From the Principal

I am originally a Victorian and have now lived in Tasmania for eight years. What I have found to be special about Tasmania, about Hobart and about education here is the nature of the relationships between those involved in education. The size of the community and the fact that we have only one University provides a unique sense of cooperation and collaboration. It is possible for the Principals of all Tasmanian schools that teach senior students from all three sectors, Government, Catholic and Independent, to meet in one room, to sit around one table and to share ideas collaboratively.

I recently met the newly appointed Vice-Chancellor of the University of Tasmania, Professor Peter Rathjen, at a dinner held for Principals of senior schools in southern Tasmania, and again this was an opportunity for Principals across the three sectors to be together on a more social level, but nevertheless to discuss and share ideas.

I spoke at the dinner on the links that Collegiate has with UTAS and once I started to research what Collegiate did do with our Tasmanian University, I was amazed at the collaboration and sharing that exists between these two significant educational establishments. Here is an extract from my presentation:

UTAS is a familiar part of our education family - we all share common values and commitments. A commitment to expertise, a commitment to enhancing learning opportunities, a commitment to sharing our facilities and resources, and a commitment to fostering excellence. Let me explore very briefly each of these in turn.

There is a sharing of expertise - I am Chair of the Inglis Clarke Centre for Civil Society at UTAS, Principals from AHISA have sat on review teams for the university and many independent schools have or have had senior university staff on their Boards of Management (currently we have two on our Board). Sometimes the address at graduation ceremonies has been given by an AHISA principal.

Our teachers also share expertise - Collegiate’s Head of Expressive Arts, Anne Morgan, has lectured at the Conservatorium, our Head of Strings Jo St Leon is a lecturer in Viola and Chamber Music at the Con, many of our peripatetic staff also teach at the Conservatorium. Since 2010 the Conservatorium has administered the Year 12 Music Performance Course. TCE students have access to performances and tutorials at the Conservatorium, and performance examinations are assessed by a panel from the Conservatorium plus the class teacher.

Many university staff support the development of our teachers – I asked my teaching staff how we linked with the university and I had 30 replies in half a day telling me how much they gained from university staff in their field of learning.

We are willing participants in research; recently Collegiate has assisted Dr Tony Dowden’s Middle Schooling Research Project by providing data through teacher interviews and surveys. And of course we take interns from UTAS for their teaching practice.

There is cooperation to develop student learning - there are many links with UTAS through student competitions and workshops conducted for schools by university faculties: The University Economics Challenge, The National Chemistry Titration Competition, The Annual Lawfest, to name a few. Last week Housing and Design students were in Launceston at the School of Architecture doing introductory workshops. Dr Bernardo Leon de la Barra from the School of Engineering has developed Engineering and Physics activities for students. Collegiate, Ogilvie and Fahan have been involved in a program at UTAS aimed at attracting girls to Science, Technology, Engineering and Maths. Our TCE students are able to attend the School of Art summer and winter schools and gain recognition for this.

There is a sharing of facilities - UTAS supports other organisations by hosting events such as the Tournament of Minds, the TCE Art Show, Rotary Science and Engineering Challenge and many more. There is a plethora of lectures, rich in information, for students to attend at the Stanley Burbury Theatre conducted by a range of faculties and organisations. AND we share the UTAS library facilities – both staff and students appreciate the benefits of that.

There is a shared commitment to Excellence - Over the past 8 years UTAS has developed the High Achiever Program that enables gifted students to study a University subject while completing their TCE. More recently the UTAS College program was developed to enable students to gain credit for a first year university subject while studying that TCE subject. UTAS also works with schools in their careers programs and student pathway planning. Our Academic Dean, Viv Ride, seems to have UTAS representatives at every careers and future event she organises. Students from Years 9 to 12 have opportunities to visit the university and experience university life. Our Year 9 students love the Amazing Race around UTAS.

So how does Collegiate see the University of Tasmania?

