



# Moorebank High School Newsletter

June 2021 Issue 2

## Principal Ms Vally Grego

Dear Parents and Carers,

Welcome to Moorebank High School's Term 2 newsletter.

There have been some very exciting and inspiring events and programs that have run throughout this term. I would also like to thank the contribution of all the staff that have worked to get this detailed information out to the parents.

### **CONGRATULATIONS**

I would like to start this newsletter by congratulating Mrs Amina Baghdadi who was successful in attaining the substantive position of Deputy Principal at Moorebank High School via merit selection. The position officially commences in 2022, however; Mrs Baghdadi has been relieving in the position since Term 4 2020. I am confident that Mrs Baghdadi will be a huge asset to the Moorebank High School community.

On another exciting note I am proud to announce that Ricky Betar of Year 12 has been named in the 2021 Australian Paralympic Swimming Team for the Tokyo Paralympics. This extraordinary announcement is even more special for Ricky who will be representing his country, Australia, in the country of his birth, Japan. Congratulations Ricky on this amazing achievement, we look forward to watching you compete on our screens and wish you the best of luck. Know that Moorebank High will be cheering you on!



1 - Ricky Betar



2 - Ricky Betar

Our Aboriginal students were joined with Mrs Marlisa Budden, Aunty Carol and a past student Harry Brotherhood to write a school Acknowledgement to Country. Ruby Walker and Harry Brotherhood led the students through a brainstorm session on developing a unique Acknowledgement to Country for Moorebank High School.

*“We at Moorebank High School and Community would like to pay respect to the Elders past, present and emerging and acknowledge the traditional custodians of the land of the Darug Nation. And while we are learning to live, we commit to building a brighter future together as people of Australia.”*



## COVID UPDATE

With the current new cases across Sydney, NSW Health have advised that masks are mandatory on public transport in Greater Sydney and the Blue Mountains. This is now being extended to include the Wollongong and Shellharbour council areas from 4pm today 21 June 2021 until 12.01am Thursday 1 July, 2021.

In addition, masks are now mandatory in all public indoor venues including retail, theatres, aged care facilities in the following local government areas: City of Sydney; Waverley; Randwick; Canada Bay; Inner West; Bayside and Woollahra.

NSW Health continues to remind people to avoid non-essential visits to aged care and disability facilities, but if visiting, wear a mask and limit visits to two people per day.

As we enter the Term 2 winter break, I want to take this opportunity to wish everyone a safe and relaxing holiday. I will email all parents, carers and students COVID 19 updates just prior to returning for Term 3.

## A FEW REMINDERS

### Students absent from school

Where a student is absent from school, a note explaining the absence must be received by the school within 7 school days. Where a note is not received the absence will be recorded as unjustified. This cannot legally be changed should a note be received after 7 days. Absences both justified and unjustified are recorded on school reports.

### Absence of school for travel reasons

The Education Act holds parents responsible for ensuring their child attends school every day the school is open for classes. Parents are encouraged to take family holidays during the very generous school holiday periods to avoid serious disruption to the child's educational program. Long absences, particularly if they are taken each year, also impact on the quality of peer relations and continuity of learning. Students also potentially miss out on other important educational opportunities and programs if they are absent.

The Moorebank High School's student assessment policy states: "From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered."

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*Where a student is absent from school, a note explaining the absence must be received by the school within 7 school days.*

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Please be mindful that students have missed a significant amount of face to face learning due to COVID and travel during the school term will be considered for extenuating circumstances on a case to case basis. Only under exceptional circumstances will Year 10, 11 and 12 students be granted permission to be absent from school for travel purposes as they are undertaking ongoing assessments towards an external credential.

#### School Buses

It is really important that students travel with a valid School Opal Card so that Transdev can account for the demand of particular allocated bus. There has been a call for several years for a dedicated M90 school bus; however, many students are not tapping on and off and as such Transdev don't have the accurate numbers of students using these buses. The best way to resolve any issues that you and your child may have regarding the buses is to contact Transdev directly on 02 87000555 or via email [tdnsw.schools@transdev.com.au](mailto:tdnsw.schools@transdev.com.au)

#### Community Focus Group

Our Community Focus Group meets twice a term on the second Monday of the months. Our next CFG will be meeting on Monday 9 August, 2021.

Kind regards,

Vally Grego

Principal

## Deputy Principal

This term the DPs have been working hard at leading our Strategic directions, specifically strategic Direction 1- Growth and Attainment. The term began with staff being professionally developed in positive education, looking at how strength based learning can improve student outcomes. This term and next, teachers will be creating lesson based on students' strengths and delving deeper into how to use students' strengths to create effective and engaging lessons.

## Literacy

Mrs Richards has been working closely with the Literacy Coordinator, Yvonne Speirs to lead a whole school literacy initiative. The focus at our school for 2021 is to improve students' reading ability from years 7-12. As part of the initiative, teachers have included a reading goal as part of their 2021 Professional Development Plan. Mrs Speirs is working closely with each faculty to update their teaching and learning programs to include explicit reading strategies and build this into our RAA (Reading And Achieving) strategy.

Keep a look out for the new Word of the Week (WOW) initiative next term. Parents and guardians will be asked to partake in the initiative using the Sentral Parent Portal.

