Bridgewater High School

20th Anniversary

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Supplement

20th March, 1997
Produced to mark the 20th Anniversary of the opening of the school at its present site on 15th March, 1977

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Contributions from students and parents
A Message from Mr Fuglsang

The observations of those who have led Bridgewater High School over the past twenty years reveal a remarkable consistency and a powerful theme of caring, community spirit, teamwork and innovation.

Although those leaders have made great contributions, I suspect that the heart and soul of this school is embedded too deeply to be shaped by individuals alone. Rather it is the product of the goodwill, determination, hard work and imagination of students, teachers and parents working together.

Times are probably tougher than ever before in the school's history, nevertheless in keeping with the tradition of the school we continue to develop our capacity to give our students the very best opportunities for success in life.

A J Fuglsang
Acting Principal

A message from
Queen Elizabeth
to acting principal Anker Fuglsang

I have great pleasure in sending to all at Bridgewater High School my sincere congratulations on the school's 20th Anniversary. I have the happiest memories of your opening in 1977 and I understand that the school has thrived in the years between. I hope that prosperity long continues and I send my heartful wishes to you, the staff, the pupils and to Rocky and others at the farm.

ELIZABETH R.
7th March, 1997
A Short History of Bridgewater High School 1975–1978

By ALLAN WELCH

This month marks the twentieth anniversary of the opening of ‘Bridgewater High School’ at its present site: McShane Road. As one who was there at the time, I can offer some recollections as to how it came to be.

Bridgewater High School originally opened in February 1975 at the site of the former Bridgewater Primary School in what is now Old Main Road, Bridgewater. The site is now a vacant block of land next to the Church of St. Mary which itself is next to McDonald's Bridgewater. At that time much of Bridgewater east of the highway was open paddocks and pasture land.

One hundred grade 7 students began at the new high school. There were no grades 8, 9 and 10, just grade 7. The foundation teaching staff was:

Graham Harrington (Principal)
Martin Bennett (Senior Master)
Maurice Wenn (Senior Master)
Jane Barnard
Jackie Chapman
Tim Crosby
Peter Fish
Allan Welch
Barbara Spitzer (Guidance Officer)

Principal Graham Harrington (right) with Her Majesty and senior science master Larry Scott on 15th March, 1977
A Short History of Bridgewater High School 1975–1978

The office assistant was Margaret McKenzie, and the cleaner was Jan Gray.

From the very first day the foundations were laid for Bridgewater High’s strong pastoral care system. Each day started with a one-hour home group period where much of what happens today was pursued: literacy, numeracy, personal growth and development, and physical education.

By today’s standards the school was not well-equipped but the enthusiasm of the staff and students transcended those shortcomings. Desk-top computers, for example, had not been invented and our library was a small collection of books in a Terrapin unit. Video cassette recorders and players were not available and there was no colour television.

The Tasman Bridge in Hobart had been knocked down by the Lake Illawarra in January 1975 and all motor traffic to and from the Eastern Shore had to pass along Main Road, Bridgewater, right in front of the

MDT and social science teacher Allan Welch taught at the school during the first four years of its life and returned last year just in time for this year’s 20th Anniversary celebrations

school. Traffic was bumper to bumper all day, and when the bridge was raised to allow the paper barges from A.N.M. to pass through, the traffic banked up right past the school.

In 1976 a second year group was added, doubling the size of the school’s population at a stroke. Additional Terrapin units were erected, some as doubles so that teachers and students could become accustomed to the open plan environment to be adopted in the new school building. Amongst the new teachers appointed in 1976 was the late Norman Scarlett who designed the school’s logo.

Meanwhile, building was progressing on the McShane Road site. Students and teachers were becoming impatient and anxious to occupy the new building, and in September 1976 we moved into the McShane Road buildings. We didn’t, however, move into all the building which now occupies the McShane Road site.

At first we moved into Phase 1, which was the grades 7 and 8 areas, and the
administration area. In those days the space between the grades 7 and 8 areas was occupied by Science, MDT (Materials, Design and Technology), Art and Home Economics. At the beginning of 1977 Phase 2 became available: the present-day Home Economics and MDT areas, and the gymnasium and change rooms. By March 1977 all was ready for the official opening by Queen Elizabeth II.

The day of the opening was a public holiday in southern Tasmania but Bridgewater High School students had to attend school. The opening took place as though it was a school day: the students were working at their desks as Queen Elizabeth and the Duke of Edinburgh were escorted around the school by Mr Harrington. The Queen must have thought we were working well that day because we were allowed to go home early.

As time went on the rest of the school was built and by the time I transferred to Cosgrove High at the end of 1978 it was almost complete.

At the time of my transfer I had taught through the first four years of Bridgewater High. I had seen the first intake grow from grade 7 to grade 10. The first grade 10 leavers dinner was held at Hadley’s Hotel and was ably compered by Mr Wenn.