The School values the high level of cooperation that exists between Collegiate and the university - but what do students think? At the end of Year 12 roughly one third of Collegiate students take a GAP year, one third go to UTAS and roughly one third go to mainland or overseas universities. They are the facts. But what does UTAS mean to Collegiate students – it’s the university on their doorstep, the immediate tangible aspiration. It’s that red door of opportunity for many of them. Yes, some will venture off shore for their next stage of learning but equally for many students UTAS is their first choice.

UTAS is partnering Tasmanian Schools to connect with secondary students, to listen to their needs and to facilitate their transition to tertiary study. I want what is best for each and every one of my students and UTAS is certainly an important part of that aspiration. We do share these common commitments: to enhance the common good, to improve our common society and make it a more equitable place for all.

Often we overlook what is on our doorstep. The educational opportunities shared by Collegiate and UTAS are the outcome of being in a smaller community and having just one Tasmanian University. Being located so conveniently to the Conservatorium, the Art School and the main campus makes the connection to UTAS even more possible for us. Eight years on I continue to appreciate the educational community in Hobart and all that it offers Collegiate staff and students.

Mrs Robyn Kronenberg
Principal
Mean Girls

The St Michael's Collegiate production of Mean Girls was a phenomenal success with hardly a spare seat to be seen in the auditorium. Adapting a popular Hollywood film, which was, in turn adapted from a bestselling nonfiction book, was indeed an ambitious task; but one that Jane Polley accomplished with great assurance.

This captivating observation of 'girl world' focuses on the formation of cliques, popularity, marginalisation, conflict, bullying, subterfuge and female aggression; which needs to be carried out invisibly! Despite such sombre subject-matter, the play is a genial, often biting, treasure trove of memorable one-liners offering the audience pertinent insights about disempowerment and gender construction.

What makes this theatrical production engaging is the fact that the entire audience can relate to the way social hierarchies operate in schools and how they are part of everybody's school experience. For this reason alone, I would have liked the production to have dispensed with the cloying American accents; but this is a small gripe indeed.

Mean Girls, follows the tribulations of a newcomer, ‘homeschooler’, Cady Herron (fabulously played by Gabrielle McLeod who shines throughout the evening) into the complex world of a typical American high school. Along the way, she is protected by the school’s resident outsiders, Janis Ian and Damien, who provide the show with its narrative impetus by asking Cady to embark on a reconnaissance sabotage mission against the school’s resident trio of bullies; affectionately called the plastics that denotes their lack of individuality. A special mention must be made of Lilly Dennis (playing the misunderstood Janis), whose tremendous timing and comic acting skills were indeed a revelation.

The ‘plastics’ are competently brought to life by a young cast: Bryony Hindley as Karen, “one of the dumbest girls you’ll ever meet who can’t spell orange”, Grace Reid as Regina George and Sarah Pascoe as obnoxious and wealthy Gretchen, are particularly good as they show the audience that for a girl to progress in ‘girl world’, she needs to learn the rules of engagement and to use her body both as armour and weapon. The young actors manage to use their voices and their bodies well to capture this seeming paradox and weapon. The young actors manage to use their voices and their bodies well to capture this seeming paradox and weapon.

The most effective technique in the film of the same name, was the prolific use of the voice-over which created a sense of intimacy and engagement with the viewers. Although, Polley does make some use of it here as well, the nature of theatre demands that the story is told through other techniques as well. The numerous scene changes are facilitated by a clever set, designed by Honey Dower.

Mean Girls continued.

wonderful sound and lightning design (the consistently excellent Damian Fuller and Michelle Thompson) as well as clever costumes (designed by Morgan Edwards) that become such an important help for the audience to recognise the numerous archetypes that populate the show.

Apart from the cast of young people we also become familiar with a series of adult archetypes who are also thinly, but intentionally, sketched as demanded by the genre of the teenpic! Honey Dower presents a credible Mr Duvall who is clearly out of his depth as the school principal. Gillian Crosby is faultless as the selfish Ms Norbury; Melissa O’Neill shines as the Coach and the Maths host and Rebekah Andrews is a delight in her myriad of roles but particularly as the long suffering English teacher. One adult role though that is pivotal to understanding the entire play is Mrs George and she is played splendidly by Morgan Edwards. Through this pitiful character we come to appreciate that meanness in girls is not a desirable trait; and less so in the adult world! Other successful cast members included Sophie Chandler (in a myriad of ensemble roles but particularly good as the lecherous Jason), Katharina Fuhr-Evitt (as Cady’s laconic father), Emily Braithwaite (in the demanding role of a gay man), Ebony Abblitt (as Kevin Gnor and the Mathletes Captain) and the very talented Stephanie Hutchison whose comic timing is always a pleasure to watch.

