



From the Principal



As this newsletter goes to print, we will be completing our first term in this new and innovative adventure. As one who often uses analogies to describe situations and feelings, I would describe our journey

thus far as a rollercoaster ride. I do not choose a rollercoaster for the ups and downs, although there have been some, but for the excitement and energy such a ride has produced. Our Academy forms a ride of anticipation and excitement, one that has never been ridden before. The vision upon which our academy is based provides the sound engineering and structure that supports the ride and ensures safety. Each turn, loop and drop is designed to deliver a new outcome. It is designed to provide the best environment for creativity and support for the generation who ride with us.

The outcomes of this new and wonderful ride are:

New attitudes – shared input, shared responsibility, new ways of doing business with and for students

New media – engagement with the digital world in new and creative ways

New momentum – increased learning networks, networks of networks and learning partnerships

New standards – identifying and building on strengths and talent of individuals

New outlooks – planetism, ethics, enterprise

New control – soft control – self management, peer recognition and pressure, and intrinsic forms of motivation.

The best part of any rollercoaster ride, in my opinion, is as you brake to a stop at the end. All the fear, anxiety and excitement experienced during the ride settle, creating “the rush”. A rush that lures you to remain in the carriage and undergo the ride once more. I am certainly feeling this rush after our term one ride.

Have a Happy Easter

John Jose
Principal



“I’m excited at the prospect of the MacBook’s heightening our learning experience to levels we never even dreamed of. Whilst the lead up to receiving them was like a particularly curvy rollercoaster ride, it was one I would most definitely ride again. Emotions changed constantly, but the hype of anticipation was always present. The idea of a fully ‘Mac’ school may seem absurd to some, but to us, its just another aspect of the adventure that is the Queensland Academy for Creative Industries.”

Shanti Dhanaraj
Year 11 student

APT5 Excursion

By Hayley Sepik and Jess Brain

On Wednesday the 7th of March, all of the Academy students had the fantastic opportunity to visit both the Queensland Art Gallery and the Queensland Gallery of Modern Art. This was the first time we took part in an arts activity as a whole group. We journeyed to the Millennium Arts Precinct at South Bank with a great sense of eagerness.

The Year 10 students visited the Queensland Art Gallery first, where classic art forms and historic paintings, as well as all of the original art works from the early days of Brisbane, excited them. This gallery also featured parts of the Fifth Asia–Pacific Triennial of Contemporary Art including installations that inspired students to wear temporary tattoos and bindies. The Year 11 students were the first to enter the fabulous new Gallery of Modern Art (GoMA) where they were dazzled by numerous modern and contemporary art works that inspired their studies in English, Film, Visual Art and Theory of Knowledge.

It was obvious that the day was going well when each of the year levels came out of their specific galleries to compare notes. The Year 11’s were fascinated by the facial decorations of their younger friends.

It was then the Year 10 students who had the opportunity to wander through the Gallery of Modern Art and to take in many aspects of the contemporary Asian and Pacific culture. Each of the year levels was amazed by the installations with the Infinity Room being one of the most popular.



All students and teachers that were in attendance had an excellent time at both galleries, and with our stomachs hungry, we relaxed on the bank of the Brisbane River. A very important part of being an Academy student is being part of the Brisbane art scene, and we look forward to many other experiences like this.

Pat Sweeney

By Cameron Handley



Recently Year 10 and 11 music students ventured to the Queensland Performing Arts Centre to listen to a performance by the Queensland Symphony Orchestra, but more importantly, our own Pat Sweeney. He won a competition to have the privilege to play a solo violin piece in front of 1000 students and some of the best classical musicians in Queensland and perhaps Australia. Playing "Khachaturian Violin Concerto" by Aram Khachaturian, he dazzled the crowd. He walked out on stage and grabbed everybody's attention, brought his violin to his neck and began to amaze. His technical brilliance brought everybody to a standstill. Not one person spoke during the five minutes he was on stage. The pace at which his fingers moved was breathtaking. All of this at the age of 13! The Master of Ceremonies said, "We have a future star on our hands here folks." We couldn't agree more. Well-done Patty!

WHAT'S GOING ON IN YEAR 10 GROUP PROJECT?

By Jessica Gilbert

The Year 10 students have spent Term 1 acting as arts administrators: running a variety of festivals. They have formed companies (some with interesting names, such as Guy & Dollz) to develop festival ideas for communities experiencing drought. Budgeting, planning and creating what will, hypothetically, be one of the most memorable festivals that these people will experience, students have worked hard this term preparing their individual essays and final presentations.

Whether it was Mr Stevenson's group creating a music video, Mr Dennis' company development or Mr Matthias' festival creators, we knew the results would be innovative and surprising. Our ultimate aim is to take these festival ideas into real communities. Next term, new groups and new group tasks will push our talents even further.

New Ways of Knowing at the Academy



A key point of difference of the International Baccalaureate (IB) curriculum is the study of a very challenging and fascinating

discipline - Theory of Knowledge. All Year 11 students study TOK, which focuses on understanding how and what we know. It is quite different from the specific subjects like the mathematics or film as it deals in some very big picture themes. Theory of Knowledge challenges student to think about how we know through the emotions, engaging in perception or applying logic. Our first unit focused on the arts and emotion when considering the future of the human body. This framed some very thought provoking discussions that pushed us into considering our potentials in the near and immediate future. The learning has been very different. We have participated in whole group lectures, small group arts workshops, movement activities and have debated issues raised in songs and films such as Blade Runner and George Lucas' first work THX1138. Students really thought hard about how their bodies can integrate technology and whether it is good or bad. TOK is similar to debating.... we think about issues, limitations, bias, justification, claim and counterclaim. It certainly makes sure we acknowledge other peoples points of view. Everyone is certainly looking forward to the first assessment presentations, which will show that we are artists in our own right. Students wrote songs, scripted performances, made films and art installations in response to the future of the body. There is no doubt some of these works will redefine how we look at the world.