From that first group of students at Bridgewater High many have gone on to make their mark in the world. Our first university graduate was from that 1975 grade 7 group. Many of the children, nieces and nephews of those original one hundred students are present in today’s Bridgewater High population.

Today Bridgewater High reflects much of the work put in by the early student leaders in the school. They helped form the culture and ethos of the school that is summed up in its motto “We Care”. All those associated with the school in the intervening twenty years can be proud of their contribution to making the school what it is today.

Someone catch the piano!

The school’s first principal, Graham Harrington, recalls how the school building at the original old primary school site was badly in need of repair:

The building was very run down and because it was due for demolition, no maintenance was being carried out.

For example, I remember when we took delivery of our piano, it fell through the floor as it was being wheeled along the corridor.

I think the difficulties under which both students and staff laboured drew us close together and certainly made us appreciative of the new building when we finally moved in.
Our founding principal enjoys coming back

Graham Harrington, who was the principal who established Bridgewater High School, says he likes our atmosphere of activity and hard work.

"I have always enjoyed my return visits to Bridgewater High," he says.

"However it does not do my ego any good to see that people today perform at such a high standard.

"The changes that have been made to the building are excellent and in keeping with the education program on offer.

"I enjoy the industry and vitality that is apparent in the school and the commitment shown by both staff and students."

Graham Harrington is now the Deputy Secretary (Education) of the Department of Education, Community and Cultural Development.

Bridgewater High School's principals and acting principals – INSET: Graham Harrington. L-R: Alastair Home, John Kenny, Larry Scott, Michael Clarkson, Chris Clark, Graham Speight, Anker Fuglsang
Anker Fuglsang (left) and Graham Harrington review another successful year

That means he is the head of the 'Education Department'.

Our students are fortunate that their school was set up by someone with the ability to run the education system of the whole of Tasmania.

Many of the secrets of our school's continuing success, such as the grade system and the heavy emphasis on maintaining superb teacher-student relationships, were established under Graham Harrington's guidance in the early years.

He says that one of the strengths that has continued to the present day is the way we can successfully make new ideas and programs work for the benefit of the students.

"Bridgewater High has always been a particularly innovative school," he says.

"It has taken on the challenges that education presents and has looked for solutions that were in the best interests of the students concerned.

"In my opinion, the school has a justifiably high reputation for the quality of its program and care and concern for its students."

The school opened in 1975 in an atmosphere of great hope for the future. Expectations were of the highest order. After 20 years, many of these expectations have been fulfilled and the current students and staff have an enormous potential not only to meet the original expectations but to set new and higher goals as well. I would strongly urge those at the school to check for achievements that have been made and to set new and more demanding targets to be met in the future.

Graham Harrington, Foundation Principal (1975 – Term 1 1983)
I grieved after leaving

Former acting principal Alastair Home recalls the sight of grade 10 students – girls and boys – crying their eyes out on their last day at the school.

It’s a scene that continues as an unusual ‘tradition’ at the school – not something that is forced or expected, but an annual natural expression of emotion that results from the breaking of the kinds of relationships that our school builds with its students.

Alastair Home says that he, too, was upset upon leaving the school.

“I grieved for two years after leaving Bridgewater High. I hated not being there, especially when I drove past. You become so attached to it,” he says.

The school has a number of underlying values: respecting other people, supporting each other, working together, truthfulness in a fundamental way. If students stick to the values they know the school places emphasis on, they will go far.

Alastair Home, Acting Principal (Terms 2, 3 1983)

“The relationships between the teachers and the kids is so much more human and personal than at other schools.”

He points to the home group emphasis at Bridgewater High School. In his day, every staff member had a small home group.

“They became very strongly attached to and protective of their students.”

Former students are still impressed


"It's excellent. The whole school is good. It's all been improved and changed with the times. It's got heaps of memories for me."


"I think it's really good - all the equipment and facilities - it's amazing. I wouldn't have sent Amity anywhere else. No way. I've got a nephew in grade 9 and he's going really well. He's very happy."

Angie Salveson. Now mother of Craig Gibbons (grade 10). One of five sisters who all went to Bridgewater High School. Younger sister Katrina was recently featured in The Mercury as the first female loadmaster in the RAAF.

"We all liked it - definitely. All the teachers were really good. It was a close-knit school. It is still a great school. It seems to be more of a caring school than a lot of the others."
For genuine care come to us

The high level of teacher commitment at our school is among the lasting memories of former principal John Kenny.

“One of the most positive memories I will cherish in my short time at Bridgewater High School was the total dedication of the staff,” he says.

“The team-work was excellent and the level of care and concern shown towards the students was outstanding.”

