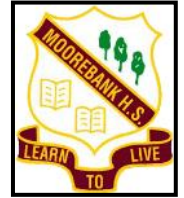


# MOOREBANK HIGH SCHOOL NEWSLETTER



April 2018  
Issue 2

## Relieving Principal's Report

- This term the school has created a third deputy principal role, in response to the growing demands from an increase in the number of students. The deputy principals, and the year groups they are supervising are:
  - ◇ Greg Horsley. Years 9 and 11 (Cassie O'Connor relieving until Ms Grego's return)
  - ◇ Susan Griffin. Years 8 and 12
  - ◇ Cassie Debreczeni. Years 7 and 10.
- [Our school plan for 2018-2020](#) has been finalised and approved by our director, and can be found on our school website. Our school vision statement, that will guide what we do for the next three years, is:

'Instructional leadership will guide and support staff to enhance effective, evidence-based practices in teaching and wellbeing, in order to provide all students with the opportunity to become empowered, responsible, active and generous citizens. Through a culture of high expectations, explicit teaching and effective feedback our school will optimise the learning progress of all students and develop mindsets that value the pursuit of life-long learning.'
- If you have not already done so, I encourage you to have a look at our Facebook page, which highlights achievements and events throughout the year. Recently there have been postings about:
  - ◇ Student leadership involvement in the Tower Street Public School's Leadership Day.
  - ◇ Year 7 Celebration of Learning evening.
  - ◇ Year 11 Ancient History's visit to the Nicholson Museum.
  - ◇ Individual student success at the Sydney Royal Easter Show (well done, Max Harvey!)
  - ◇ Sport clinic, involving the Western Sydney Wanderers FC and Western Sydney University.
  - ◇ The school's athletics' carnival.
- I also encourage all parents to download the Skoolbag app. Here you will receive alerts about upcoming events, get convenient access to school newsletters, get access to eforms and parent information.

MHS



- Anzac Day Commemoration
- HSIE Faculty
- Athletics Carnival
- Study skills
- Premiers Reading Challenge

**Bangalow Ave, Moorebank**

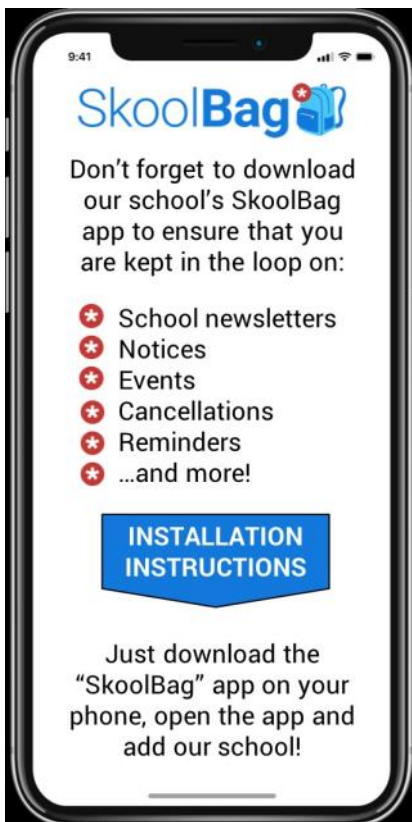
Ph.: 9601 3999 / Fax: 9822 5096

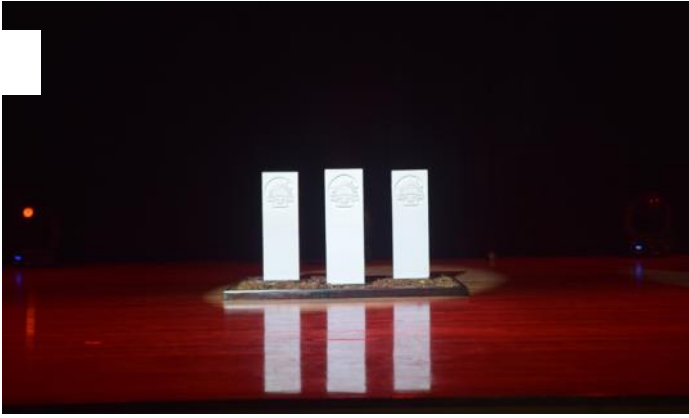
Email to: [moorebank-h.school@det.nsw.au](mailto:moorebank-h.school@det.nsw.au)

