Reflections... Term Four, 2011
Collingwood College Spring Fair, Sunday 23rd October, 2011 ... A Perfect Day...
Primary School News

Term four can be such a busy time of year. We can all become so concerned with looking forward and where we are heading, and sometimes we forget to celebrate where we have come from, and the joy we experienced whilst on the journey.

This magazine highlights many of the exciting and engaging things that have happened across the primary school this term, so I will not comment on individual experiences. What these learning experiences have in common is the strong engagement of students in their learning, as well as the keen desire to add to their learning and personal stories.

I would like to take this opportunity to wish our year six students all the best as they embark on a ‘secondary’ journey. I am sure that they can look back on their time at Collingwood with pride. Many of the skills they have learnt and exhibited here will hold them in good stead for the wonderful lives that are ahead of them.

On the same token I wish to welcome the new Preps to our school community. Their formal education journey is just ahead of them, and anyone who has witnessed the vivacity and enthusiasm with which they and their families have embraced their transition sessions, will realise that their journey is going to be an amazing one. I welcome, also, the families who have been transitioning from the community at Footscray.

See you in 2012

Keir Jasper, Assistant Principal, Years Prep to 6

Secondary School News

We are nearly at the conclusion of 2011. Where did the year go? Our VCE examinations are over and the Early Commencement Program for students in Years 10 and 11 went well as did the numerous camps we have held in term 4. The final assembly for 2011 was held on 20th December and many parents attended. A number of students received awards and we wish them well in 2012 and beyond.

It has been a year of affirmation for the College. Professor Ramon Lewis visited us earlier in the year and spoke to the staff about our Developmental Management Approach to Classroom Behaviour. This approach encourages students to take responsibility for their behaviour and ensures all students have the right to learn and the right to feel safe. Professor Lewis was impressed with the way relationships at the College were affirming and respectful.
We are fostering a culture of high achievement and this approach provides an orderly working environment for all.

**Year 7 and 8**

Under the management of the Year 7 and 8 Coordinator, Liria Stratus, the classes have grown and they are thriving in both the Mainstream Learning Centre and the Steiner classrooms with fine academic programs. The 2012 Year 7 transition ran on December 13th and it was a great success.

**Sport**

This year we have had ongoing success with teams reaching finals at both District and State levels in Badminton and Volleyball. We also had Zak Abdullahi reach the State Athletics finals in the 400 metres. Numerous other students competed in interschool sports. In addition many students regularly played basketball and soccer in our busy gymnasiums at lunch time.

**SRC**

Throughout the year there have been many SRC activities including fund raising activities such as the Battle of the Bands. Many lunchtime and after school clubs have been run by both students and staff and we thank all involved for their time and commitment.

**Openings of New Facilities**

This term we opened our new Arts precinct and the new Library Resources Centre which includes a room dedicated to VCE students with internet access.

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**Mural Art**

Among the electives for years 8 and 9 we ran an elective for Wall Painting with two local Urban Artists, Adrian Doyle and Caitlin Telford. The art work can be seen outside the Music rooms. Next year our Elective program will offer a number of activities including mural art and photography.

This year has been a Year of Achievement and we are confident that this will be the case again in 2012. We will again be running a trip to our sister school in China. We will also be offering VCE Specialist Mathematics, a subject not always available in schools, along with a wide range of other VCE subjects. A group of Year 10 students will also have the opportunity to study a VCE subject including Maths Methods and Literature. This is an extension program and could help them achieve a higher ATAR score at the end of Year 12.

We would like to encourage you to make an appointment to discuss your child’s report with classroom teachers in the New Year. We would like to wish all members of the school community a safe and happy holiday season.

*Chrysanthe Polack*
*Assistant Principal, Years 7 to 12*
Finishing our year in the Prep room...

This time of the year is a very special time in our prep room. We’re counting down the days to the end of the year, knowing that next year will see new teachers and new classmates. Each day, after our story, one child is chosen for their gifts they share with the class, such as being kind, courageous, helpful or thoughtful. This child receives a wrapped crystal, each one unique, as all children are, too.

On the last day, we will each light a candle from our ‘angel’ candle, and as we place our candle in the centre of our circle, we will tell each other what we have liked about this year, or what we are thankful for. Once we have lit our candles, we will each speak or whisper a wish for the future, before blowing out all the candles together, ensuring the ‘smoke fairies’ carry our wishes into next year.

