-based apprenticeship or traineeship is a great start to your career.

Youth Support Coordinator Initiative
Individual and Family Support
A big part of my role as a Youth Support Coordinator is working individually with children and their families to help them resolve any issues that interfere with their ability to complete their schooling. What this individualistic work may look like is by providing; one on one support, referrals to external agencies for young people and/ or their families, mediation, problem solving, referrals to other support staff within the school, up skilling, information sharing and developing an awareness within the school for individual needs or common issues that affect disengagement. A large amount of time is spent working on a one on one basis with young people who are referred to me due to their struggles with school attendance. My role is to assess and identify the risks and causation and work collaboratively with the students and relevant stakeholders to re-engage the student.

Community Engagement
In my role it is important to establish community connections and to work collaboratively with services that will help support our young people. During Term 1 & 2 I have been working on establishing and building these connections. I have had the
opportunity to attend Community Seminars and exhibitions in order to source what organisations are out there and what they offer. From this, I have been able to identify current, local community services and have developed a booklet for Bremer State High School listing the available support. Through networking I have been able to establish a partnership between Bremer State High School and community organisations, youth groups/ youth workers, as well as working collaboratively with staff to invite other organisations into the School to commence programs. Another big part of my role is to facilitate group work and programs which aim to target a larger audience to create positive change in areas I have identified as needing support. Below you will find a list of the Programs I have been working on throughout term 1, 2 and will be continuing in term 3 and 4.

**Art Refuge**

The Art Refuge Program started in term two, this program is facilitated by myself and a qualified Youth Worker, Renee Simpson. The Art Refuge Program is available for students who wish to increase their social skills and participate in art projects. This program is run once a week at major break in the Library. The students involved in this program will be working on a jigsaw project for Term 3. For this Project, each student will have a section of a large plank of wood where they will be able to paint a section each (formatted as jigsaw pieces), the theme of the entire piece is ‘friendship’. Renee actively sources information and resources for each session and comes alongside the students to teach them art techniques.

**BASE Program (Year 8 and 9 boys and girls)—Term 1 & 2**

The BASE Program is a resilience program initiated for a handful of students from year 8 and 9. The program is split into a boys and girls group and is implemented for one session a week throughout the school term. The rationale for the program is to increase the student’s resiliency, social skills, and help develop rational thinking skills and develop positive relationships within the class, playground and at home. The students achieve this through weekly lessons, individual and group work, goal setting and program participation. At the end of the semester, students who have worked hard to achieve their individualised goals are able to attend a day of recognition at a place agreed upon throughout the term. In term 1 the boys group were able to travel to the City for Laser Tag and in Term 2 we experienced the brand new Trampoline Centre at Tingalpa. As the Youth Support Coordinator, I have been able to assist the JSST with attending planned sessions to support the students.

**Breakfast Program—Term 2, 3 & 4**

The Breakfast Program has been initiated by The School Chaplain, Adam Hess and myself. The Breakfast Program was implemented for Students from Out of Home Care. The aim is to support Students living in Out of Home Care by providing them with breakfast and study help once a week. On a Monday morning we facilitate this program by providing a light breakfast for half an hour and for the remaining time we give the Students and opportunity to seek support with their homework and assignments. We hope to expand this program in Term 3 so that we are giving more students an opportunity to receive this extra bit of support.

**Independent Student Support Group—Term 2, 3 & 4**

I commenced an Independent Student Support Group halfway through Term 2. The central focus for this group is to support students who are living independently and are trying to support themselves through school without parents or guardians. I meet with the students once a fortnight for 1 session. In these sessions we cover things such as: Basic Living skills, Future and Job Preparation, Budgeting and Financial Planning, Accommodation support, Community support engagement and we focus on how to transition from school into adulthood. Our focus for Term 2 is to try and fundraise in order to accommodate for school and formal fee’s. A local Youth Organisation, ‘Young Life’ will be supporting the Independent Student Support Group alongside me for Term 3 & 4. In Term 4 we hope to connect with the Greater Ipswich High Schools and conduct an Independent Student Conference.

**Love Bites—Term 3 & 4**

Love bites is an extremely successful school-based Domestic and Family Violence and Sexual Assault prevention program. Love Bites is based on best practice standards for Education programs as recommended by the Federal Government funded Australian Domestic and Family Violence Clearing House and other leading academics in the area of violence against women. The Love Bites program consists of two interactive education workshops followed by creative workshops that consolidate the information from the morning. The School Chaplain, Adam Hess and I are trained Facilitators of Love Bites and will be commence the workshops with the year 10 Cohort in Term 3 & 4.