As the trials and tribulations of the fabulous ensemble recreate the world of the Burn Book, we quickly realise how terribly lonely it must be to be a teenage girl; how frustrating it would be to be constantly measuring one’s self-worth against others, to assuage one’s fears, angst and desperation about not living to the expectations of the plastics and feeling as though one do not belong. Sadly, what this show also allows us to realise is that despite all the shenanigans of ‘girl world’ the most important aspect of their lives is male approval, as reified through the character of Aaron (played well by Emma-jayne Iles) I am also thankful for the wonderful work of Krista Brinckman that ensured the smooth running of the show; especially since narrative cohesion is not one of the strengths of Mean Girls (the film or the stage show). In fact, as the show progresses, we witness a type of theatrical accumulation, where each successive scene consolidates what we have glimpsed in the previous ones.

The dénouement of the show is indeed a positive one; learning to respect one’s self is indeed a joy to behold and how fortunate we all were to experience this moral in such an entertaining and dazzling evening at the theatre.

Mr William Simon
Head of Faculty - English

Interschool Chess Tournament

On Tuesday 24 May seven students from the Collegiate Chess Club competed in the inter-school chess tournament at The Friends School. They played seven rounds of chess against tough competition. After some close contests the Collegiate team ended in third place; a commendable result for a young team playing in the senior division.

The members of the team on the day consisted of: Lisa Berry, Rachael Swindon, Emma Collins, Sara Sohtani Abhari, Cassidy Swinbourne, Soorya Valappil from the Middle School and Jessica Rossiter (Senior School – not pictured). The girls really enjoyed the competition and the opportunity to meet fellow chess enthusiasts. It was a fantastic way to learn new skills and gain experience.

Miss Meg Rimes
Year 5 Teacher
Middle School Achievements
We wish to acknowledge and congratulate:

- Laura Harrison and Sarah Allan (Year 6) together with Isabel Goldsmith (Year 7) on selection in the Tasmanian Under 12 Hockey team.
- Sarah Calder (Year 8) on selection to represent Tasmania at the School Sport Australia Swimming Championships. This is the 3rd year that Sarah has been selected for this team.
- Amelia Lawrence (Year 6) 1st place in Novice 2B and 2A at the recent Tasmanian Inter Schools Dressage Championships.
- Gesine Peters (Year 7) attended a state camp for Basketball and competed in the U12 Tri Series for Southern Tasmania held in Launceston earlier this month.
- Meghann Ogle (Year 8) is a member of the Under 16 Division 1 Greater Hobart Girls Basketball team which recently won the State Championships held in Launceston.

Please provide details of student achievements to Debbie Betts in the Middle School office on 6211 4930 or by email to debbie.betts@collegiate.tas.edu.au, for inclusion in future editions of Ancanthe. Please also let us know if we have inadvertently omitted someone from the list above.

Mr Charles Kemp
Head of Middle School

Australian Geography Competition
Congratulations to Grace Fulton, Year 11, who received second place in the Tasmanian section of the Australian Geography Competition. First and third places were taken out by Hutchins students Henry West and Charles Haward respectively. Well done!

Mrs Vivien Ride
Academic Dean

Dress for Success Day
Last week as part of National Career Development Week we had a ‘Dress for Success Day’, with the aim of teaching students about the appropriate dress for an interview or work experience. Obviously it is dependent on the job for which they are applying, thus students were asked to decide on their outfit based on the appropriate context. The whole concept raised quite a bit of discussion and many girls could not understand why runners and jeans was probably not the best look. Our girls are used to wearing a uniform and I don’t think they realise that ‘dressing for work’ can often be challenging when you are faced with it five days a week, forty-odd weeks in a year. The other question girls were asked to consider was their individual concept of success, a concept with infinite variations. For one the over-riding motivation will be following their passion, regardless of monetary reward, for another it will be having a well-paid job and security, while for another it will be making a difference and helping others. In the special careers assembly the following points were raised as contributors to successful dressing in the workplace.