Such quiet contemplative reflection is very significant and satisfying, especially for young people just beginning their schooling journey at Collingwood.

Alison McKean

Christmas Wall, Class 1S

Class 1 have been listening to Advent stories and creating their own Advent calendar. We have also been making stars out of paper - folding eight pieces of paper and sticking them together to create beautiful Christmas stars which have been put above our candles. There is a candle for each child and on the last day we will each make a wish for next year and ‘blow out’ a candle to take home.

Lisa Bianchi
“We do shops because it’s our main lesson and we need to learn about money; how to add money and how to give change. We learnt how to earn money by running our own shops, busking and doing chores. For four weeks our classroom became a village called Misty Dragonville. In our village we had a lemonade stall, a cosy cookie café, a bakery, a pancake stall, an orphanage, a tea store, a bank, a fruit peddler, a travelling recorder gypsy, a craft stall, a shoe shine boy, a beauty salon, fortune teller and a florist shop. On the very last day of shops we had a large fair and invited all the preps and class ones to visit. We sold toffee apples, lucky dips, crackers, and balloons. When our main lesson finished we put all of our coins into piles of $1 and counted our piles of coins. Now we can count coins easily!”

By Olive Cameron

Village Market, Class 2S
Main Lessons, Class 3S

The Steiner curriculum responds to the needs of the Class 3 child with a practical approach to study. ‘Real World Experience’ is at the core of work undertaken in Class 3 and 4. This allows children to ‘live’ the content covered, as well as to build a repertoire of academic, artistic and practical skills that are not only applicable in the school context, but will serve as ‘skills for life’ in years to come.

Farming Main Lesson: This Semester the children studied farming. The children explored a farm in all its daily workings. We studied the importance of good soil and the labour and care needed in order to make things grow.

This Main Lesson is wonderful as it shows the children that the whole consists of many vital active parts, which complement one another. It also ties in beautifully with our gardening and cooking classes which form an important part of the Class 3 Curriculum. These classes teach the children self-sufficiency whilst maintaining a harmonious relationship with Mother Nature.

Dwelling Main Lesson: The children have studied different dwellings of the world. We looked at various shelters and why they are suited to their environment. The children also enjoyed learning about the special features of different structures and how cultures have developed shelters to suit their needs. They had a project for the term, which involved building a replica of one of the dwellings we studied. They created some stunning models and their bookwork is testimony to their engaged participation.

Melanie Singleton
Project on Movement, Reggio Emilia Inspired Prep/1

P/1 Reggio has been working on a project on movement for quite some time, the whole year in fact! Our project turned into a tree with many leaves and our challenge for this term was to find a way to bring all our work together, and make our learning visible for our community to celebrate.

Through class discussion it emerged that our community needed to experience our project by ‘doing what we’ve done’ and observe our project, including our work, our photos and our reflections.

On Thursday, December 8th our community came together in our classroom and were able to participate in activities that encouraged them to think about what we have been thinking about and contemplate questions that we have been trying to answer.

Once our community participated in our project, we moved to the theatre to view a video presentation of reflections, photos and performances of our experiences and explorations of movement.

Katherine Watson
Project on Stories, Reggio Emilia Inspired 2/3

Our year-long project has grown into a story of its own. We have looked, listened and felt stories through oral and written words, illustrations and body language. We have shared favourite picture books from our community members, oral stories from different cultures, puppet shows, mimes, and lots of role plays. We have had opportunities to hear from book illustrators, authors and indigenous story tellers.

We have continued to create characters, plotted more story lines and developed a variety of climaxes through our picture books, animations, puppet shows and performances. We have learnt about myths and legends through the eyes of the past and present; we have travelled through centuries and cultures through songs and poems. We have become authors, illustrators, poets, scripters, performers and an audience. We have become Storytellers.

Sormeh Afkari
“At Collingwood College, we are all very proud to know we are the 1st K.G program that Stephanie Alexander started 10 years ago. We thank her very much for coming to Collingwood with her ideas, passion and never-ending support. I cannot ever imagine not having a K.G program at our school, it is very, very amazing to have this program.

This is what I value:
*I value the volunteers and being able to cook. *I also value where the food is coming from and that it is organic.

This is what I love:
*cooking bruschetta, that you tasted today, because it has amazing texture, it looks beautiful and tastes incredible.