## Parent & Community Engagement

Ms Baghdadi held the school's first Ramadan Iftar (dinner). It was a wonderful event where staff, students and our diverse community came together to break bread. The event celebrated the Moorebank High School's rich diverse culture and was sponsored by local business. Parents also had the opportunity to complete a survey on the night about their involvement in our school. We'd love to hear your voice about parent and community at our school, complete our survey by clicking on the link below

<https://forms.gle/SXDJ3RsRY69aRtdD7>







Ms Skelton initiated the PATHE (Pasifika Achievement to Higher Education) program. PATHE is a program run by Western Sydney University. The purpose of the PATHE program is to empower students with a Pacific Island background to aspire to further education and training, with options to develop and gain new skills and knowledge. Activities involve the acknowledgement of Pacific Islander's cultural heritage, discussions, team building games, personality and skill quizzes to recognise their potential, and online activities to guide students on how to choose a career path based on their interests and future job opportunities available.





## High Performance and Gifted Students (HPG) initiative

We have been working hard to improve the performance of our High Performance and Gifted students at our school. Ms Skelton has been leading professional learning for each faculty. Some of the professional learning has been around

- Developing students' mastery skills across different subject
- Developing teaching programs that allow for depth and breadth of learning
- Project Based Learning
- How to develop assessment to challenge HPG students
- How to address students' perfectionism in the classroom.

At the end of the term, each faculty showcased their initiatives in an extended staff meeting, showcasing student work. It was an informative afternoon that celebrated the success each faculty has had as part of our HPG focus.





### Growth coaching

Next term, Ms Baghdadi and Ms Skelton are running Growth Goal Settings with students in years 9 and 10 as part of our initiative to improve students' academic performance. Growth Goal Setting involves interviewing students where they develop academic, social and personal goals. The research shows that when students set growth goals, they are more likely to have plans to attend university, to persevere in schoolwork and to engage with homework

The interviews will be run by the year advisors and the Well-being Head Teachers. As part of this process, students will develop an Individualised Learning Plan where they develop academic, personal and social goals.

We will be asking parents/guardians to take part in this process and once students have completed their ILPs, we will be sharing them with you so that you can set some goals with your child/ward.

## SENTRAL PARENT PORTAL

We are increasing the usage of the Sentral Parent APP where we will be communicating information about teaching and learning, upcoming events, assessment notifications and student achievements. The app makes it very easy to monitor different aspects of your child's education and interact with our school.

We strongly recommend the app and hope that parents will choose to download it onto their chosen device so that we can continue to produce positive relationships and positive outcomes for our students.

Below is a FAQs regarding the APP



### What is it?

The Sentral Parent app is designed for parents to be more informed about their child/ward while at school. This app makes it very easy to monitor different aspects of your child's education and interact with our school.



### What can you expect to see?

Posts will include information about teaching and learning, upcoming events, assessment notifications and student achievements. Daily and attendance notifications will continue to be provided via the Sentral parent portal.



**Will posts be only about my child/ward?**

Most of the posts will be about the class' learning journey, however, **you will also receive personal information about your child/ward achievements from time to time.** This may be about their academic, social or wellbeing achievements.



### **Will there be any learning material posted on the app?**

During assessment periods, Teachers will provide a copy of assessment tasks issued. However, the current time, The *Google Classroom* platform is the best place to look for learning and support material.

### **Can I use the app to directly communicate with my child's teacher?**



Yes. You can send them a direct message through the app, however, it is preferred that you contact your child/wards teacher directly by phoning the school on 96013999 and asking to speak to your child/ward's teacher.

[How do I join the app?](#)



Download the "**Sentral for Parents**" App on your smart phone. This will allow you to receive all messages and notification directly to your phone. Use your **family access key(s)** to link your

child/children to the APP. If you do not have an access key, please email the school and we will resend it to you.

Ms Baghdadi & Ms Skelton - Year 9 & 11 Deputy Principals

Mrs Richards & Ms Griffin - Year 8 & 12 Deputy Principals

Mr Sansom – Year 7&10 Deputy Principal

## HEAD TEACHER ADMIN - MR DAMIEN CLARK

### Tell Them From Me Results

During Weeks 9 and 10 of last term students participated in the 2021 Semester 1 Tell Them From Me Survey.

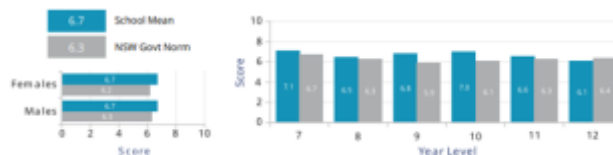
Moorebank High School is committed to ensuring that every student has a voice in their learning and is known, valued and cared for at school. Tell Them From Me supports these goals by assisting schools to collect valuable data on student engagement and wellbeing from the perspective of the entire school community – students, parents and teachers. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes.

Preliminary results have been delivered to the school and the school executive team will be using the data to evaluate current school initiatives and identify further needs for growth.

Below is an example of some of the results.

#### Effective Learning time

Effective learning time pertains to teachers' use of classroom time, such as whether classes are well organised and important concepts are taught well. Teachers that deliver quality instruction are aware of, understand, and actively pursue goals. These goals are concerned directly or indirectly with student learning. This is important, as studies show the rate at which students learn depends on quality instruction, engagement, the classroom learning climate and learning time. Moorebank High School continues to meet or exceed state average in this measure.

