

Student Application Form

1. Student details

NAME: MADISON FAIRLIE
EMAIL: mfairlie13@strathcona.vic.edu.au

Declaration: I agree to abide by the conditions of the 2012 ICT Achievers program. I agree to participate in appropriate promotional opportunities with VITTA.

SIGNATURE: *mfairlie*
DATE: 17.05.2012

2. Parent/Guardian details

NAME: SHARON FAIRLIE

Declaration: I agree to my child participating in the 2012 ICT Achievers program and in appropriate public relations opportunities with VITTA.

SIGNATURE: *[Signature]*
DATE: 17.05.12.

3. School details

SCHOOL: STRATHCONA BGGGS
ADDRESS: 34 SCOTT STREET
CANTERBURY
VIC
POSTCODE: 3125
PHONE: 8779 7500
FAX: +61 3 9888 5440

4. Principal details

NAME: HELEN HUGHES
EMAIL: hhughes@strathcona.vic.edu.au

Declaration: The school agrees to participate in appropriate public relations opportunities with VITTA. In endorsing this application and attachments, I confirm that the applicant will be enrolled in Year 11 at this school in 2012.

SIGNATURE: *Helen Hughes*
DATE: 17/5/12

5. Supervising Teacher details

NAME: Dr Tim Kitchen
EMAIL: tkitchen@strathcona.vic.edu.au

Please provide the following documents with the application form:

- A written reference from the IT or Careers Coordinator (or other suitable staff member)
- An authorised copy of the most recent school report which includes teachers' comments
- A curriculum vitae
- Any other supporting documentation, or sample work, limited to no more than 3 pages.

You are also required to forward a **video application** covering the following:

- What interests you about the ICT field?
- If you were chosen, what skills could you offer the host organisation?
- What are your main interests outside of school?

Please email or post completed forms to:

fay@vitta.org.au
Fax: 61 3 9495 6834

Closing date: 18 May 2012

Madison Fairlie

5 Conder Avenue • Burwood Vic 3125 • 0418 776 102 •
mfairlie13@strathcona.vic.edu.au

Employment

- Safeway Deli Assistant – Burwood East (2010-2011)
This involved working with customers, serving and assisting, cleaning (floors, benches, dishes), sorting meats and stacking and presenting food in the display case.
 - Safeway Service Cashier - Burwood East (April 2012 - Present)
-

Education

- Strathcona Baptist Girls Grammar School [2008-current (Year 11)]
-

Awards

- Social Service Captain (2008 – 11)
 - Academic Excellence Awards (2009, 10)
 - Placed in Accelerated Mathematics (2009 – 11)
 - Subject Awards for: Drama / English / French / History / Mathematics / Science / Media
 - Sports Award (softball)
-

Skills/Experience and Personal Attributes

Organisation and Time Management

- I am actively involved in a range of extra-curricular activities including, Performing Arts Festival (PAF), Duke of Edinburgh and World Challenge. These give me the ability to use time effectively and show that I am committed and participate in a variety of activities.

Volunteering:

- Rainbow Orphanage, Cambodia – Helping children and staff with various tasks and teaching English.
- Fordham Avenue Kindergarten, Camberwell
- Eastern health, Box Hill Hospital, Children's Ward
- Salvation Army Café
- Roberts McCubbin Primary School, 3 / 4 area and footy clinic
- Euroa Hospital, Gilburn House, Day Therapy
Volunteering at these various places have enhanced my communication skills and shows that I can work very well with a wide range of age groups.

Interests:

- Dancing – Ballet, Contemporary and Jazz at Victorian Ballet School
- Creating short films - at school in multimedia classes and at home
- Acting / Drama - Since 2 years old I have been with an agent. Involved in school productions, commercials etc. Trained in Hollywood, at Stella Adler.