- School attendance is extremely important to student success. If students are not present for instruction and collaborative practice with peers, then in-depth understanding is difficult to achieve and learning suffers. The Department of Education encourages parents to take family holidays during school holiday periods to avoid disruption to a child's learning. Please reconsider the need to travel during school terms. As per Department of Education requirements, absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year. If travel is considered necessary you are required to complete an 'application for extended leave-travel.' These application forms are available from the office. Please ensure you provide supporting documentation, particularly for urgent travel. Four weeks' notice is the expected time frame for the school to process the application and, should the application be approved, arrange for class work through the year adviser and subject head teachers. Approval is not automatic. Principals are required to assess each application on its merits and consider if the travel is in the child's best interest.
- Our next Community Focus Group meeting will be held on Monday 14 May, commencing at 7.00pm in the school library. It is a time for parents to meet other parents and have input into the processes and practices at our school and share in initiatives being run by staff and students.

Greg Horsley

Relieving Principal.





On Thursday 12<sup>th</sup> April, Moorebank High School commemorated ANZAC Day due to the 25<sup>th</sup> April falling in the upcoming school holidays. The assembly was hosted by our school prefects and captains Laura and Corey, giving staff and students the opportunity to respectfully remember the fallen soldiers who have served our country in war, conflicts and peacekeeping missions. We would especially like to thank Major Jon Green who took time out of his busy schedule to address the students, sharing powerful stories of the experiences of child soldiers who served in our armed forces.



# ***HSIE FACULTY REPORT — YEAR 11***

It's been a busy start to the year for the HSIE faculty across our junior and senior subjects.

Our History and Geography students have been engaged in assessment for learning tasks in class, working hard to develop their historical and geographical skills across some exciting topics including Ancient China, The Industrial Revolution, Landscapes and Landforms and Environmental Change and Management. Our elective Commerce classes have been studying Consumer Choice in Year 9 and learning all about Law and Society in Year 10.

There have also been some interesting class activities and excursions taking place for our senior students in the following subject areas:

## **Legal Studies**

Year 11 Legal Studies students participated in an external Mock Trial competition with The Law Society of NSW. The Year 11 Mock Trial team competed and won round 1 against Georges River Grammar.

Mock Trial is a program that aims to introduce students to the NSW judicial system by providing practical experience into the running of a court case in a true-to-life adversarial setting. Students learn advocacy, debating and problem-solving skills. The team must balance their Preliminary studies, while also preparing for the competition.

Congratulations on all the hard work and effort put in by our Year 11 Team - Joshua, Francis, Chelsea, Loraine, Amala, Kiano, Henry, Trish, Jadon, Raveena, Apoorv and Jocelyn. Round 2 will commence early in term 2 against Cabramatta High School

## **Business Studies**

Year 11 Business Studies students were involved in a paper plane competition, which illustrated the characteristics and features of different leadership styles. In small groups, students had to design and decorate paper planes and prizes were awarded for each of the following:

1. The plane that flew the greatest distance
2. The highest number of identical planes made
3. The most creatively designed plane.

The students had a lot of fun, especially the team captains who were autocratic leaders and got to boss around their peers for educational purposes! The activity was a great practical demonstration of the advantages and disadvantages of autocratic and democratic leadership styles.





# HSIE—YEAR 11

## Ancient History

This term, Year 11 Ancient History students travelled to the Nicholson Museum at Sydney University.

Our tour guide began the day with an overview of the History of the museum. Students found it interesting to discover that Sir Charles Nicholson was the founder of the Nicholson museum who donated his own private collection of 'antiquities and curiosities' from around the world (at a time where these items could still be purchased and taken abroad). He housed these at the University for Australian History and Archaeology where students got to study first hand, giving Australia it's own piece of important world history.

After exploring some of the museums key pieces including the Lego model of Pompeii, the museums very own Egyptian Mummies and sarcophagus and an array of Greek pottery, students had the opportunity to examine a range of artefacts from various historical periods and locations including New Kingdom Egypt, Pompeii and Herculaneum, Cyprus and the Near East. Students were guided through the process of archaeological inquiry, selecting an artefact, sketching the item and hypothesising about what it might have been used for in Ancient times. This put into practice some of the approaches to historical inquiry students have been learning about this term.