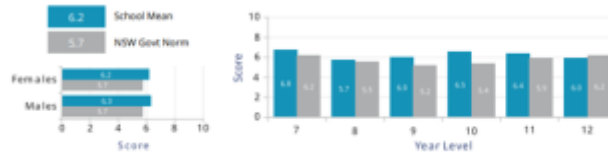


3 - Click on the picture to view

#### Positive teacher-student relations.

Positive teacher-student relations refer to the extent to which students experience both fair and supportive interactions with their teachers. Positive teacher-student relations are closely related to

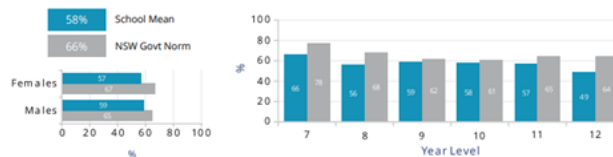
quality instruction and school climate, as teachers have the opportunity to support students both academically and socially. Teacher-student relations have strong positive correlations with gains in intellectual engagement. Moorebank High School continues to meet or exceed state average in this measure.



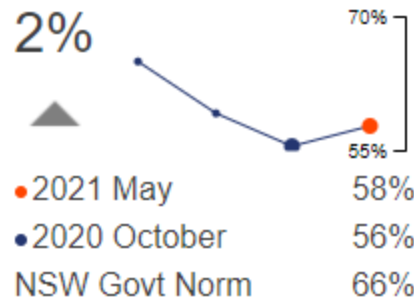
4 - Click on the picture to view

## EFFORT

Student effort refers to how hard a student tries to succeed in school. Students' effort and their interest and motivation in school subjects are closely related. They are core attributes of self-efficacy, which pertains to students' personal judgments of their ability to attain particular goals. Students with high levels of self-efficacy tend to have superior academic results. Student effort has been in a pattern of decline over the past few years.



5 - Click on the picture to view



6 - Click on the picture to view

It is important that we continue to reflect on these results as we strive to ensure every student is known, valued and cared for and promote the intellectual and emotional development of all students. The onus to succeed at school rests with the student, but peers, families, and school staff can play an important role in shaping student engagement. Research conducted by The Learning Bar provides compelling evidence that schools vary substantially in their levels of engagement, even when students' backgrounds are taken into account. Moreover, school staff can take concrete steps towards increasing student engagement



Over the coming terms, the executive team will continue to reflect on this data and use it to inform the direction of our current school plan.

## Wellbeing Team

### Attendance - "Bump It Up"

Raising awareness of the importance of school attendance and the impact of absenteeism on students' learning, social and wellbeing outcomes has been a focus of the Wellbeing Team this term. Although the majority of our student's attendance is above the NSW Department of Education's level of acceptable attendance, a portion of students still fall below 90% attendance which has been proven to have an ongoing detrimental impact on school outcomes, potentially affecting their future opportunities. Sharing the Department of Education's message of "Every Day Counts", Moorebank High School is running a series of name draw competitions for students who either increase their attendance by 10% during the competition period or for students with exemplary attendance of above 95%. Our first "Bump It Up" name draw will be held on Thursday 24th June in Week 10 based on attendance data from the previous four weeks. The winners will be able to choose a family prize from a selection of venues, restaurants and home improvement companies. We hope to involve all of our community in bumping up attendance and raising awareness of its impact. Thank you to our families for your support in encouraging your children to arrive promptly to school each morning, as we know every minute counts as well, and thank you to our wonderful Year Advisors for catching up with and encouraging the students in their cohort whose attendance might be slipping. Together we can ensure all of our students have the best opportunities possible.



**BUMP IT UP!**  
**ATTENDANCE DRAW**

Students whose attendance is over  
**95% OR**  
Students who increase their  
attendance by **10%**  
**WILL BE ENTERED INTO A DRAW  
WITH A CHANCE TO WIN A FAMILY  
PRIZE!**

PRIZES INCLUDE VOUCHERS FROM

**BUNNINGS**  
warehouse

**HOLEY  
MOLEY**  
GOLF CLUB

**FLIPOUT**

**Frankie's**

**ZONE**  
BOWLING

And other local  
restaurant and  
entertainment  
businesses!

**BUMP UP YOUR ATTENDANCE AND WIN!**  
MHS: POSITIVE RELATIONSHIPS, POSITIVE OUTCOMES

Thank you to the many businesses who have supported this initiative, including Bunnings Bankstown Airport, Holey Moley Golf Club, Frankies Restaurant (Flower Power Milperra), Flipout Revesby, KingPin Bowling/Laser Tag/Dining experience, Be Beautyfied Moorebank, Dulux Paints.

Starting in Term 2, the Wellbeing Team will also be running a Breakfast Club for targeted students who will be provided breakfast, mentoring and support before school. Students on an attendance improvement plan will be included in this program to ensure they are encouraged to arrive promptly to school each morning and benefit from regular coaching and goal setting with the Head Teacher Wellbeing, Student Support Officer and other members of the Wellbeing Team.

### Positive Behaviour for Learning

As many of you are aware, Moorebank High School is a PBL school, but over recent years particularly after Covid 19 our PBL program and delivery is benefitting from a revamp!

Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people

Our school's motto is "Learn To Live" and our school values use the acronym "BRAVE". Our BRAVE values are values we believe our students can "Learn to Live" by for life:

- Be generous
- Respectful and Responsible
- Act safely
- Value learning
- Excellence

Linked to each of these values, a clear set of positive behaviour expectations and rules have been developed for all areas across the school and all people involved in the school community. In revising these behaviour expectations we would like to involve our students and families in this decision-making process.