This is what the K.G has taught me: Knife skills; how to make really amazing, yumilicious dishes; and to have the confidence to grow, plant, harvest and cook food from the garden.”

Thank-you, Malaz
Learning Centre Opening by Stephanie Alexander and Hon Peter Garret AM MP

Tuesday November 8th, 2011

The Federal Minister for Education-Hon Peter Garrett assisted Stephanie Alexander in the opening of our beautiful Kitchen Learning Centre as Australia's first dedicated training centre for educators, teachers, specialist teachers, principals and the public in Kitchen Garden education. The Learning Centre will offer training, curriculum education and workshops in all aspects of growing and cooking fresh seasonal organic food.

The Minister, Stephanie and guests were welcomed to our school by Dale Perichon ably assisted by Hibo and Harry. The Minister was given a tour of our beautiful kitchen garden, as well as the purpose built TSAKGF training garden. Wonderful bountiful spring harvest was gathered for cooking by Lindy Barnett (garden specialist) with the excited help of 15 Collingwood K.G students.

Our students showcased their cooking skills in the Kitchen Learning Centre with myself, Betty (specialist from Westgarth Primary School), Deb (specialist from Whitehorse PS) and 3 dedicated CC K.G volunteers.

Our students cooked, served and answered questions from the Minister and Stephanie about their learning occurring in K.G classes.

**Dishes served to the invited guests were**-

*Silverbeet, pinenut, currant Empanadas; Risotto of fennel, herbs & mascapone cheese; Minestrone soup with Tuscan kale; Bruschetta of Broadbeans & mint; Carrot & spice fritters*

Minister Garrett and Stephanie unveiled a plaque and Malaz Mohamed-Bakhil spoke eloquently on behalf of all K.G students Australia wide (see opposite page).

I would like to thank the following students for the excellent way they represented themselves, K.G and Collingwood College at this launch:

Annice, Juliette, Alex, Harry, Maya, Rowen, Jacqueline, Harold, Hibo, Jonathan, Hero, Sarah, Reva, Fergus, Malaz

**WELL DONE ALL!**

Desley
Camp to Walkerville, Class 4S

The Class four camp this year was to Walkerville. The first day was very hot and sunny, but after a swim at the beach, dark grey clouds loomed over the hill and before we were ready for it, down came the rain! For the next day or so it rained, but it didn’t stop the endless fun and adventures to be had. We were still able to build a big fire to dry ourselves and enjoy the evening.

The next morning most rose early at 5am and climbed a mountain to see the sunrise. We watched in silence for 15 minutes as night vanished into day. This was a special moment for many of us as we watched the clouds and wind on the sea.

That morning we went for a 6km walk along the beach in the sun and rain. We returned with a couple of fish! Next, it was a sandcastle building competition and more grabbing on the second day. We visited Wilson's Promontory on day 3 and went on the Lilly-pilly bush walks and jumped off sand dunes. Our last day was a big pack up followed by ice-creams to cap off an action packed week.

_Lulu Newman, entry from camp journal:_

Today I slept in while everyone else went and watched the sunrise. When I woke up it was raining. So I went and had two WeetBix for breakfast. After breakfast we wrote for a little while and then we went for a long walk along the beach. At the beach we had lunch and the boys caught two toadfish.

_Marley Briggs lunches with the Lorikeets:_

On the second day of camp the lorikeets were hungry so I coaxed one onto my arm. The lorikeets loved eating apple.
Botany Main Lesson, 
Class 5S
In the Steiner curriculum, camps are tightly interwoven with work in the classroom. For class 7, the epoch, i.e. the core theme for the year, is the Middle Ages.

Imagine a troop of knights on horseback, galloping along in perfect formation, two by two or four by four, keeping even distances between the riders. The knights wear full armour, bright blooms form the crests of their helmets. Each rider is in perfect control of a beast which is much stronger than himself but has subjected its will to the human – a human who is emotionally in charge for both of them. One rider in the troop holds up a standard with the coat of arms. The thunder of their hooves is almost deafening...

Well, in an ideal world - free of insurances, litigation, regulations - every class 7 in the Steiner program should have this experience. One couldn’t get much closer to an archetypal impression of the Middle Ages. But as it is, we need to scale down our dreams and operate within the realities of the 21st century.