**Lunch Hub—Term 2, 3 & 4**

I commenced the Lunch Hub in Term 2 with the intention of connecting students with one another. For the Lunch Hub, I have Local Youth Group Leaders volunteer their time one lunch break a week in the Library with these students. We play board games, listen to music and chat. It is a safe and interactive environment for students to connect with one another and develop friendships.

**PASS Program—Term 3**

The PASS (Partners in Achieving School Success) will be commencing in week 2 of Term 3. The PASS Program will be run by The Smith Family and supported by myself. It is targeted for year 7 and 8 Students who have transitioned from Primary School to High School. The Program will run once a week for six weeks after school. The Program will help students; Learn skills to be able to complete homework independently, Identify Study skills that can be transferred into the home environments and create a positive attitude for learning. Parents are also encouraged to participate in two or more of the sessions to help assist their child(ren) in implementing the skills learnt from the program.
Shine Program—Term 2

In Term 2 I had the opportunity to participate in the Shine Program which was facilitated by Centro Church and Coordinated by the School Chaplain Adam Hess. The Shine Program is implemented to help young girls develop an understanding of personal worth, strength and purpose and to realise their full potential. Sessions aim to develop a strong sense of personal identity, confidence and hope. These program objectives are achieved through 3 foundational concepts: Worth, Strength and Purpose. The Shine Program was implemented in Term 2 for a number of Year 9 girls from Bremer State High School. The Program ran for one session a week for 9 weeks and concluded with a formal dinner organised for the girls and two of their guests. At the dinner the girls were able to share what they enjoyed and learnt about the program. The facilitators were able to share what growth they saw in the girls and each student was awarded with a Certificate and gift.

Early School Leavers Survey

The Queensland Government is conducting its annual statewide survey of students who left school in Years 10, 11 and prior to completing Year 12 in 2013. The Early School Leavers survey is a brief, confidential survey that provides a picture of the employment, study and life choices made by Queensland school leavers in the year after they left school to understand why young people leave school early and to help early school leavers make positive career choices. Between July and August, our students who left school in Years 10, 11 and prior to completing Year 12 last year can expect to receive instructions to complete a web-based survey or a telephone call from the Queensland Government Statistician’s Office to complete the survey. Please encourage them to take part. If their contact details have changed, please assist the interviewer with their updated details or forward the survey to their new address so they can participate. Thank you for your support of the Early School Leavers survey in 2014.

For more information visit: www.education.qld.gov.au/nextstep/ or telephone toll free on 1800 068 587.

Every day counts – will your children be in school?

Parents and carers are reminded of the importance of children attending school every day. For more information visit the Every Day Counts webpage.

Planning a family trip to the Ekka? Don’t let a bug spoil the experience

If your family is planning to visit the baby animals or other animal enclosures at the Ekka this year, remember to supervise your children and ensure the whole family regularly washes their hands to prevent infections from spreading.

Visit the DETE display at the Ekka!

Visit the Department of Education, Training and Employment display at the Ekka between 8 and 17 August as it celebrates lifelong learning with an interactive education hub showcasing key initiatives.

Kindy ambassador Jay Laga‘aia will be there to share the benefits of kindy with his fun musical show. High school-aged students can get experimental with hands-on science at the Street Science team’s Flying Start Drop-in Lab.

Community Notices

Cyber Safety

For your information, below are some links to key cybersafety websites for parents and students to explore:

http://www.aplatformforgood.org/


HAVE YOUR SAY ABOUT RAISING TEENS IN THE TECHNOLOGY GENERATION!

Are you the parent of an 11-18 year old?

Help us understand the effect of technology on families!

Researchers from The University of Queensland are looking for parents to take part in an anonymous 30-minute survey about the influence of technology on parent-teenager relationships, parenting practices and teenager wellbeing. Teenagers can also take part in a similar anonymous survey.

We will use findings from the study to develop better ways to support parents to have good relationships with the teenager and to promote teenager’s wellbeing.

This research is completely voluntary and confidential.

All participating parents and teenagers will be eligible to enter a draw to win a $50 Coles/Myer gift card!

For further information and to take part in the survey, please visit: https://exp.psy.uq.edu.au/parentteensurvey/.

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