1. Be prepared
Planning your outfits the night before can help you avoid looking like you got dressed in the dark.

2. Invest in an iron
Ironing your clothes is not something you should just pull out for job interviews – it should be mandatory for all occasions.

3. Dress like your boss
‘Dress for the job you want, not the job you have’. The best way to gauge the dress code of the office is to emulate the people who run the place.

4. Don’t forget to polish
You should be able to see your reflection staring up at you when you peer down at your shoes.

5. Overdressed is better than underdressed
This does not mean that you should dress as if you are heading out for a party but dress as if you have an extremely important meeting. This way you’ll be prepared for anything.

6. Quality over quantity
Investing in quality basic office apparel will not only save you money in the long run but also help you look like the star employee that you are.

7. Less does not equal more
Immediately eliminate anything your mother would deem too tight, too short, too see-through – in fact, anything that is described with a ‘too’ in front of it needs to be thrown into the weekend pile.

8. Comfort = confidence
Leave the towering high heels for when you want to suffer in the name of fashion. You need shoes that are stylish but also comfortable.

9. Dare to be different
Dressing for today’s work places is no longer black and white. Colour, prints, and accessories are all OK.

10. Be yourself
While dressing appropriately is the key, this doesn’t equate to forgoing your personality or sense of style. Personalise your outfit with your own brand of magic. Life is too short to look boring.

Mrs Vivien Ride
Academic Dean

Senior Students Available for Babysitting
Visit reception in the Junior, Middle and Senior Schools to obtain your copy of a list of Senior School students who are available for babysitting across the Hobart area. The girls are in Years 11 and 12 and have listed themselves as available for babysitting for Collegiate families.

Add a 
Collegiate Pride 
rose to your garden!
The roses will be available for collection on Saturday 25 June between 2:00pm and 4:00pm
Café 1892, Senior School
Afternoon tea will be served
Collegiate Pride rose bushes are $30 each
Collegiate Pride is extremely hardy with dark green glossy foliage and repeat flowering. It produces deep red tight buds on long arching graceful stems which open to magnificent fragrant blooms with fully open centres. Collegiate Pride was struck for the School’s centenary celebration in 1992 and is a prominent feature of the School’s gardens.
Reserve your rose(s) by mailing your order with a cheque payable to ‘Collegiate Old Girls Association’ to:
Mrs Keir Steedman
18 Delta Ave, Taroona Tas 7053
Questions to Keir Steedman on 6227 8521
Please be advised that the rose supply is very limited this year

Mrs Vivien Ride
Academic Dean
**Googled-eyed and going Gaga?**

A parent recently asked me if the prescribed 2012 English texts will be available in digital form. This prompted me to ponder on the future of the printed book which has ruled supreme since Gutenberg invented his printing press in 1439 and changed the history of the world as we know it! Modern readers would argue that ‘Mr Google’ has made as profound an impact on our world and the way we communicate as the former. This would be supported by the fact that the sale of printed books has decreased in the last two years and for the first time Amazon has sold more ebooks in 2010 than actual books.

Undoubtedly, we all spend more and more time looking at a digital screen on a myriad of contraptions such as personal computers, laptops, ipads, iPhones; all for a plethora of reasons. Certainly, most of the information we need is available in electronic form but are we in fact training our brain to be more easily distracted by such prolific use of digital technology? Experts appear to be supporting this notion and are claiming that our brain will learn to adapt from linear reading to non-linear skimming within the very foreseeable future.