Computer Skills (using Windows and MAC):

- Works well with Microsoft Programs (word, powerpoint and excel)
 - Uses internet regularly, (including email)
-

Referees

- Susan Tonks (Family friend – 0420311948)
 - Lucinda Thom (Teacher - +61 3 8779 7500)
-

COMMENTS:

Madison is a valued member of our Form Group and she is to be congratulated on being elected Form Captain this semester. With regard to her subject reports, Madison has again pursued her academic studies enthusiastically and we commend her for her effort and overall achievement this semester. Madison now has a very good foundation on which to build her VCE studies and she should ensure that she responds to the advice of her subject teachers in order to maximise her potential. We also congratulate Madison on being elected Deputy Drama Leader for Arnold House in 2012 and it is hoped she will extend her involvement in co-curricular activities next year. Madison participated fully in the activities at the Year 10 Camp and was able to challenge herself to learn a variety of new skills. We wish Madison every success with her Year 11 studies.

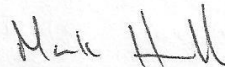
Activities

Captain for Year 7 Drama

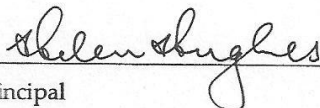
Form Captain



Form Tutor



Year Coordinator



Principal

ENGLISH

English outcomes are assessed in three dimensions: Speaking and Listening, Reading and Viewing and Writing.

Outcomes:

- listen to and produce a range of spoken texts
- read and interpret a range of written texts
- write a range of texts characterised by complexity of purpose and subject matter.

PATTERNS OF WORK

- uses class time effectively
- works independently
- cooperates within a group
- is well prepared for lessons
- completes set work by due date
- responds to advice

Consistently
Consistently
Consistently
Consistently
Consistently
Consistently

ASSESSMENT

- text responses
- writing tasks
- oral work
- examination

A+
B+
A
A

Semester Grade A

COMMENT:

Madison can be congratulated on her committed approach to this subject. She has worked diligently to further develop her skills and must be commended on achieving a consistently high standard of work. Madison has been an enthusiastic contributor to classroom discussions, regularly formulating and sharing ideas with her peers. Her written responses are very well planned and detailed, showing an exceptional understanding of the topics covered. This was recently shown in her excellent examination performance. Her essay on 'Romeo and Juliet' displayed a comprehensive understanding of the play's central themes. She has reflected her interpretation of the context in a range of creative and insightful pieces. Madison has made significant improvements to her work through increased drafting, proofreading and editing and I am sure will go to improve further in Year 11.

MATHEMATICAL METHODS

Mathematical Methods Unit 2 included Differential Calculus and applications, Trigonometry, Logarithms and Exponents. CAS calculator techniques are used throughout. Outcomes students should be able to:

- define and explain the key concepts, in relation to the topics from the areas studied, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts and analyse and discuss these applications of Mathematics
- appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative approaches.

PATTERNS OF WORK

- | | |
|--------------------------------------|--------------|
| ● uses class time effectively | Consistently |
| ● works independently | Usually |
| ● cooperates within a group | Consistently |
| ● is well prepared for lessons | Consistently |
| ● completes set work by the due date | Consistently |
| ● responds to advice | Consistently |

ASSESSMENT

- | | |
|--|----|
| ● knowledge of fundamental skills and concepts | C |
| ● application of skills and use of technology | B+ |
| ● examination | D+ |

Semester Grade C

Unit Result S

COMMENT:

Madison has completed a good year overall in Mathematical Methods. She has struggled to maintain consistency in her results, starting the semester well but struggling with our final topic of Exponentials. Madison performed well in analysis and application assessments where she had access to notes and her calculator. Her examination results were of a satisfactory standard, although she experienced difficulty in providing the detailed solutions required and recalling all concepts and processes needed. Madison generally works well in class and should always try to maximise her work output in every lesson. Next year, she should ensure that she prepares for her class by reading ahead, linking topics together and developing strategies to reduce the amount of avoidable errors. She would benefit from sitting at the front of the classroom and regularly seeking assistance from the teacher to gain a deep understanding and clarify any misconceptions she may have.

SCIENCE A

Topics this semester included motion, theories of evolution and applied chemistry.