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*These clearly defined expected behaviours are then backed up by teaching procedures and applied to every learning context and school environment.*

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If you would like to express interest in being part of a focus group for our PBL relaunch please email: Louise Roumanos (Relieving Head Teacher Wellbeing) - [louise.tobin@det.nsw.edu.au](mailto:louise.tobin@det.nsw.edu.au)

These clearly defined expected behaviours are then backed up by teaching procedures and applied to every learning context and school environment. Students are acknowledged for their expected behaviours and understand the procedures in response to other behaviours. Behaviour mis-takes are seen as a learning opportunity where the expected behaviour is reinforced and retaught, and through this educative approach PBL provides an opportunity for students to get back on track. Rewards are a means of acknowledging expected behaviours and at Moorebank High School teachers may distribute BRAVE Bucks which can be cashed in for various rewards at the BRAVE Store or they may assign BRAVE Awards for any of the BRAVE values.

# BRAVE Store

EST. 2019



2021  
CATALOGUE\*



1 BRAVE AWARD  
=  
1 BRAVE \$



1 MERIT AWARD  
=  
3 BRAVE \$

## Small Change

PING PONG BALL	\$2
CHUPA CHUP	\$3
FREDDO	\$3
ZOOOPER DOOPER	\$5
CAN OF SOFT DRINK	\$15

## The Essentials

POSITIVE PHONE CALL	\$20
POSITIVE LETTER	\$20
TABLE TENNIS PADDLE**	\$20
ELITE TABLE TENNIS PADDLE**	\$30
METAL DRINK BOTTLE**	\$40
POSITIVE PERSONALISED POSTCARD	\$40
2GB USB	\$50
STATIONERY PACK	\$50
\$5 CANTEEN VOUCHER	\$60
OFFICE DUTY 1/2 DAY	\$60

\*Items and prices are subject to change at any time based on changing economic climates.

\*\*Purchases made are based on available stock at any given time and may require up to 2 business days for shipping and handling. High Order Items may require an extended time for special handling and preparation of schedules.



When PBL is implemented well, teachers and students have more time to focus on classroom instruction and positive relationships. Students and staff benefit from:

- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- reduced inappropriate behaviour
- better support for teachers to teach, model and respond effectively to student needs
- a predictable learning environment where staff and students know what is expected.

The PBL Team is looking forward to working with our students, staff and community to relaunch PBL at Moorebank to create a positive, safe and supportive learning environment for all of our students.

## Other Wellbeing News

### Targeted Wellbeing Programs

The Wellbeing Team regularly analyses school data to determine the needs of individuals and groups. Throughout Term 2 the following targeted intervention programs were implemented:

**Links to Learning (Year 9/10 Girls)** - The Links to Learning program is a series of workshops designed to build resilience, confidence and self esteem as well as identify positive strategies to address conflict and deal with emotions.

**Girl Talk (Year 8 Girls)** - Program aimed at helping girls improve their resilience, self esteem and confidence by discovering their own identity.

**Girl Talk (Year 9 Girls)** - Program aimed at helping girls improve their resilience, self esteem and confidence by discovering their own identity.

**Real Talk (Year 9 Boys)** - Real Talk is a leadership and mentoring program which provides young people with the confidence and ability to develop the strength and courage to set and achieve positive goals/pathways and outcomes.









## **PUSH FOR BETTER - Pushup Challenge**

Our school Prefect's have taken on a wonderful wellbeing initiative and school community event...the "Push for Better Challenge". The "Push for Better" push-up challenge is now Australia's largest mental health and fitness challenge and combines daily fitness targets with mental health education. For example, a daily target of 135 push-ups relates to scientific evidence which suggests that three x 45-minute exercise sessions per week (135 minutes total) is enough to provide antidepressant benefits to mental health. As well as raising awareness of vital mental health statistics in Australia **and** improving your muscles - it is a whole lot of fun, with participants encouraged to join teams and communities...so please join or support our Moorebank pushup challenge community by visiting the following link: <https://www.thepushupchallenge.com.au/community/moorebank-high-school>

## **HSC STRESS MANAGEMENT**

Earlier this term our Year 11 and 12 students attended a HSC Stress Management seminar delivered by Clinical Psychologist, Jennifer Hawken, from the Kidman Centre at UTS. Students gained an understanding of how stress can be useful in optimising their motivation and performance as well as recognising when it becomes detrimental; how to manage unhelpful, negative thoughts; positive study habits and the importance of self care. The students were given a work booklet resource with much of this information in it to refer to later, as well as other resources and support they can access for coping with stress. Hopefully, they all gained some valuable information and strategies in order to better cope with the rigours of the HSC.

## **PARENT RESOURCES**

### **What is ReachOut Parents?**

**ReachOut Parents (a free online service) provides information, tools and resources to help parents and carers support the 12-18 year olds in their family. It provides evidence-based practical support and tips that encourage effective communication and relationships between parents and young people.**

### **Features of ReachOut Parents**

**ReachOut Parents provides a range of support for parents and carers including:**

- fact sheets and information about adolescent mental health and wellbeing
- real stories from parents and teenagers
- practical tips and tools for supporting teenagers
- an online community forum where parents can talk to other parents about their experiences and work through their concerns in a safe, anonymous environment.

ReachOut Parents can help young people by supporting their parents and carers to:

- learn more about what their teenager might be experiencing or going through
- teach their teenagers how to seek help and work through issues independently
- learn about mental health issues that often have their onset during adolescence
- improve the wellbeing and resilience of their whole family.

The information available at ReachOut Parents is evidence-based and underpinned by evaluation and research. ReachOut Parents is not a counselling or crisis service.