Bridgewater High School’s motto is ‘We Care’. John Kenny comments that many schools claim ‘We care’. “At Bridgewater High School the staff really did,” he says.

He recalls the enjoyment of working in a school “with a reputation as an innovative school where excellent things happened”.

“The way in which the students responded to the care and concern shown by the staff and how they slowly but surely began to gain confidence in themselves were features of the school.”

To the staff: Continue the same high level of commitment and dedication shown by teachers since the school’s inception.

To the students: Be proud that you are students of Bridgewater High School and show this pride through your effort and attitude.

John Kenny, Principal (1984 – Term 1 1985)

We employ what we teach ...

Wendy Gangell was a student at Bridgewater High School from 1982 to 1985. She worked in State Treasury until joining our office staff in May 1986.

Six grade 7 students who are children of former students (L-R): Danielle Rumley, Nicole Styles, Malissa Horton, Amity Booth, Kylie Hill, Toni Barrett
Our strength is relationships

Bridgewater High School's continuing focus on relationships helps explain its success, says former acting principal Larry Scott. "Good relationships are the key to successful schooling," he says. "Bridgewater has these."

"Because the school continues to focus upon the development of people, rather than just teach subjects, students leave it with a well rounded education."

"The relationships the school has built up with the community in the past five years have really strengthened the capacity of the school to become an exemplar to others."

Larry Scott continues to be an admirer of our school.

He says: "Schools seem to go in cycles, but I would maintain that the present school is much better now than we 'originals' could have ever dreamed of.

"This is largely due to the quality leadership and staff commitment that is evident in aspects as diverse as the school farm, community support and peer relations."

Larry Scott enjoyed working in an innovative school.

"Early in its history, Bridgewater High was nominated by national media as one of the best ten schools in the country.

"The concepts of group time and grade teams originated at Bridgewater High School, and have been copied by most other schools."

"Students from the school have gone on to become successful participants in every aspect of today's society."

He remembers the "incredible array of young educators" at Bridgewater High.

"Many of these have gone on to be successful leaders of other schools in the past 10-15 years.

"They were a fantastic bunch of teachers who really made a difference to the lives of the children placed in their charge."

"It is nice to see that same ethos present in the school today."

Lindy-Ann Johnston, grade 7. Both of Lindy's parents - Ricky Johnston and the former Debra Denny - were students here. Lindy-Ann: "I think the school is very good. I like the work you do. It's interesting. It feels good at school. I'm really happy at BHS."
Support was everywhere

Former principal Michael Clarkson recalls how the school was unified by the relationships that developed between people here.

"I have strong memories of the school, especially the positive student-staff relationships," he says.

"As well as staff supporting students and students supporting each other, Bridgewater always had a camaraderie among staff that many schools envied.

"The five and a half years that I spent as Principal of Bridgewater High School provided me with some of the most rewarding experiences of my career."

Michael Clarkson acknowledges that part of the success of the school is founded on the simple structure of a grade system backed up by home groups.

"The home group program enabled a group of students to be with a teacher for part of every day for, in most cases, four years.

When I visited the school recently, it was interesting to see that many of the features of the school from its earlier days remained.

Bridgewater High School continues to be a school of which its community can be justly proud.

Michael Clarkson, Principal
(1986 – 1990)

"The grade system enabled the teaching groups to be taught by a team of teachers from grade 7 through to grade 10."

Proof of the strength of support that developed became evident when the time came for its forced removal.

"The saddest day of the four years occurred when, on the last Friday in November, the grade 10 students left, thus causing a break in the bonds that had been built up over the four years."

Solid education

Mrs Margaret McKenzie joined the office staff in 1975 and left, as bursar, in 1992. She says that despite the difficulties with facilities in the earlier years the students still received "a good, solid education from a wonderful and dedicated staff."
Success for everyone

Former acting principal Chris Clark remembers the positive effects of the 'supportive' atmosphere of Bridgewater High School.

He says: "Very strong supportive school environment strategies make it possible for everyone to enjoy some success at the school.

"Bridgewater High School is very successful in meeting the needs of the students."

The school is able to have an impact beyond the walls of the school and beyond the students' time in it.

"Bridgewater High School students have a fine record for achievement in employment, further education, sports and a range of other activities," Chris Clark says.

"Much of this success is due to learning to cooperate and work in a supportive manner with others."

He says that the school has human, organisational and structural qualities.

"My memories are mainly about people and the quality of relationships between people throughout the school community - students, teachers, parents and friends of the school.

"The grade-based organisation is the strength of the school.

Bridgewater High School is a wonderful example of what can be achieved when the whole school community works together.

Chris Clark, Acting Principal (1991)

"And the architecture allows for flexibility in curriculum delivery."

The efforts by the school to make itself known should be acknowledged, too.

"The school has developed a very positive image in the broader community.