Outcomes:

- explain how different forces affect the motion of objects
- describe the relationships between force, mass, acceleration and velocity, using quantitative data
- describe the theories of evolution and evaluate evidence relating to these theories. Describe and name, draw, and identify simple organic compounds including: alkanes, alkenes, alkynes, alkanols and alkanolic acids.

PATTERNS OF WORK

● uses class time effectively	Consistently
● works independently	Consistently
● cooperates within a group	Consistently
● is well prepared for lessons	Consistently
● completes set work by due date	Consistently
● responds to advice	Consistently

ASSESSMENT

● Knowledge	A+
- recall facts and concepts	
- demonstrates understanding of facts and concepts	
● Processing Information	A
- applies facts and concepts	
- demonstrates skills in problem solving	
● Communicating	A+
- expresses ideas clearly	
● Examination	A+
- Semester 2 examination result	

Semester Grade A+

COMMENT:

Madison has shown herself to be a focused and keen Science student. Her excellent results reflect a very high level of understanding of the material that we have studied. Although a quiet member of the class, Madison never hesitates to answer a question when asked and her responses are always well thought through. Madison's mature approach to homework and her desire to always do her best are commendable attributes that will set her in good stead for future studies. Madison prepared thoroughly for the recent Examination and her overall result of 90% was outstanding. This result reflects excellent preparation and is of the same high standard that I have come to expect from Madison. She is to be particularly commended for her Organic Chemistry result, where she obtained 97%. I wish Madison well as she embarks on her VCE studies.

Teacher: M HAMILTON AND A HARDING

ITALIAN

This semester Italian included:

- talking about the past
- friendships and relationships
- the arts
- technology
- the environment
- travel
- the future

Outcomes: Language outcomes are assessed in four components: listening, speaking, reading and writing.

PATTERNS OF WORK

- | | |
|--------------------------------|--------------|
| ● uses class time effectively | Usually |
| ● works independently | Consistently |
| ● cooperates within a group | Consistently |
| ● is well prepared for lessons | Consistently |
| ● completes work by due date | Consistently |
| ● responds to advice | Consistently |

ASSESSMENT

- | | |
|---|----|
| ● listening comprehension activities | B+ |
| ● speaking activities | A |
| ● reading comprehension activities | A+ |
| ● writing activities: | B+ |
| - organisation and communication of ideas | |
| - accuracy of language use | |

Semester Grade A

COMMENT:

Madison has achieved strong results in Italian, again this semester and her skills in most areas have progressed steadily. On the recent oral assessment, Madison responded with greater fluency and accuracy and I encourage her to keep working on this skill. She will, however, need to take time to revise some of the more complex grammatical concepts covered this semester to ensure that she is well prepared to cope with the level of accuracy and variety required by the VCE Italian course. Her results on the final examination show that she will need to catch up on work missed through co-curricular activities as the language structures presented in Year 11 will present a greater challenge. I wish Madison every success in her future language studies.

Teacher: V SWAYNE

CHRISTIAN EDUCATION

This semester Christian Education classes have continued to be based on a reflection on religion and the place it holds for people in the past and the present. Semester 2 has focussed on the Jewish faith, Islam, the significance of Israel and a study into Christianity addressing key themes of the Gospel message.

PATTERNS OF WORK

- | | |
|-------------------------------|--------------|
| ● uses class time effectively | Consistently |
| ● cooperates within a group | Consistently |
| ● responds to advice | Consistently |

ASSESSMENT

- There is no formal assessment at this level. Students are encouraged to:
 - be involved in all the discussions
 - fulfil all exercises and tasks associated with the studies
 - confront and explore the studies presented with tolerance and respect
 - reflect on the richness and heritage of our Christian faith and Baptist traditions
 - consider a life of faith

COMMENT:

An interested and thoughtful student, Madison has made a fine contribution to this subject. Her inquisitive nature has helped class discussions on the Jewish and Islamic faiths as well as the unit on Israel. Madison has also contributed significantly to our unit on Christianity through the eyes of the writer of the Gospel of Mark. I applaud Madison's openness to look closely at the wider world of religion, faith and spirituality and trust that the knowledge and insights gained throughout this course will help Madison grow in her own spiritual journey.