This profound level of connectedness to the digital online world appears to be endemic and many people are commenting that younger people are becoming intolerant and non-receptive to linear reading. Could it be that the reason why some of us read online is not because the way we read has changed but because the way we now think has changed? This is in keeping with the thinking about neuroplasticity that claims patterns of thoughts can be rewired in the brain within a few years, and not over generations as previously thought. Since 2001, the time we spend on line has tripled and the time spent on reading printed material has declined by some 15%. Statistics appear to be supporting the notion that deep reading, is alas, on a definite slippery decline, transforming us from paper readers to “digital natives”.

Paper people, who obtain their information through printed material, are said to be calmer and more focussed, being able to retain information for longer periods of time. However, digital people, who are often compared with pancakes (I guess because they spread their information-gathering ways wide and thin), are showing signs of being chronically stressed. Maybe this is because their attention is constantly interrupted by pop-up screens, beeps, bells and whistles; not to mention interruptions from countless emails from well-meaning friends, countrymen and colleagues. It is certainly frustrating, having to stop marking an essay just to check on the latest arrival in your in-tray! Larry Page and Sergey Brin, the purported inventors of Google would be pleased to know that they have been most successful in convincing the entire world that staying connected and being in the loop, appears to be indispensable for people.

So, are we all, staff, students and parents suffering from an excess of blogging, tweeting, emailing, texting and Youotubing? Has this affected our cognition skills, our ability to recall information and, more importantly, to apply the information that is available to us?

I feel the answer is moderation and what we try to encourage here at Collegiate is to be eclectic with how information is disseminated, obtained and utilised. Students who are researching a particular topic, a specific historical period, or a book, often observe that by using books and journals for their research, in addition to electronic searches, that they often find an unexpected variety of materials which they had not previously thought they would need. Printed material, such as books will always have a place in our lives. Books that display aesthetic integrity, requiring our sustained attention will always reward us with deep learning.

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**Googled-eyed and going Gaga? **Continued

They can also transport us to enchanted places of the mind, the imagination and the world of thinking. We have unprecedented access to information and knowledge in our lives, it is now up to all of us to decide to be wise about how we use it. I remain hopeful that students, the iGens as I think of them, will be smart, resourceful and eclectic in their use of both the printed word and the electronic word; after all it is precisely this iGen who have ensured that Harry Potter has become the most successful series of books in the world.

PS. Most of the prescribed 2012 English texts will be available in digital form!

*Mr William Simon*

*Head of Faculty/English*

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**Year 3 SOSE**

This term in Year 3 our SOSE unit has been Children from other Lands. This unit involved researching a country then, using the facts we found, we produced an eye-catching poster. During the last week we have been sharing our posters with the class.

Probably the hardest step was collecting information. As none of us wanted to be accused of plagiarism, Miss Ibbott and Ms Rogers usually had bucket-loads of questions to answer. To help us research our country Mrs Scott lent us her books about different countries.

The next step was to make a poster and present it to our class. Most people had these bits of information: clothing, geography and their flag. Once we finished our posters with a bit of help from our class mates we prepared a talk.

Preparing the presentation was very hard. To find out what we should practise we were told what we would be marked on. Everyone had a different way of remembering what to say. Some of us used dot points or pictures and some of us just stood up there and talked. Either way we all created great presentations. Miss Ibbott and Ms Rogers were so proud of us. On Friday, after everyone had presented, we brought some food from our country to share. We enjoyed our feast!

*Ella Anderson and Tessa Yu*

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**Ray Harrison Tennis Coaching - Holiday Clinics**

*at Hutchins Tennis Club*

**Clinic 1:** 6, 7 and 8 June (5*-14 yrs) 9:00am – 3:00pm

**Clinic 2:** 14, 15 and 16 June (5*-14 yrs) 9:00am – 3:00pm

**Clinic cost:** $110.00, Concession for 2nd Child $105.00, 3rd Child $100.00

(*) Clinics for children from 5 - 7 years are an introduction to tennis and run from 9:00am to 12:00pm and cost $70.