Kathy Mackey
Dean of Studies



Learning at the Academy ...

English: Interview with Mr Duncan

By Sonia Lau



Mr Duncan, known for his passion for English and flair for the dramatic, is the first English teacher ever to grace the halls of QACI. He has been given the important and seemingly difficult job of bestowing the literary gift on our young (and sometimes stubborn) minds. Being the only English teacher is obviously a difficult job. According to Mr Duncan it is not physically draining as he is dealing with the same number of classes as he would in what he refers to as the normal system. However, he has had to change his mindset about teaching as the Academy is not your average school. Mr Duncan clearly loves his job: 'It's a chance to work with literature and students who are interested in literature, and as far as education is concerned, it is a new way of teaching,' he explains. Mr Duncan conveys some words of wisdom to the students: 'There is a lot of preparation because the texts used require significant reading, research and note taking'. When asked what sort of literary potential the students had, Mr Duncan responded by saying that he has seen 'an enormous desire to write, which is interesting. Students have begun to take themselves seriously as writers.' 'A lot of people here have the ability to do write' he informed me. The writer's guild program is one Mr Duncan has created that 'provides a focus outside the specific IB course where students can express their creative halves.' As a man who has spent his entire life 'immersed in the arts' and is now loving every minute at QACI, Mr Duncan is doing a brilliant job installing the technical aspects of the English language into each and every one of us, all whilst maintaining his humorous persona: 'English is truly the cornerstone for all our communication. Language empowers us.'



Film: Interview with Mr Carozza

By Jessica Gilbert



If you've seen the plasma screens in the lobby, you can see what Mr Carozza's Film CAS group have created for us. Footage from the first days and weeks of the Academy ensures the performances and moments remain vivid in our memory.

During Term 1, Year 10 students analysed the techniques of sci-fi films such as *Logan's Run*, *Planet of The Apes* and *Run Lola Run*. The main assessment was the critique of the movie, *Gattaca*, not only about the future, but the ethics in future society.

The Year 11 students worked on making a soundtrack to underscore the final ten minutes of the classic film 'Frankenstein'. They are also very busy analysing well-known and some not well-known movies and soundtracks, as well as preparing abstract montages that push their storytelling skills to new limits.



Maths: Interview with Ms Natoli

By Sonia Lau



SL - How does it feel to be the first Mathematics teacher in the history of the Academy? **Ms N** - I actually haven't thought about it in those terms. Its good because you can decide the course of action yourself without having to follow what someone else has done before. It's quite liberating, but challenging. **SL** - Is your job harder as you are the only teacher in your subject? **Ms N** - In some cases it's harder because if there's anything that I want to discuss, I have to make contact with people outside the Academy. I can decide how I want to run things depending on the class. **SL** - How much work does your subject entail? **Ms N** - A lot. It's a very disciplined subject so you must have very regular study habits in order to retain the information and be successful down the track. **SL** - Is there anything interesting about your subject that you would like people to know? **Ms N** - Quite a lot of maths is interesting because people think that they don't understand it. People don't believe that they can use maths in everyday things, but they can. I enjoy the financial aspects of maths and how it can relate to real life situations. **SL** - Being in a creative environment where students take the arts more seriously,

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Hilary Bauer, Jess Brain, Wesley Dennis, Jessica Gilbert, Cameron Handley, Bec Houterman, Morgan Knowles, Sonia Lau, Kathy Mackey, Hayleigh Sipek, and Tony Wade

does this ever discourage you? **Ms N** - No, I understand where they are coming from, as people like to do different things or have tried different art forms. I guess I'm a little bit rare in that when I decided to do teaching. I decided to concentrate on maths instead of the other subjects I studied, like French, music and dance. I have a large range of interests anyway. It is possible to be successful at math and in the arts. People tend to think that they are too diverse but they aren't. Creativity can be demonstrated in any area where a person has a passion and a desire to explore – maths is no different. **SL** - Do you see any future mathematicians amongst the creative students? **Ms N**: I think it's a bit too early to tell but hopefully we'll wait and see. **SL** - What do you think about your job at the Academy so far? **Ms N** - It's very busy all the time. There's not a moment that I don't use.



A glimpse into ICT integration and Internet learning

As Manager of ICT Projects my primary role is to provide leadership in the field of ICT integration and e-learning, to provide professional development for staff in using the laptops to ensure higher learning, to manage the network and infrastructure with a team of technical support staff.

Arriving at the Academy starts or completes (depending on your perspective) a circle. In the early 80's, I commenced my studies in the field of education at Kelvin Grove CAE, which is now QUT. In the last twenty years my career has seen me start at Burnside SHS in Nambour, followed by four years at Ayr SHS. In that time I was primarily involved in Business and ICT Education. I later moved to a curriculum writing position and developed some distance education courses and was blessed with two beautiful children. In 2000 I moved to Narangba Valley SHS where I eventually became Head of Department in ICT and Business. I am thrilled now to be given the opportunity to be part of the Queensland Academy for Creative Industries to see authentic higher learning in a technologically rich environment.

I am also extremely happy to be part of the Apple Angels. You will hear and see a lot about what is happening with our group of students who form the Apple Angels. Their role is to provide peer support and ICT technical support with the laptop devices and the Academy's network.

*Lyn McDonald
Manager ICT Projects*