DRAMA

This unit centres on the actor as both creator and performer. The ensemble performance task focuses on the development and refinement of expressive skills and collaborative skill to devise and perform ensemble work based on specific stimulus material. The Shakespearean duologue also focuses on the refinement of expressive skills to bring to life Shakespeare's language, complex characterisations and themes for a live audience. The monologue task offers the students invaluable solo performance skills.

PATTERNS OF WORK

● uses class time effectively	Consistently
● works independently	Consistently
● cooperates within a group	Consistently
● is well prepared for lessons	Consistently
● completes set work by due date	Consistently
● responds to advice	Consistently

ASSESSMENT

● task 1 - an ensemble performance	A+
● task 2 - Shakespearean duologue performance	A+
● task 3 - monologue performance	A

Semester Grade A+**COMMENT:**

Madison takes immense pride in her work and always strives for excellence. She has displayed exemplary commitment in Drama all semester. Madison exhibits excellent independent working skills and rehearses diligently and with attention to detail. She accepted a variety of roles and enjoyed being challenged. Madison produced a gripping Shakespearean duologue as the young and conflicted Juliet. She integrated gaze, voice and movement to achieve a cohesive and stirring performance which was commendable in its intensity and focus. Madison selected an extremely demanding monologue and worked diligently analysing the subtext and motivations of character. Greater vocal variety to convey the age of the character would have enhanced the performance further still. However, once again Madison displayed commendable focus and a strong stage presence. Her Ensemble performance skilfully incorporated tableaux and beautifully controlled movement to evoke pathos and engendered a strong audience rapport.

LIGHTS CAMERA ACTION

This is a project-based course aimed at developing skills in: screen writing, digital video production, project management, design, research and communication. Semester 2 is based around the writing of screen plays and the production of a short film scene. The students collaborate in the pre-production, production and post-production phases of the film's development. They also undertake a research assignment about the film industry.

PATTERNS OF WORK

- | | |
|----------------------------------|--------------|
| ● uses class time effectively | Consistently |
| ● works independently | Consistently |
| ● is well prepared for lessons | Consistently |
| ● completes set work by due date | Consistently |
| ● responds to advice | Consistently |

ASSESSMENT

- | | |
|-----------------------|----|
| ● screen play project | A+ |
| ● editing project | A+ |
| ● research task | A |

Semester Grade A+

COMMENT:

A very conscientious and talented student, Madison has worked well throughout this year to produce some excellent work in this elective. Her screenplay titled 'Making Decisions' was very well formatted and dealt with sophisticated concepts in an original and creative manner. It has the potential to be an excellent short film. A scene from this screenplay was selected by the class to be filmed and edited. Madison's contribution to the awards winning 3in6 film was excellent as was her video summary of the World Challenge Trip to Cambodia and Vietnam. Both projects were a great example of the video editing and film-making skills that she has developed. Her research assignment on the film 'Center Stage' was most informative and very well presented via her Blog on Blackboard. I have enjoyed working with Madison this year, during which time she has developed a wide range of video literacy skills that she should be able to use in various ways in the future.

Teacher: T KITCHEN

PHYSICAL EDUCATION

The Physical Education course aims to develop a positive attitude towards participation in physical activity. Students also develop an understanding of the importance of physical fitness in the maintenance of a healthy lifestyle. Girls are involved in the many aspects of physical activity including coaching, umpiring and as active participants.