[Visit ReachOut Parents now](#)

## English Faculty: Spotlight on Stage 5

This term **Year 9 comprehensive students** completed a film study for the film 'Pirates of the Caribbean: The Curse of the Black Pearl'. Through their analysis of this film students developed their understanding of how film techniques convey meaning. Throughout the unit students analysed specific scenes with a focus on characterisation and the themes of treasure, love, trust and sacrifice. Students also learnt about film techniques and their effects. In completing their assessment task, students demonstrated their understanding of how images affect interpretation and shape meaning.



Currently students are introduced to the concept of advertising and how advertisers persuade and manipulate audiences. Students have analysed ads in a variety of formats, including print and television

advertising. For their assessment task they will produce and present an advertising pitch to sell an unsellable product! They will also compose an evaluation demonstrating their knowledge of the different formats of advertising.



Last term **Year 9 advanced students** completed a close study of the novels *Lord of the Flies*, *The Road to Winter*, and *To Kill a Mockingbird*. Students created a visual character representation and composed an essay that explored how characters develop over the course of their class novel.

This term, Year 9 advanced students completed a close study of the film 'The Truman Show', wherein students created multimodal presentations which analysed how the human condition is represented through themes, language and cinematic techniques.



Currently, students are completing a unit of work in advertising. Students will compose an advertisement mock-up to promote an unsellable product and deliver a presentation that explains how they've used persuasive techniques to engage their target audience.

This term **Year 10 comprehensive students** explored the poetry of war poet Wilfred Owen. Students learned all about visual literacy, and applied this knowledge to create a visual representation linked to themes taken from Owen's poetry. Themes such as the brutality of war, the loss of innocence, and the glorification of war, in particular, were thoroughly explored.

Currently, Year 10 comprehensive students are completing a close study of a novel. Each class has been assigned one of the following texts: *The Road to Winter*, *Future Girl*, *Hunger Games*, and *Looking for Alibrandi*. Throughout this unit of work, students examine the impacts of an author's personal context on the composition of the novel in focus.

**Year 10 advanced students** have explored and analysed the poetry of William Butler Yeats. Students have applied their knowledge of visual literacy and poetic techniques to compose a visual representation of Yeats' poetic themes. In undertaking this task, students have demonstrated a developed and even nuanced grasp of visual techniques in operation.



Year 10 advanced students are currently studying at the dystopian genre through a close study of the texts *'Brave New World'* (10O) and *Fahrenheit 451* (10E).

*Brought to you by the English faculty Stage 5 teachers: Ms Cazouris, Ms Clark, Ms Fonseca, Ms Speirs, Ms Truong and Ms Zambetti.*

## SCIENCE FACULTY - Mr Jeremy Vickers

### Science Beyond our Walls

In the last 2 weeks, we have seen 2 different groups from our Year 12 courses explore the applications of their studies beyond the walls of our school laboratories. Although we are constantly striving to provide the best facilities that we can at a school level, the reality of spending time in leading tertiary institutions is still exciting and inspiring.

### University of New South Wales – Museum of Human Disease

On Thursday 10 June Ms. Jones, Ms. Sharma and Mr. Galea led the HSC Biology classes on an excursion to the UNSW Museum of Human disease. Students were engaged in presentations about disease and genetics by Dr. Teagan Mock. They then explored the museum and completed activities on three of the four HSC Biology modules. The students had unique access to thousands of preserved specimens of disease, to deepen their knowledge and appreciation of pathology, epidemiology, disease and genetics. Thanks to Dr. Teagan Mock and the staff at UNSW:MOHD for hosting us and facilitating the day.



For further information about the UNSW Museum of Human Disease or participate in the Online Virtual Museum Experience please visit <https://www.diseasemuseum.med.unsw.edu.au>

## Western Sydney University – NSW Schools Titration Competition

On a brisk Saturday morning on the recent long weekend (Saturday, 12th June), Moorebank High School had 3 committed teams of 3 Chemistry students in each team, as well as a very committed Mr Chan participating in the NSW Schools Titration Competition at Western Sydney University, Campbelltown campus. This competition is a quantitative analytical competition open to NSW students currently enrolled in Senior Chemistry studying towards the Higher School Certificate.

Students compete in teams of three and, in ninety minutes, must complete a set of acid-base titrations to determine the unknown concentration of a weak acid. The team's score will depend on the accuracy of the work of its members.

The students competed to the highest order and with some outstanding results. We had an individual achieve the exact concentration of the unknown acid, which is a phenomenal performance.



## Mathematics Faculty

Financial literacy is the ability to comprehend and successfully use various financial skills, including earning and managing money. That is, personal financial management, budgeting, and investing. Financial literacy is the foundation of a one's relationship with money, and it is a lifelong journey of learning. This term, both junior and senior students have been learning about Financial Mathematics. Students apply their number skills to a variety of situations, including financial situations and practical problems, developing a range of life skills important for making informed and effective decisions with their future financial resources.



**Students utilised the skills they developed to make the most appropriate financial decisions when playing “Pay Day”. It was a fun and interactive way to communicate what they have learnt and it was pleasing to see students make smarter financial choices with their “money”.**





## HSIE Faculty

### HSIE STAGE 6 HSC COURSES

#### Year 12 Ancient History

Year 12 Ancient History students have been studying the historical personality Alexander the Great. Students have used various sources to investigate how Alexander became king, his key battles against the Persian Empire, his relationships with the Macedonians, Greeks and Persians and how his complex personality impacted upon his career.