Early in the year, Class 7 goes on a horse riding camp. Over the course of 5 days, these city dwelling teenagers gain first hand experience of what it means to ride a horse. Students learn how to control their fear, their anger, their anxiety, and with that they gain control over these powerful and gentle creatures. They even learn how to canter, albeit in a very safe and confined location and certainly not in a big troop. Horses flying along in a big pack are a different category all together.
How are a camera and our eyes similar? Why does an object appear to change its shape when it’s placed in a glass of water? Why does a straw with a pointy end make noises that are guaranteed to drive teachers crazy? These questions and more have been explored in this term’s sound and light main lesson in Class 6S.

In keeping with the notion that concepts need to be presented in a lively manner, the class’ first taste of physics saw the room turned into a giant camera. A sheet of builders plastic covered the windows. The room was in complete darkness. A small hole (the aperture) was enough to let in a beam of light. A play stand from the class one room was covered with lunch-wrap and became a screen on which the image of the park next to the school was projected (upside down, as our eyes also see images upside down).

In the primary school, we want the child to experience knowledge in an inspiring and imaginative way. By making the physics loud and big and impressive we allow the children to experience phenomena and to experience the explanations in a way that keeps concepts ‘alive’.

The darkened room allowed the class to learn about the workings of a camera, which is the same principle as the way our eyes see. So in keeping with the philosophy of the grade 6 child as a combination of intellect and childhood wonder, science lessons are delivered in a manner that meets the development of the child.

Martin Poeder

Light & Sound Main Lesson, Class 6S

That’s where the bike camp comes into play later in the school year. On bicycles the flying along in formation is possible; it is the next best thing to what the knights were doing. Over a term of weekly Bike-Ed training, balance, safety, fitness, formations, communication, respect and responsibility for the group are on the agenda. The training culminates in a 5 day bike touring camp. Now the class is out on a journey, students wear helmets, gloves, sunglasses – a sense of the knights armour. They cover a distance of up to 200km during the week, staying over night in tents carried by a support vehicle. Legs are getting stronger, bottoms getting hardened to the saddle and minds are set on group responsibility.

Anything missing? Sorry, yes, the smell and the steam of the horses and … did anyone bring a banner with the school’s logo?

Wolfgang
Grey matter has been working overtime in Grade 6A. The students have been researching the ‘human brain’. They have been learning about the structure and function of the various lobes and parts of the brain, creating 3-D models, learning memory techniques, discovering their preferred leaning style, dissecting lambs brains, drawing detailed labelled diagrams and tasting crumbed, fried lambs brains. In addition, the students have engaged in their own personal research covering a range of topics: ‘What Does the Brain Do?’, ‘Adrenaline’, ‘The Placebo Effect’, ‘Addiction’, ‘Singing and the Brain’, ‘Animal Brains’, ‘Diseases of the Brain’, ‘The Effect of Sports Injuries on the Brain’, ‘Strokes’, ‘How Video Games Effect the Brain’, ‘Brain Washing’, ‘Optical Illusions’, ‘Sleep’, and ‘Imagination’.

Brain Matters, Class 6A
Here are the students’ observations and reflections about the lambs brain dissection:

What it looked like:
“The lamb’s brain looked red, pink, purple, white, grey, floppy and brown” Jesse
“Each hemisphere was its own unsolvable maze. It dripped and oozed in distinctive ways.” Martin
“It looks like a pink human’s bottom.” Fatma

What it felt like:
“It felt cold, slimy, wet and gooey.” Jesse
“It was squishy and squirmy. The lamb brain had a flat texture due to the powerful membrane.” Martin
“It felt like a slimy piece of snail you find in the bottom of the garden.” Lawrence
“The lamb’s brain felt gooey and cold.” Henry

What it smelled like:
“It smelt like raw fish and sushi.” Fatma
“It smelt like a dead animal.” Henry
“It smelt like when you enter a sushi shop and it smelt like raw salmon.” Lawrence

What it sounded like:
“The lamb’s brain sounded splashy and squishy when I touched it and when I put my ear close to it.” Henry
“It sounded sploshy.” Jesse
“A faint squish was heard from the lifeless body part.” Martin

What it tasted like:
(Crumbed and fried)
“Yum! It’s just like chicken nuggets.” Henry
“It tasted like chicken.” Liberty
“It reminds me of crumbed fish.” Jesse
“It tasted like popcorn chicken from KFC.” Lawrence
“I like the outside but I don’t like the slimy texture inside.” Nick

Only 1 student would not try the crumbed lambs’ brains. Only 2 students did not like them. Most students had 3 servings!