"Well publicised developments at the school and at the school farm correctly convey the impression of a school which is progressive and which has strong links with its community."

Grade 10 student David Williams whose mum (formerly Sharen Russell) was a student at this school.
People make our school

Former principal Graham Speight took more than memories from the school when he left last year to become Launceston College's principal.

"When I left the staff presented me with a brightly painted Besser block as a memento," he says.

"It sits on my desk and I often reflect on my time at the school and the things we achieved.

"This reflection gives my current work a sense of perspective and helps balance my judgement."

The concrete block was meant to symbolise the rearrangement of the walls, and staff mindsets, that had occurred during Graham Speight's time as principal.

But he emphasises there is more to the school than the building.

"A successful school is not created out of bricks and mortar, but by people."

"At Bridgewater the people were terrific and that's why you have a successful school."

"Look after your staff – they are what make the difference!"

"I have many recent and happy memories of Bridgewater High."

I received great support from the parents at Bridgewater and I remember them fondly. The kids were fantastic.

I consider myself privileged to have worked with them and honoured that I was principal of the school for five of its twenty years.

Graham Speight, Principal (1992 – 1996*)

* Anker Fuglsang was Acting Principal during Graham Speight's 1995 secondment

Grade 7 students enjoy life at their new school

The last 21 days at school have been excellent because we have all kinds of different subjects we have not done before.

Everyone has met lots of friends from different schools, which is really good.

We like the school heaps. All the teachers are really nice.

Every morning we look forward to coming in and learning lots of different things, like MDT, HEC, humanities, maths, health, PE and science.

Our assembly is really good because the teachers tell us what is going on in the school.

– Alicia Williams and Kylie Johnson, grade 7
She spoke to the Duke

Teacher assistant Mrs Tanya Gunn joined the school in February 1977. Grade 10 students Louise Broadby and D'Arne Oakley asked Mrs Gunn to recall the Queen's visit the following month.

What was it like when the Queen came to the school?

It rained! We had to be at school very early, before the police blocked off the local roads. It was a public holiday but Bridgewater High people had to come to school.

There were lots of people outside waiting to meet the Queen before she came into the school. It seemed like a long time for us waiting inside, but when she did come it all went very fast.

Where were you at the time?

I was between the grade 7 and 8 areas, in what was then one big art room. The Queen walked from the grade 8 area into the cooking room, then through the other end into the grade 7 area.

Is it true that the Duke spoke to you?

Yes, the Duke of Edinburgh didn't go into the cooking room with the Queen but instead stood outside where I was and asked me a few questions. I told him about the good quality art work the students had been doing - but I didn't tell him that among the students before him were some teachers' primary school children who had joined the class to get a closer look at the Queen. I remember thinking he was tall and very quietly spoken.

Rebecca (left) and Belinda Irwin beside the plaque unveiled by the Queen ... father Don was a student at the time
I like the school

Manual arts aide David Norman joined the school shortly after the Queen's visit 20 years ago. Grade 10 student Louise Broadby asked Mr Norman to share his memories.

When did you start here and what was Bridgewater High like then?
I started in April 1977. It was nowhere as big as it is now.

Do you remember any of the parents of kids who are here now?
Yes, I remember Don Irwin, father of Belinda and Rebecca Irwin, plus Ricky Johnston and Debra Denny who are now parents of Lindy Johnston (grade 8) – just to name a few.

Do you like working here?

After 20 years you would have to.
So what's kept you here so long?
I kept saying I'd do another year and it ended up 20 years.

What is the best change you have seen?
Moving the canteen. I just have to go down Conrod Strait, hang a left and I'm there.

How do you feel about Bridgewater High School and its students?
I like the school. Most kids are keen to learn, the same as kids anywhere.

What does Don Irwin think now?

Don Irwin is father of Belinda Irwin (grade 10) and Rebecca Irwin (grade 9), and former student Sonya Irwin. He was in the school's first intake, in 1975.

"I was in the oldest year group all the way through high school," he says. "We had no worries about older students – because there were none!"

Don Irwin gives his seal of approval to Bridgewater High School.

"It was alright then, and is now. I've got no problem with Bridgewater High School – otherwise my kids wouldn't be there.

"A lot of students from my year went on to success. Kids who have been to Bridgewater High can still go places if they want to – they can go as far as they like."

He remembers well the day of the opening by the Queen. As compensation for the few hours of being at school on a holiday, the students were later given a whole day off.
Kids here are great

Library aide Mrs Judy Nuss saw her own sons go through Bridgewater High School. Grade 10 student D’Arne Oakley interviewed Mrs Nuss – and asked her to disclose a secret.

When did you start here?
1978.

What was it like?
It was very different - it was just half a grey building on a very bare hill. There were only grades 7 and 8 teaching areas at that stage.

Do you like working here?
Yes, very much.