Ms Alex Skelton & Mr Michael Parzakonis

#### Year 12 Business Studies

This term the students have been learning about Marketing. Their assessment is a business report, which will require the students to apply their knowledge on the topics of Marketing and Finance to a given scenario. Next term, students will be learning the topic of Human Resource Management.

Ms Andrea Walters, Ms Jess Matos, Mr Miguel Valero, Ms Komi Pillay & Mr Michael Parzakonis

### **Economics**

Mr Miguel Valero

#### ***Year 12 Legal Studies***

This term, Year 12 Legal Studies have been studying the role of law in promoting and maintaining world order. In doing so, students have been investigating a range of world conflicts, including the Rwandan genocide, the conflict in Yugoslavia, and the current humanitarian crisis in Yemen. Year 12 have been examining the roles of international instruments, non-government organisations, and intergovernmental organisations in resolving conflict and encouraging cooperation. This has required them to engage with complex legal principles, such as sovereignty and the 'responsibility to protect'. Next term, students will complete their final unit in the HSC Legal Studies course on human rights.

Ms Jo Tan

#### ***Year 12 Modern History***

Students in 12 Modern History are learning about the Conflict in Indochina Topic. Students have been completing a research scaffold for 8 questions about the conflict study. Students will then bring their scaffolds into the in-class test to write an extended response.

Ms Marlisar Budden & Ms Moreen Jajou

#### ***Year 12 Society and Culture***

The Year 12 students in Society and Culture have made outstanding progress this semester. As they all work diligently on their Personal Interest Projects, the students extend their socio-cultural literacy by conducting primary research methods that enhance their understanding of their topic. The students have been looking at the social impacts of the Marvel Cinematic universe in the Depth Study Topic Popular Culture. Here, students have analysed the impact of Disney's influence on the cinema market and how government controls dictate what consumers look at. The assessment task required students to perform a content analysis on the film 'Black Panther' to determine the social values that were represented in the films and how these impact on society in the long term.

Mr Alex Moscovis

## **HSIE STAGE 6 PRELIMINARY COURSES**

#### ***Year 11 Ancient History***

The Year 11 students in Ancient History has had a successful semester so far this year extending their historical skills and knowledge. This term, students have chosen a particular inquiry question to research from the ancient world and will present their findings in groups to selective Year 7 classes. This task tested the student's collaboration, communication and organisation skills which are all needed in real world environments.

Mr Alex Moscovis

## **Year 11 Business Studies**

Year 11 Business Studies has been learning about the processes of establishing and planning a small to medium enterprise. They have investigated the case study of the LG IMAX Theatre Sydney and have evaluated their use of a range of marketing strategies to achieve their marketing goals. Next term, they will learn about the nature and responsibilities of management in the business environment.

Mr Michael Parzakonis & Ms Jess Matos

## **Year 11 Economics**

This term the students have learning about Markets and Labour Markets. Next term the students will be learning about Financial Markets and also the Government and the Economy.

Ms Andrea Walters

## **Year 11 Legal Studies**

This term, Year 11 Legal Studies have been investigating the reasons for law reform and learning to evaluate whether legislative amendments have led to just outcomes. Students examined the importance of law reform through close analysis of the events that led up to the recognition of native title, as well as subsequent court cases and their impact on land rights in Australia. Year 11 then selected and researched a contemporary issue in the context of law reform, and completed an evaluation on the effectiveness of legal and non-legal responses in achieving justice for individuals and society. Next term, students will investigate their own interactions with the legal system and the role of the law in resolving disputes.

Ms Jo Tan

## **Year 11 Modern History**

Students in 11 Modern History have been working on their historical investigation about Ho Chi Minh. Students have been using time in the library to research. Students will communicate their findings in the form of a source analysis table and write an extended response.

Year 11 Teacher: Ms Marlisar Budden

## **Society and Culture**

### **Year 11 Society & Culture**

This term we are studying the process of socialisation, and the development and coming of age of individuals in a variety of social and cultural settings. Students are currently working on a research project where they are running focus groups to investigate the differences in socialisation between different generations.

Ms Olivia Corry

## **HSIE STAGE 5 HSIE COURSES**

### **Year 10 Commerce**



This term Year 10 Commerce have been studying Law and Political Involvement in Society. Students have investigated law reform issues and created media articles. Year 10 looks forward to next term when they will create and run their own business culminating in Market Day.

Teachers: Olivia Corry, Moreen Jajou and Jess Matos

### **Year 9 Commerce**

Students have been working on their Travel Assessment Task. Students have researched travel locations and created a itinerary with detailed information about cost, location and travel requirements.

Teachers: Olivia Corry, Marlisa Budden and Moreen Jajou

### **Year 10 Geography**

Year 10 Geography has been looking at the ways that environments change during Term 2. They have looked at the ways the environments change naturally, and as a result of human interaction. They are currently in the middle of completing their assessment task which is a study of the Great Barrier Reef. They have studied why the Great Barrier Reef is important, how it is threatened by both natural and human threats, and the strategies in place to manage the reef sustainably.

Ms Jess Matos, Ms Andrea Walters, Ms Sam Pace, Ms Komi Pillay, Mr Miguel Valero, Ms Moreen Jajou & Ms Olivia Corry

### **Year 9 History**

Throughout this term, Year 9 History students have been learning about Australians at War. Students have been investigating aspects of World War I and World War II, such as the factors that lead to the outbreak of war, the nature of warfare, and the impact on soldiers and civilians. Most importantly, students have had the opportunity to study these global events through Australia's perspective, answering questions such as why Australia got involved and how the wars impacted national history. For their assessment task, students have been exploring Australia's participation in the Pacific War through the Kokoda Track campaign. Students have been using a range of primary and secondary sources to assess the significance of the Kokoda campaign to Australia. This topic has enabled students to gain a comprehensive understanding of the nation's role in these conflicts, and how it has shaped our present day.