Something I learnt about the brain I didn’t know before:
“I learned that a lamb’s brain is smaller than a human’s.” Fatma
“I learned that it has a skin that protects it on the outside.” Lawrence
Lady Northcote Recreation Camp, Classes 7/8A

“Lady Northcote, here we come!” shouted a bus load of excited young ones, knowing that for the next few days there was no school, just fun! Fun! Fun!

And two very nervous old teachers looked on with fear and trepidation, having just being informed of all the pranks and plans these delightful adolescents had in store for them………

But what a camp it turned out to be! Swimming, High ropes, Campfires, Toasting Marshmallows, Canoeing, Archery, Singing, Giant swinging, Running, Jumping, Laughing, Eating, Pranking, Scaring, with Movies every night! With extra kids on Tuesday up for the day!

And everyone survived to tell the stories! We can’t wait for the next awesome camp! Bring it on!
The ‘Chinese Reading Books’ project began with the children looking at some English reading books and assessing the types of stories that help us to learn to read. In art they experimented with techniques inspired by Chinese art. They also had a calligraphy demonstration and created some of their own calligraphy characters. Their final books are a combination of work done with Jing, Andy and myself.

*Sophie Rudolf*
Year 9 ARC Program

The Year 9 ARC Program is a yearly program that embraces Art, Recreation and Community.

The ARC program has been developed to give kids a different sort of learning experience - to take it out of the classroom.

This year the recreation components have included cycling and sailing.

The students have been spending time each week cycling on bike paths around the Yarra and city area. They have become confident with bike etiquette and road laws.

This has then led to the development of a shared cycling education space on the school’s rooftop. The students have begun building a bike path which can be used by younger students beginning to learn to ride. They have also come a long way with the beautification program for the rooftop space, including the amazing murals featured in the Term 2 Reflection magazine.

In 2011, an addition to the program was a sailing course at Docklands over a ten week period.

Students have completed both a CERT 1&2 Sailing Certificate through Yachting Australia and the Basic Resuscitation course through Surf Lifesaving. (See photos opposite).

Also, working with our school gardener, Trevor, the students prepared and planted garden beds on the back oval, weeding, tan barking and planting.

The ARC program aims to cater for the specific social and emotional needs of our year 9 students whilst cementing their connections with our local community and their peers. Look out for next year’s ARC students, who will continue the work on the rooftop as well as other exciting endeavours.

Andy Sutton
Parzival: A Story  
by Tom Keeble, Year 11 Literature

As Parzival crossed the river he espied a lavishly decorated pavilion of great size. Unbeknownst to the boy, it was Duke Orilus de Lalander’s beautiful wife Jeschute who he found lying beneath that finely trimmed pavilion. When Duke Orilus returned to his pavilion, he found the grass around it trampled, and some of the guy-ropes out.

**Duke Orilus:**

When I returned from my morning ride, I found my wife in a most wretched and pitiful state. From the appearance of the dew around the entrance of the pavilion, I could clearly see she had suffered an intrusion. Inside the tent I found both my disgraceful wife and the bed she lay in, ruffled and messy, for she had another lover. To my surprise, I noticed that her bold lover had taken it upon himself to relieve me of my morning meal.

To my outrage the dishonourable woman denied that which was obvious, and made so bold as to reply to my accusations, saying that it was no doing of her own, and that it was a mad man who relieved her of her ring and brooch. She continued on unconcerned, saying that he was the most handsome man she had ever laid eyes on. To add salt to the wound, the unfaithful woman denied having made a pair with him, going so far as to say that I, I who had been so greatly wronged, ought to be ashamed to say such a thing.

I had never dreamed, in all my time, after winning honour and glory in her name on countless occasions that she would take another lover. Yet, the deep disgrace she inflicts upon me, tells me that despite unseating the eight of the round table, and winning the Sparrohawk prize for her, she still felt that I was not good enough.

In hindsight, I showed a considerable amount of self-control to not have struck my wife, but instead tore all the livery she was accustomed to from her horse and replaced them with the dirtied ropes and cloths she deserved.