What’s the best thing kids get out of the school?
They gain the skills and confidence to enable them to go further in life. My own sons attended this school and all three gained apprenticeships.

What are they doing now?
The eldest is a mechanic and fitter, the next is a carpentry trades teacher at TAFE and the youngest is a plasterer.

What do you like about the school?
I like the staff and the kids, the whole atmosphere. The kids here are great, they are very up-front, a friendly lot. And I love the view.

What’s kept you here?
I enjoy my work and love coming in each day.

You don’t look old enough to have been here so long and to have three grown sons.

What's your secret?
Being happy at work and with life in general.

Looking towards Hobart and Mt Wellington … no other school has this magnificent view.
It's a happy school

The teachers support each other and they form excellent relationships with their students.

Humanities teacher and AST3 Administration Spencer Woolley shares the equal longest length of teaching service at this school. Grade 10 students D'Arne Oakley and Louise Broadby asked him what it's been like here.

How long have you been here?
Thirteen years.

Have you seen many changes?
I've seen a lot of great changes. The most successful would have to be the growth of the farm. But there are many others such as the introduction of uniform and the improvement of the school grounds.

Do you like working here?
Absolutely. The best thing about working at Bridgewater High School is the support that everyone gives each other. The grade system means that the kids are known and cared for in a really positive way by the grade team. At the same time teachers on the team, and right across the school for that matter, really look after each other.

Do you think the students like it here?
It's amazing to see the relationships which develop between students and teachers over four years. I'm certain, having experienced it several times myself, that the outpouring of emotion which occurs on the final Friday afternoon in November each year is a real expression of the relationships which have developed.

I don't know that you see it in any other school.

The 10 best things about Bridgewater High School

1. The students who help make BHS such a happy and warm environment in which to work.
2. The way in which the staff and the students work together.
3. The staff are alike and get on so well together.
4. The subjects in our curriculum are of a wide range and variety and they help prepare you for the future.
5. The BJC (Brighton Junior Council) and SRC (Student Representative Council) – students are able to put forth their points of view on how the school works and runs.
6. Agriculture and the farm – students can develop and improve their skills when dealing with animals and the farm environment.
7. The Rock Eisteddfod – our school is the only school which has been involved six years running.
8. Work experience helps us to experience what the working environment is like. The preparation is very rewarding.
9. Peer support develops a strong bond between year 10 students and year 7 students. A friendship is made between the two grades.
10. There are many things that are good about Bridgewater High School.

By Karen Cooper, grade 10
An exciting place

A former engineer likes the excitement of life at Bridgewater High School

Maths and science teacher John Henry shares the equal longest length of teaching service at the school. Grade 10 student Karen Cooper asked him a few questions.

When did you come to the school? 1985!

What was it like teaching science back then?
It was very interesting, and hectic. As my training was mainly in physics and chemistry I had to do a lot of preparation in the biological sciences to keep up with the work.

What did you do before you came to Bridgewater High School?
I was a mechanical engineer at Australian Newsprint Mills.

Why did you decide to stay so long?
I have enjoyed the staff and the students, and there has always been something interesting happening around the school. It is an exciting place to be in, especially at times like the holding of the Rock Eisteddfod and the Solar Challenge and the many other activities that occur here.

How has the school changed since you have been here?
A lot of rooms have appeared and disappeared, and the grounds have been much improved. The students over the years have been pretty much the same, but the teaching now requires even more professionalism because of extra demands.

How do you like being part of the staff at Bridgewater High School?
The staff here have always been very committed and professional. It has always been a pleasure and a rewarding experience being associated with them.

Who moved the walls?
Rearrangement of a few corridors, walls and rooms was a feature of the last few years -- the result of combining the vision of Graham Speight, the enthusiasm of Dennis Burr and the good nature of Russell Adams.
School has had an impact

Parents consulted

School Council Chairperson Michael Novak has been involved with the school for the last three years and is impressed with its impact on the local and wider community.

"The school is so positive in its approach to everything," he says.

"The community itself is getting so much positive exposure through the school, for example, through publicity about the farm and the trip to Melbourne with Rocky."

Michael Novak says he comes into contact with a lot of people involved in both business and education.

"People say they have been hearing good things about Bridgewater High."

Michael is father of Phillip Novak in grade 10 and Lisa Novak in grade 7.

President of the Parents and Friends Association Mrs Helen Bird enjoys her association with Bridgewater High School and appreciates the extent of consultation with parents.

"I have always felt comfortable in the working relationship with the school," she says.

"The school has consulted with parents when necessary.

"For example, we were asked if we wanted an effort put in to keeping the school farm.

"Of course, we wanted the farm, and we have been involved in supporting it ever since.

"We have also had input into the discipline policy, and we were even consulted over the landscaping and renovations."

Helen Bird appreciates the range of activities the students can become involved in at Bridgewater High School.