Ms Moreen Jajou, Mr Michael Parzakonis, Ms Marlisa Budden, Mr Alex Moscovis, Ms Olivia Corry, Ms Leah Barrett, Ms Miguel Valero & Mr Patrick Robertson

## **HSIE STAGE 4 HSIE COURSE**

### **Year 8 Geography**

This term year 8 have been exploring the topic of Water in the World. They started by looking at the importance of water as a natural resource before closely examining the factors that affect water availability. The students are currently completing their assessment task on cyclones and hurricanes. Here they are developing their understanding of how a cyclone is created and the effect they can have when they impact communities.

Ms Sam Pace, Ms Komi Pillay, Ms Andrea Walters, Ms Jo Tan & Ms Moreen Jajou

### ***Year 7 History***

Year 7 have been developing their descriptive writing skills in the Ancient Greece Assessment Task. The students have been focusing on analysing and describing information based on historical sources about the Battle of Marathon in 490 BCE. They have been learning to write using paragraph scaffolds and sentence starters. Additionally, they have been learning how to integrate evidence within their description.

Mr Michael Parzakonis, Mr Alex Moscovis & Ms Leah Barrett

## PDHPE/SPORT

A busy term for our PDHPE Faculty with our School Cross-Country carnival, more representative sport pathways, alongside our teaching and learning programs. We welcomed Mr Dablan to our team, who replaced Ms Layland.

Term Two saw our year 8 and 10 PDHPE students turn in to amateur gymnasts as part of the gymnastics practical unit. Our year 7's choreographed some very impressive dances and our year 9's waltzed through their ballroom dance unit.

Term 3 will see our year 7 students aim to increase their levels of physical activity as part of the Premier's Sporting Challenge, our stage 5 PASS students experience the wheelchair roadshow incursion, and our year 11 students engage in the Life Ready Program.

### ***Outdoor recreation excursion:***

As part of their outdoor recreation option, our year 11 students travelled to Bundeena and embarked on a 90-minute kayaking tour and a 5km bushwalk.

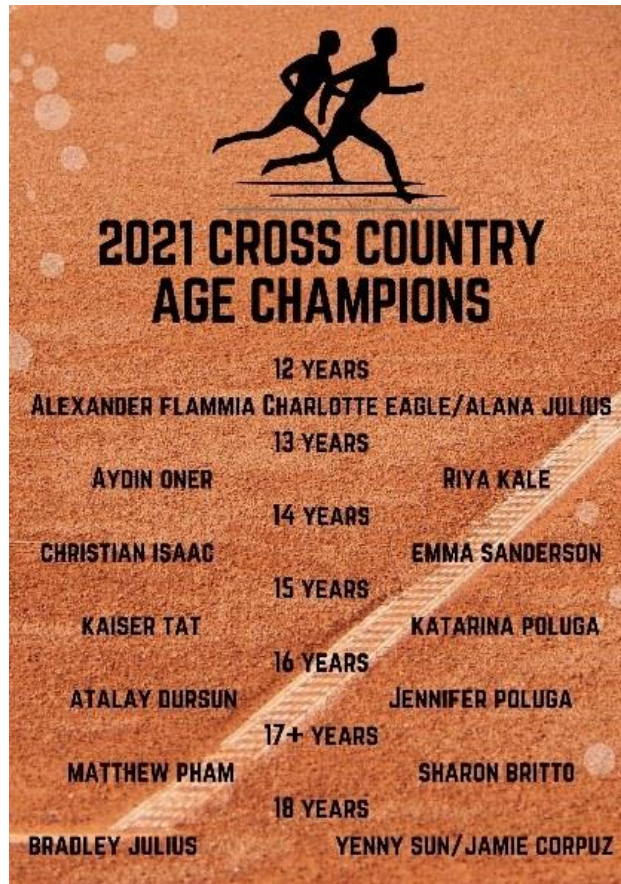




### School Cross Country

After a delayed start due to rainy weather, Moorebank High School's annual Cross Country Carnival went underway on Friday 14th May. It was an extremely competitive year with many students achieving their personal best times. Congratulations to the following students who were named Moorebank's School Age Champion for 2021.





#### **HOUSE POINTS:**

1st Place - Hulks 421

2nd Place - Tigers 393

3rd Place - Cookie Monsters 391

4th Place - Red Backs 375

#### **Zone Cross Country:**

The annual Zone Cross Country Carnival was again held at Flinders Slopes on Thursday 27th May. Over 75 students boarded the bus to compete against other students in the Bankstown Zone and all Moorebank students showcased outstanding performances and sportsmanship. It was not only amazing to see many of our students place in the top ten and progress to regional, but it was also amazing to see the school spirit demonstrated by our students as they waited at the finish line and cheered each other on.

Congratulations to the following students who competed at the Regional Cross Country Carnival on Wednesday 9th June.