Enquiries please phone: 0438 236 924
or email: joanharrison@bigpond.com
From the Head of Expressive Arts
The last week of term has been musically busy and very rewarding.
On Monday, the Year 11/12 Music class were treated to a recital/vocal masterclass by Emily Burke, winner of the ABC series Operatunity. Emily is currently preparing for a season of Mozart’s opera Così Fan Tutte with Opera Queensland. She performed one of the arias from this opera, which was magnificent, and inspirational to our young singers. She then worked with four of our singers – Melissa O’Neill, Emily Braithwaite, Stephanie Hutchinson and Sarah Pascoe. She offered many suggestions to help these singers, from how to improve breath control, posture, understanding of repertoire to confidence building. Emily completed the class with an aria from Tosca. The first concert of the 2011 Collegiate Chamber Music Series took place on Monday evening. The Elané Ensemble (Jo St Leon viola and Stuart Thomson double bass), our ensemble in residence, were joined by Lucy Carrig on violin. They played works by Dittersdorf, Schubert, and thrilled the audience with the virtuosic playing in the Paganini Fantasia. We are indeed fortunate to have artists of this calibre as part of the Collegiate community.
On Wednesday, the SPA Vocal Ensemble presented Captain Noah and His Floating Zoo to three different but equally enthusiastic audiences. This work is a Cantata based on the story of Noah in the book of Genesis, with added humour – both in the libretto and in the music. The students greatly enjoyed learning and performing this work, and judging by the applause, the audiences were delighted by their performance.

Mrs Anne Morgan
Head of Expressive Arts

Change to Middle School Musical Rehearsal – Monday 20 June
Unfortunately we need to adjust the time of the Seussical Rehearsal scheduled on the student free day Monday 20 June at the beginning of Term 2. This rehearsal was scheduled in the PAC from 9:00am to 3:00pm but will now be from 12:00pm to 4:00pm on that day.
We apologise for needing to make this adjustment and hope it does not cause any inconvenience.

Mr Charles Kemp
Head of Middle School

Tasdance presents Image
In the first week of May, Tasdance toured Tasmania with their Education Project, this year titled Image. Louise Mackintosh, (pictured at far left), a Year 10 SPA dance student was one of fourteen young dancers chosen from round the state to perform the show. She was a standout in a tightly choreographed piece that explored body image and the social pressures put upon young people. It was an engaging, unpretentious production that exemplified the best aspects of modern dance; an ability to communicate contemporary concerns through abstract form. Mackintosh represented the school in an exemplary manner and should be commended for her assured and focused performance.

Ms Jane Polley
Director of SPA

Anglesea Students visit TMAG
Students in Prep, Year 1 and Year 2 enjoyed visiting The Tasmanian Museum and Art Gallery as part of their Art lessons in term one. The girls explored the various TMAG collections and particularly liked the interactive Volcano Lover Instillation, where they were able to lie on a giant ottoman and view motion images of erupting volcanoes above them. It was wonderful to see the girls feel inspired by the many art pieces in the Galleries and draw sketches in their journals.

Mrs Meg Groves
Art Teacher

Ohanami - Cherry Blossom Festival
On 23 May in our Japanese lesson we celebrated the Cherry Blossom Festival. The Cherry Blossom Festival is known for its beautiful pale pink flower called sakura. Allan sensei gave us a set of chopsticks and we learnt how to use them. At our party we had plates of rice crackers and wasabi peas. We also drank green tea. For a few weeks we have been learning about this wonderful festival. We made sakura from tissue paper and put them on display. Here is a photo taken of us standing under them; it was wonderful!!

Jennah Alforte and Ellia Kelleher
Year 3

Keep track of your child’s belongings with IdentiKid
A Collegiate Parents’ Association Fundraising initiative.
No more lost property! IdentiKid has a fabulous selection of personalised name labels, tags and more.
All you need to do is enter our unique code 1195 when you place your order at: www.identikid.com.au
This is an ongoing fundraiser each time new labels, lunch boxes etc are required, all you need to do is to log on to the IdentiKid website, place your order and remember to enter the Collegiate code 1195. The Collegiate Parents Association will receive 15% of the value of all orders.
I would like to thank the Collegiate Community for their support during Term 1; one that has been difficult for the School. We are a very special school with a long history and a strong community.

I hope that we can all enjoy a restful break and return refreshed and ready for a new term.

Robyn Kronenberg
Principal