"The students get lots of broad experience – through the farm, sport, Rock Eisteddfod and other personal growth experiences," she says.

"The majority of teachers have given over and above what is expected of them during the time I've been involved with the school.

"They give great support to P & F fund-raising.

"I've been more than pleased with the support the school gives and would recommend the school to anyone."

Helen is mother of former student Kara Bird and of grade 10 student Roy Bird.
Sport brings out enthusiasm

Former physical education teacher Andy Bennett recalls the importance of sport for many students. "Sport is very central to the lives of our students and their families," he says. "Once committed to a sports team, our students show great enthusiasm. "The sporting complex was established as an out-of-hours facility, not only to enable use by the wider community but also to build on enthusiasm generated at school." The highlight for Andy Bennett was the 9/10 team winning the football premiership in 1991. "When a team performed successfully, the effect was to raise self-esteem all round - it was good for the students' perception of themselves and it was good for the whole school," he says.

Phys ed. teacher Mrs Leesa Triffett says that the introduction of DPA (Daily Physical Activity) for students has had a positive effect on the well-being of our students. "DPA is a wonderful initiative. It has developed a sporting/activity ethos amongst our students," she says. "Lunch-time sports, self-umpiring and other kinds of involvement are now all part of regular 'playground' activity. "Students' fitness levels have increased as a result of DPA, too. "And our success at carnivals has increased dramatically."

Sporting activities that I like
- Playing basketball in the gym at lunch-time
- Kicking the football at school
- Playing football at school
- Playing football out of school
- Running at school
- Going in the carnivals: swimming, running, cross country

- Wayne Gough, grade 9

Things I’ve done in sport and PE
- Athletics: running, cross country
- Swimming Carnival
- DPA
- Lunchtime activities: volleyball, indoor soccer, basketball, badminton
- Sports with a difference: archery, bowls, weights, darts
- Netball at Creek Road and BHS gym
- Cricket
- Fishing
- Golf
- Derwent Sports Day
- Umpiring netball for younger grades

- Janelle Brakey, grade 10

Grade 9 student Sharon Douglas in front of the sporting complex. Sharon's dad, Stephen Douglas, and mum Colleen (formerly Colleen Fahey) were students here.
Willingness and commitment
Farm success is proof of our students' professionalism

The school farm, now the Summerville City Farm and Landcare Centre, has helped raise the profile of the school in recent years. Grade 10 student Matthew Millington interviewed agriculture teacher Mrs Jackie Brown.

What are the biggest changes you have seen at the farm?

With the help of the National Landcare Program we've been able to make a huge improvement to the facilities at the farm. We've now got a classroom there, and much more animal housing and fencing.

Community involvement has increased dramatically. Local businesses, farmers, parents and service clubs are all involved in helping us with the farm.

How have we benefited?

Participation in agricultural shows gives the students increased self-esteem, and the opportunity to experience pride in their work and a sense of ownership or belonging.

Links between urban and rural communities widen the students' horizons, and the farm enables students to increase the range of job skills that they leave school with.

The local community has benefited as the resource is available not only for education but also for recreational pursuits, and it promotes protection of the rural environment within a growing urban community.

What has been our biggest success at the

(Continued on page 22)
Summerville Farm ...

(Continued from page 21)

Our biggest success would have to be 'Rocky', our Hampshire Down stud ram and our school team both winning at the Royal Melbourne Show last year.

Rocky captured people's hearts as he is a real character. He is also a magnificent ram, which won us the respect of the agricultural community.

Why is the farm so successful?

The farm's success is a result of the professionalism of our students. Their enthusiasm and commitment have enabled the

Rocky the ram (second sheep from the left) and (L-R) 1995 students Andrew Weeding, Tania Cooper, Raquel Blackwell, Michael Birch, Kristy Mansfield, Olivia Phillips and Roy Bird. (Photo reproduced with permission from The Mercury.)

Students Matthew Millington (foreground) and Natasha Hellessey comfort a Murray Gray cow at the Deloraine Show.
another school success

school to become successfully involved in many outside agricultural events.

Why did they pick you for ABC Tasmanian Rural Woman of the Year 1996?

I suppose it was for my efforts to raise the profile of agriculture and form links and understanding between urban and rural people.

Agriculture is a major part of Tasmania’s economy and our youth need to be informed and aware of the opportunities available in this sector.

How would you sum up what the farm does?

The farm is a place for kids to learn practical skills, a sense of responsibility and the importance of technology in agriculture. It is also a place to encourage community values and attitudes to the environment.

How do you feel about working at this school?

I thoroughly enjoy working at Bridgewater High School. The students never cease to amaze me how much they are willing to have

Renovations over, the old cottage is linked to the farm classroom by a pergola

a go and make commitments to new projects at the farm. They are open and ready to share their experiences as they develop from kids to young adults.