**Jeschute:**

I awoke from my slumber with a start to find the most handsome boy I had ever laid eyes upon in my arms. I directed him out of the pavilion, and when he made no move but to press his lips to mine, I began to cry out for help. I struggled to free myself of him but his strength was boundless, and it was with this strength that he took my ring and tore off my brooch.

Then the boy, who must have been a page who had lost his mind, complained of hunger, and thereafter ate the bread and partridges, and drank the wine that had been served for my husband’s morning meal. Upon his departure the bold young youth stole another kiss against my will, and said strangely as he left: God be with you! – That’s what my mother told me.

When my husband returned, he flew into a rage, and accused me of dishonouring him and taking another lover. Thereafter I gave him my truthful defence, which he promptly dismissed and called me too proud for his liking. Then he began stripping my horse of its saddle and bridle, retying them with strings of bast; afterwards he threw my clothes in a heap and made for to ride straightaway.
My views of the Collingwood College SRC

At the end of a very hectic year I always look back and reflect over the year that was…

In the first weeks of the year I met the elected representatives from grades 4 through to Year 12. It was an interesting beginning, as I have never worked with Primary students before in this capacity, I was wondering how it would all pan out. Now having reached the end of the year I am happy to reflect and say, ‘Really well.’

It has been an inspiring journey working with this group of students who really have the best intentions of all the students at heart. The role of the SRC is to represent the student body, to be their ‘Student Voice’. Every member of this group is elected by their peers… they are students who hold the belief that they can help make Collingwood College a better place for the school community.

And this year I think they have. They have tried to put on events for the enjoyment of the students, such as the Teachers’ Baby Photo Competition, the Talent Quest, and Battle Of The Bands. They have helped develop a social conscience by raising money for charities such as the Leukaemia Foundation, SIDS and Legacy. They have reminded students about our country’s involvement in wars gone by in attending Anzac Day and Remembrance Day services. They have also put back into the school community by helping out on Open Nights, the Spring Fair and other school-based events.

Looking back over the year, I am proud of the efforts of these students. We started with some ideas, now we can stand up and say, “We did make a Difference”, and we will continue to do so.

Liria Stratus
Goodbye to my Class 8s

Three years ago I picked up this group of students, welcoming them into the Class 6 and the Middle School. These children felt handpicked. They all were extremely well behaved, they all had a sense of what’s right or wrong, they all had the ability to work hard, they all played their instruments beautifully and they all worked together as a group; there is harmony, there is mutual support and there is an enormous amount of intelligence.

From the start it felt as if being given a privilege, as if the world wanted to make it easy for me, wanted to please me. Naturally I also endeavoured to please the class, not necessary with lollies and endless games, but with an interesting and challenging curriculum which helps them to develop into young adults who will find their appreciated place in the world.

**Class 8**

Class 8 started with the proposition of catching up on the lost horse riding camp, which is exactly what we did. And so it came that I was allowed twice in a row to go horse riding, once with the current Class 7 and also with my own class. I didn’t mind at all. Who can forget those happy faces when they finally had overcome the fear of such glorious beasts? Who can forget the hilarious mud fights by the river? Who can forget the long singing sessions around the fire in the barn? Who can forget the screams in the night when yet another mouse had got into one of the tents?

In the classroom, there were – as always in Class 8 – the magnificent Main Lessons of the year, which is the final of 8 years in the study of human development: “Renaissance”, with its stunning art, science and religious rebellion; “Electricity and Magnets”, trying to understand the basic phenomena behind just about everything we use these days; “Human Anatomy”, with precise drawings and descriptions, students now past the natural shyness they still displayed in year 7; “William Shakespeare”, finding out about the man who formed English language, literature and drama; “Mathematical Minds”, exploring the great leaders like Pythagoras and Fibonacci.

What a rich year, each step bringing us closer to the here and now. Finally the “Industrial Revolution” Main Lesson, which links the past to the present, where students start to understand that history is not a description of the past but a series of developments that leads up to our own lives and times. The students in my class started to show a maturity that I have never experienced before in such an outstanding way. It was as if they made history their own story, their own past. For me as their teacher this last collection of Main Lesson books was a real gift, a compliment which said indirectly: We understand something now which we haven’t understood 3 years ago and this happened through your work with us. You would see an extremely proud teacher who can share such a collection of Main Lesson books with his colleagues.
Being proud of my class was a regular feeling throughout the years. It was particularly strong with our production of Shakespeare’s “Romeo and Juliet”. What an absolute stunning success that culminated our three years of having class plays. It simply couldn’t have been better. Again it was the class as a whole that pulled it off, a class full of strong individuals who know how to bring the best out of each other. Isn’t that what I said about them at the start of Class 6? Precisely!