PATTERNS OF WORK

- | | |
|--------------------------------|--------------|
| ● uses class time effectively | Consistently |
| ● works independently | Consistently |
| ● cooperates within a group | Consistently |
| ● is well prepared for lessons | Consistently |
| ● responds to advice | Consistently |

ASSESSMENT

- | | |
|---|----|
| ● Badminton | B+ |
| - sport specific skills | |
| - game play and decision making | |
| ● Fitness | B |
| - aerobic endurance | |
| - physiological fitness components | |
| - exercise physiology | |
| ● Volleyball | A |
| - sport specific skills | |
| - linking skills | |
| - game play and decision making | |
| ● Softball | B+ |
| - fundamental and higher level motor skills | |
| - team communication and game play | |

COMMENT:

Madison is a friendly and enthusiastic student in Physical Education. She balances careful attention to instruction with a delightful sense of fun and enjoys the social nature of this subject. Madison has some strong skills and is quick to understand the physical requirements of the task. In particular, she demonstrated excellent ability in the Volleyball unit. Here, she showed a natural style during some of the higher level skills, including the dig and the set. She is commended for her efforts in class this year and she has been a delight to teach.

INTERVIEWER'S NAME: C. POLLARD

STUDENT'S NAME: MS. M. FAIRLIE

ASSESSMENT OF INTERVIEW SKILLS

Punctual: YES / NO

	Excellent	V.Good	Good	Adequate	Limited	Comments (if any)
Clarity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Volume	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rhythm/Speed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

NON VERBAL COMMUNICATION

Eye contact	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Posture/Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mannerisms/Gestures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relaxation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GENERAL IMPRESSIONS

Dress/Grooming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Self Image/Motivation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enthusiasm/Motivation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsiveness Feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knowledge of work in this area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CURRICULUM VITAE

Application Letter

Content/relevance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presentation/appeal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COMMENTS:

Madison presented herself very well and responded very well to questions in a "job interview" situation. She generally showed great maturity for her age, which augurs well for her future pursuits in professional life. An excellent candidate for any position and she should be congratulated for her efforts tonight.

INTERVIEWER'S SIGNATURE: 

FIELD OF WORK: _____
 [e.g. Business Consultant; Human Resources; Designer, etc]

SOLICITOR

LIGHTS CAMERA ACTION

This is a project-based course aimed at developing skills in: - digital video production - project management - collaboration - design - research - communication. Students develop these skills through the production of various video projects. Each project adds more challenging skills onto foundation proficiencies. Students engage in skills to learn storytelling, capturing and editing video. They also edit audio and produce video content for DVD and Internet use.

PATTERNS OF WORK

- | | |
|----------------------------------|--------------|
| ● uses class time effectively | Consistently |
| ● works independently | Consistently |
| ● is well prepared for lessons | Consistently |
| ● completes set work by due date | Consistently |
| ● responds to advice | Consistently |

ASSESSMENT

- | | |
|--------------------------------------|----|
| ● project 1 - 30 second ad about you | A+ |
| ● project 2 - the formal interview | A+ |
| ● project 3 - STV story | A+ |
| ● project 4 - research assignment | A+ |

Semester Grade A+

COMMENT:

A very talented and creative student, Madison has consistently produced outstanding work throughout this semester. Her passion for video production was evident from the very first project and her technical skills and ability have progressively improved throughout the course. I particularly enjoyed Madison's research assignment into the role of different jobs in the film/TV industry and the influence the media has on our lives. She chose the more challenging presentation option of making a video documentary and produced an outstanding piece of work. The other highlight was her 30-second advertisement about herself. This provided a real insight into her passions and her desire to develop further skills in this area of communication and the arts. Overall, she should be very pleased with what she has achieved in this elective and I trust that she will continue to use and develop her video literacy skills in the future.

Teacher: T KITCHEN

VIDEO & FILM MAKING

This project involved the production of a short film. Students learnt about storyboarding, the operation and function of a video camera, filming and lighting techniques, video editing and audio dubbing.

COMMENT:

Madison and her group approached this Extension Studies project in a positive and responsible manner. They developed sound camera skills, using appropriate filming techniques such as the creative use of lighting, location and scene preparation. Editing of her group's movie using iMovie was very good and the use of music and visual effects in both individual scenes and their transitions were effective. The final production culminated in a mysterious suspense type thriller called Alleyway. Madison should feel proud of her achievements.