Students plant a wetland habitat to encourage frog colonisation

Recent improvements at the school farm have included:

- building a classroom and toilets
- renovating the old cottage
- setting up a hatchery and animal nursery
- establishing a dam and wetlands, cattle shed, permaculture gardens, tree nursery
- installing a range of new animals
- introducing the new ‘Summerville’ name
- making the farm available to others, for example as an outreach centre for other schools
So many improvements!

Widespread changes to benefit students have dominated the last few years at Bridgewater High School. The most noticeable are improvements to the buildings and the general appearance of the school. We've had:

- conversion of the gym facilities to a community access sporting complex
- landscaping and planting of trees around the school, and construction of pergolas
- conversion of portions of open areas to classrooms by building walls
- knocking down or moving a variety of walls
- doubling the width of and carpeting the music corridor
- creation of music practice rooms around the main music room
- painting of internal walls and establishing uplifting murals
- installation of an improved school security system
- replacement of blackboards by whiteboards
- redevelopment of the home arts area
- creation of a bigger and brighter library
- school farm improvements galore (see p. 23)

Computing facilities have improved with:

- establishment of a Macintosh computer laboratory with seven computers
- establishment of an Olivetti lab of 28 IBM-compatible computers
- establishment of a multimedia centre with Internet access in the library, with two Macintosh computers and two IBM-compatible computers
- establishment of the school's home page on the World Wide Web, giving the school international and increased local exposure
- current setting up of a second classroom-sized computer room, for general access
- current school-wide networking of the administrative and educational computers

Learning has also improved through:

- the Writing and Reading Assistance Program (WRAP)
- cross-age tutoring
- the Intensive Learning Centre
- the Aboriginal homework centre
- an Arts Plus program, involving a week of outside arts experts
- outside specialist music teachers
- the can-do curriculum, based on student outcomes
- an integrated curriculum in grades 7 and 8

Students have also been helped by:

- the Peer Support program to assist grade 7 students settle in

What makes Bridgewater High School nice

- The computers
- The trees and gardens
- The way people are happy
- The teachers - they help you when you need it
- The farm - I like the animals
- Michael France, grade 7
Grade 7 students Angela Williams (left) and Katrina Butterworth take part in a special clean-up campaign. Angela's mother (formerly Sharen Russell) was educated at Bridgewater High School.

close working relationship with the Brighton Council through, for example, the Brighton Junior Council and participation in the Brighton-Gagebrook Urban Redevelopment Plan promotion.

In fact, there's a lot that hasn't been mentioned - the publication of the school plan each year to make the school more accountable, the Fetes at the Farm, the computerisation of reports to ensure parents receive legible information about their children, the maintenance of a very high adherence to school uniform, for example.

There's just so much that goes on at Bridgewater High School.

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- **Cassie Turner, grade 8:**
  The school's great. All the teachers are a big part of the students' lives, especially the grade coordinators.

- **Matthew Phillips, grade 8:**
  I think the school is great. Sometimes it's dumb, but it's cool. The teachers - some have humorous personalities - they make us like the work. They deal with you without going off at you much. If I went to another school I'd miss the students and the teachers.

- **Jamie Hill, grade 7:**
  My mum [formerly Sonya Purdon] says fantastic things about Bridgewater High. I like it because it is fun and it is different from primary school. I like having the different teachers. They are nice and friendly.

- **Sean McGuire and Andrew Clifton, grade 8:**
  Going to the farm now and again is excellent. The school work is just right.

- **Melinda Green, grade 8:**
  The teachers are nice. They have the patience to help you. They give you their time.

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to high school
- the grade 10 Choices Program, helping students make decisions about college and jobs
- Accountability conferencing, providing a positive alternative in resolving student justice matters
- strengthening of the 'whole school' discipline policy by enhancing the Glasser discipline steps system
- reinforcement of the grade structure by augmenting the four grade coordinators with a 'head of junior school' and a 'head of senior school', to:
  - ensure that issues and problems for students are quickly and properly resolved
  - increase the extent to which parents become involved in student discipline matters

We haven't mentioned regular activities such as the normal teaching that goes on every day, the Rock Eisteddfod, the maths competitions and the Solar Car Challenge.

Nor have we mentioned the benefits to our students of our
Is YOUR name popular?

Rebecca and Daniel are the most popular names among the 463 students now at Bridgewater High School.

The second most popular girls' name is Kylie, followed by Kristy and Melissa in equal third place.

Matthew is the second most popular boys' name, followed by Nathan.

How do today's most popular names compare with those of 20 years ago?

To form a basis for comparison, we looked up the names of the school's first 463 enrolments.

We took 111 from 1975, 147 from 1976, 189 from 1977 and the first 15 from 1978's 186 enrolments.