For some students, this was their first opportunity to visit Sydney University so they had a wonderful time visiting the beautiful Main Quadrangle and taking at a peek at some of the more 'historic' lecture halls, getting their first taste of what university life is all about!



# Athletics Carnival



Some outstanding results on the day with 6 track records broken! Ensure to congratulate the following students -

- Kaiser Tat breaking the record for the 12years 100m and 400m
- Jack Aaty breaking the record for the 17yrs+ 100m
- Thomas Hamilton breaking the record for the 14yrs 800m run
- Angelina Flammia breaking the record for the 12yrs 400m
- Nina Cvijanovic breaking the record for the 13yrs 400m

A big congratulations to the Hulks for taking out the 2018 Athletics Carnival

Second place was blue house, followed very closely by red and then in fourth position the Tigers.



# Study Skills

Moorebank High School subscribes to an online Study skills program that is for all our students to use. Our school's subscription details are available from the library staff.

[www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au)

This month's Study Tip:

Should you listen to music when studying? In an ideal world we would probably say no music while doing schoolwork except classical baroque / instrumental music which actually can help your memory by getting the brain into a relaxed state. But a good compromise is as follows. If the work is not very difficult, and fairly routine, then you can have whatever music you like on. It will make you feel relaxed, it will make you feel like the time is going faster and help you stick to completing the work you need to do. But if the work requires higher order thinking skills, i.e. studying for a test, trying to understand something difficult, doing an essay plan, trying to learn or remember anything – then switch the music off. Otherwise it will end up taking you much longer to complete the task and to retain what you are learning (even though you are convinced it is not affecting you!). Just get in the habit of stopping and asking yourself each time before you start work whether it is the type of work that requires you to really focus and concentrate and if it is – switch the music off for awhile. The same approach goes for doing work in front of the TV.

You might also like to visit the topic on **Dealing with Distractions** for some more ideas and in particular blocking software for technology distractions.

## Premier's Reading Challenge 2018

Moorebank High School has enrolled in the **Premier's Reading Challenge** and your child is encouraged to participate. The former Premier, the Hon. Bob Carr, instituted the Challenge in 2002 to encourage a love of Reading for leisure and pleasure. The current Premier will award a signed certificate to all students who complete the Challenge!

Our students can also earn School Merit Certificates as they complete the challenge. (1 Merit for every 5 books read.)

### What is the Challenge?

The Challenge is to read **20** books between March 5 2018 and August 31 2018. Of those **20** books, at least **15** must be chosen from the Premier's book list. The other **5** can also be from the list or the student's own choice but they should be a similar quality to books on the list.

The Reading list can be viewed at <https://online.det.nsw.edu.au/prc/home.html>

Mrs Tierney (Teacher Librarian) can also assist students to locate PRC books.

### What else do students need to do?

Students need to complete an **online reading record** accessible via their DET portal page. (Mrs Tierney can assist any students who need help filling in their online reading record.) **Students must complete their online Student Reading Record by 31 August 2018 (midnight) to complete the Challenge.**

### What do parents/Caregivers need to do?

It is a condition of entry that all students entering and successfully completing the Premier's Reading Challenge will receive an official PRC certificate and their names will appear on the PRC Honour Roll. Please sign the permission slip below to indicate that you accept these conditions of entry. Premier's Reading Challenge Certificates will be awarded in December 2018.

If you have any further questions about the **Premier's Reading Challenge** please contact Mrs Tierney in the School Library on 9601 3999.





## Information for parents and carers

### WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

#### what is the benefit for my child?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

### WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

### WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

### WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

#### What information will be collected?

Every year your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.



The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

#### **WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?**

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as chronic health conditions like epilepsy or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

#### **Who collects information FOR THE NATIONAL DATA COLLECTION?**

Teachers and school staff count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

#### **How IS my child's privacy protected?**

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from [www.education.gov.au/notices](http://www.education.gov.au/notices).

#### **IS THE NATIONAL DATA COLLECTION COMPULSORY?**

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

#### **FURTHER INFORMATION**

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit [www.education.gov.au/nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability).

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at

<http://resource.dse.theeducationinstitute.edu.au/>.