What a privilege, what joy to be a teacher with such kids as in this year’s Class 8: Jan, Wilson, Christian, Ezra, Kara, Ciara, Sage, Luke, Ellis, Brahmony, Oscar, Ebony, Tahlia, Indigo, Freya. I might have brought a lot to you, but believe me, you brought as much to me.

Thank you for that!

Wolfgang,
December 2011

For the full article including Wolfgang’s reflections of Class 6 and Class 7, please see the blog entry on our website.
Class of 2011...
Zakariya Abdullahi
Din Amin
Samuel Beesley
Jimmy Bing
Ryan Brown
Claire Buchanan
Desiree Cameron
Aden Coverdale
Arielle Giles
Yuqi Gong
Nikolai Handsjuk
Isabella Hayes
Holly Heath
Jasmin Isobe
Janek Janski
Haben Kidane
Solomon Kidane
Aklilu Kidane
Year 12 Graduation, Class of 2011

How did school life end so soon? 13 years from Primary through to Secondary and suddenly school life is over for the Year 12 class of 2011. The staff of Collingwood College will remember a vibrant and vital group especially talented in The Arts. Where to now? In mid January they will find out what courses are open to them and what the next stage of life holds. Some of our Year 12 students have been at Collingwood College for all their schooling and some for only a few short years but the school journey for all of them is over.

We wish them all the very best and we are excited for them as their adult life begins. We look forward to seeing them and hearing what they are doing. We hope that many of them visit us, as they will always remain members of the Collingwood College family.
A Final Word from the Principal…

Congratulations to the Senior School team for a successful Year 11/12 transition program. Having spoken to some of the students I know that they found the orientation program very worthwhile and beneficial for their preparation for their VCE studies in 2012. I want to thank all the staff who participated. A great effort on everyone’s part! The VCE students also completed their exams recently without incident and we now anticipate good news late next week.

The recent End of Year Music Concert was a great success. People arrived in large numbers to enjoy the music performed by the new bands and ensembles. The atmosphere was very welcoming and feedback indicates that a great time was had by all. I take this opportunity to congratulate all the students, staff and parents for their hard work in making this night and other similar nights such a great success. In particular the Senior School orchestra and the many class orchestras are at the moment performing at exceptional levels and they all need to be commended.

The Reggio Emilia Inspired programs have celebrated their semester long projects with many great presentations lately. These community celebrations are just so important in providing encouragement and recognition for their extended provocations.

The graduations – Years 6 and 12 - have all been very emotional and memorable events. We wish all our young graduates a very happy future and we hope those that are leaving do so with wonderful memories of their time at Collingwood College.

The College of Teachers end of year play again promises to finish the year on another high. Also the Volunteers Evening last month was an expression of the gratitude the Leadership team has for our army of volunteers. Thankyou to every class carer, literacy helper, KG volunteer and any community member who helped on Spring Fair Day or at a working bee. Your support is immeasurable!

I would like to thank my hard working Leadership team and my champion team of teachers and support staff for such a wonderful year.

Finally, the reason we all extract so much enjoyment from watching our wonderful students grow academically and in so many other ways is that they are collectively the children of our community. With continued efforts, goodwill, endeavour and belief in our school’s potential and values, we are creating the best possible learning environment for our students. The work is not easy but together we will achieve our goals.

Merry Christmas everyone!

Dale Perichon
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Important Dates for Term 1, 2012:

Teachers Start: Wednesday 1st February
Grades 1-10 Start: Thursday 2nd February
Grades 11 & 12 Start: Friday 3rd February
Prep Students Start: Monday 6th February
Welcome Picnic: Friday 10th February
Labour Day (Public Holiday): Monday 12th March
P-12 P/T Interviews (12:40 dismissal): Wednesday 21st March
Bush Dance & Harvest Festival: Thursday 22nd March
Easter Breakfast Celebration (7:30am): Friday 30th March

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Many thanks to Jennifer Parlanti for much of the beautiful photography featured throughout this magazine. Her skills, patience and generosity come in abundance. Visit her website here: www.japartsphotography.com