Around 20 years ago Deborah (or Debra or Debbie) headed the girls' list with 11 girls having that name.

Next came Christine, followed in equal third place by Helen, Leanne, Michelle and Tracey.

None of these names can be found among this year's top 21 girls' names.

There's been a big swing in the popularity of boys' names, too.

Twenty years ago, four boys' names ranked equal first:

Top GIRLS' names
20 years ago

11: Deborah (4), Debra (4), Debbie (3)
 7: Christine (7)
 6: Helen (5), Hellen (1)
    Leanne (2), Lee-Anne (2),
    Lee-An (1), Leeanne (1)
 5: Julie (3), Julie-anne (1),
    Julienne (1)
    Karen (4), Karin (1)
    Linda (5)
    Sharon (4), Sharron-Lee (1)
 4: Cindy (4)
    Denise (4)
    Diane (4)
 3: Angela (3)
    Cheryl (2), Cherylle (1)
    Elizabeth (3)
    Janine (2), Jannine (1)
    Jo-Anne (2), Joanne (1)
    Judith (3)
    Kathy (2), Kathie (1)
    Kim (2), Kimbra (1)
    Margaret (3)
    Vicki (3)

Top GIRLS' names
1997

16: Rebecca (16)
12: Kylie (12)
 9: Kristy (8), Kristie (1)
 8: Melissa (7), Malisha (1),
    Melissa (1)
 7: Tamika (3), Tameka (2),
    Tameika (2), Tameika(l)
 6: Crystal (3), Krystal (2),
    Krystelle (1)
    Nicole (6)
    Tanya (4), Tania (2)
 5: Amanda (4), Mandy (1)
    Katie (4), Kate (1)
    Kellie (2), Kelly (2),
    Kellyanne (1)
 4: Megan (3), Meghan (1)
 3: Angela (3)
    Belinda (3)
    Cassie (2), Cassandra (1)
    Emma (3)
    Jessica (3)
    Jodie (2), Jodi (1)
    Natasha (3)
    Rachel (2), Rachaell (1)
    Tara (2), Tara'lee (1)
Michael, Peter, Shane and Stephen.
In fifth place came Craig.
None of these five names are in the first 14 of 1997.
But it's the girls who have had the biggest change in name popularity.
Twenty years ago there was NO-ONE IN THE SCHOOL called Rebecca, Kylie, Kristy, Melissa or Tamika — yet these names make up today's top five girls' names.

Top BOYS' names
20 years ago

11: Michael (11)
10: Peter (11)
9: Shane (10), Shayne (1)
8: Stephen (8), Steven (3)
7: Craig (10)
6: Mark (9)
5: Garry (4), Gary (4)
4: Paul (8)
3: Scott (8)
2: Anthony (5), Tony (2)
1: Robert (7)

Top BOYS' names
1997

13: Daniel (9), Danny (4)
12: Matthew (7), Mathew (5)
11: Nathan (11)
10: Christopher (6), Chris (5)
9: Luke (9)
8: Andrew (8)
7: Mark (7)
6: Aaron (5), Arona (1)
5: Damien (4), Damian (2)
4: David (6)
3: Jamie (3), James (2), Jimmy (1)
2: Jason (6)
1: Scott (6)

20th Anniversary Supplement

to Bridgewater High School's newsletter to parents

Published on 20th March, 1997 to mark the 20th anniversary of the opening of the school's present site on 15th March, 1977.

Coordinated and edited by computing teacher Don Rennison with assistance from grade 10 students Rebecca Braslin, Louise Broadby, Stacey Brown, Karen Cooper, Matthew Millington, and D'Arne Oakley.

Bridgewater High School
McShane Road
Bridgewater
Tasmania 7030
Tel. (03) 6263 7131
Fax (03) 6263 6836
What makes us unique?

Immediate past principal Graham Speight presented in a recent school magazine a list of school and student characteristics that taken together appeared to make Bridgewater High School unique.

He and the grade coordinators had compiled the list as part of the process of planning for the following year.

Here is what they felt makes us unique:

- a grade system so successful that teachers from other schools often ask us how it works
- a positive atmosphere in which unproductive criticism is avoided
- a set of teachers who support each other as fellow members of a team
- an open and active school: visitors always see students and teachers involved in doing things
- a friendly and supportive place, with a network of support personnel
- recognition of the humorous side of things when appropriate
- teachers who are aware of educational change and can recognise when it will benefit our students
- a sense of ownership and responsibility
- students who lack the arrogance sometimes seen in others of their age
- students with a great sense of humour and an adult outlook
- students who recognise when a problem arises and cope well with the process of resolving it
- some students whose personal circumstances have made them brave and self-reliant individuals
- students whose homes range from urban areas to rural settings
- students who relate well to adults and are honest in their relationships
- students who are prepared to have a go