Ahmad Haidar (Year 10)

Aidan Mckeon (Year 7)  
Alana Julius (Year 7)  
Aleksa Cvijanovic (Year 9)  
Atalay Dursun (Year 10)  
Bradley Julius (Year 12)  
Brix Belen (Year 9)  
Chrissy Vareltsis (Year 9)  
Christian Isaac (Year 8)  
Danielle Lam (Year 11)  
Pratik Manandhar (Year 9)  
Riya Vijay Kale (Year 7)  
Summer Tieu (Year 7)  
Teagan Parish (Year 9)





## School Athletics Carnival:

On Monday 29th of March, Moorebank High School held their annual Athletics Carnival at The Crest Athletics Track in Bankstown. Students represented their houses in various track and field events, including many of our enthusiastic seniors who attended their last athletics carnival. There were many standouts on the day and results that reached new heights! Many thanks to the teachers, House leaders and Sport Coaching students who assisted with the running of events for the day.

## HOUSE POINTS:

- First Place- Redbacks- 3158
- Second Place- Cookie Monsters- 2373
- Third Place- Tigers- 2359
- Fourth Place- Hulks- 2013

## SWIM SCHOOL PROGRAM – YEAR 7 & 8 – TERM 3

During Term 3, Year 7 and Year 8 will be taking part in the Swim School Education Program at Holsworthy Aquatic Centre. The program caters for all swimming abilities and is an excellent opportunity for students to learn fundamental water safety skills.



**Year 8** will be attending on the following dates; Monday 23/08, Thursday 26/08 and Friday 27/08.

**Year 7** will be attending on the following dates; Monday 30/8, Thursday 02/09 and Friday 03/09.

## French Snapshot:

Term 2 has seen a number of French students improve their listening, speaking reading and writing skills.

The Year 10 French students are encouraged to read their written work aloud (while some do not require to read from a piece of paper, as they confidently express what they need to say keeping in mind the correct form of vocabulary and grammatical structures) so they can practise speaking, having



conversations with their peers while also listening to others. Students thoroughly enjoy partaking in role-plays where they take turns in becoming performers, the audience and critics. The role -plays that take place encourage students to become creative as they immerse the rest of the class in a culturally realistic scenario by using their imagination and promoting their performance with linguistic flair.

A number of Year 8 French students shared some personal insights about themselves and those around them through French poetry. This activity permitted them to show their creative side, while entertaining others and being applauded for their fine efforts. The students enjoyed the creative aspect of the activity which expressed some form of literary work. Students felt comfortable working in pairs as they exchanged ideas and supported one another in constructing valid language structures. The whole language learning process was fun, interesting and enjoyable for all!

### **Year 8 French**

A number of Year 8 French students shared some personal insights about themselves and those around them through French poetry.

Year 8 has fallen in love with the adorable cartoon, “Madeline,” whose world they have entered, only to be inspired, entertained, educated and informed both culturally and linguistically. The students became interested and fascinated by the adventures, language and cultural immersion into Paris’ monuments and tourist attractions and are curious to learn more about French culture! This opportunity will be provided in Term 3 where students will research a variety of areas that are of personal interest, that appeal to their personalities, interests and strengths and present their findings through various formats - journals, recipes, models and teaching resources.

Year 8 French students have also researched about the significance of learning the French language and have presented their findings in the form of a brochure - some of their findings include that it enhances careers, promotes travel, decreases chance of dementia/ Alzheimer’s, French is officially spoken in over 46 countries around the world!

As we approach the end of Term 2, may everyone enjoy a well-earned break- Bonnes vacances!

## **Careers News**

**Year 10** are busy organising placements for work experience in term 3. This has been a much more difficult process than usual due to business being apprehensive to host “outsiders” during Covid. Schools across the state are reporting work experience opportunities have been greatly reduced during this period. Many students are using contacts from close family and friends to gain work experience opportunities and this is most acceptable. Students need to return their completed paperwork by the end of term 2 if they wish to participate.

Early term 3 Year 10 students will be selecting subjects to study in Year 11 and 12 for the HSC. Much thought and consideration must be put into this process as decisions made can affect and limit post school pathways and destinations. I welcome all students to see me to discuss subjects suited to future career aspirations prior to making final selections. I am also available to discuss this with parents if required. Just phone me on 9601 3999 to arrange an appointment.

Several year 10 and 11 students have been getting a taste of a few different trades at TAFE this term. Courses include construction, automotive and electrical. These courses are part of the YES (Youth Engagement Strategy) program and have been held at both Miller and Ultimo campuses.



*7 - Automotive*

## **Electrical**

Year 12 have had the opportunity to hear presentations from the University of Sydney and the University of NSW. These presentations take place during lunch and students choose which ones they

attend. There are further presentations from the University of Wollongong (which has a campus in Liverpool) and Western Sydney University planned for the near future.



Throughout this year I have met many of our senior students to discuss their post school destinations, scholarships, early entry for university etc. I encourage all students, particularly Year 12 students to book an interview to discuss future pathways. I am always available to answer any questions that parents / caregivers may have and encourage you to contact me on 9601 3999 or email me at: [peter.lewis51@det.nsw.edu.au](mailto:peter.lewis51@det.nsw.edu.au)

## Learning & Support

### Managing Screen Time Citizenship - Department of Health NSW

### Digital

- **Recommendations**

The Australian Department of Health recommends that infants aged 0-2 have no screen time, children ages 2-5 have less than 1 hour per day ([Inactivity and screen time](#), Australian Government Department of Health) and that young people aged between 5 and 17 years have less than 2 hours a day of sedentary recreational screen time ([Australia's Physical Activity and Sedentary Behaviour Guidelines](#), Australian Government Department of Health).

These time limits do not include the screen time spent on educational activities.

- ***Strategies for moderating screen time***

**The Office of the eSafety Commissioner** suggests that parents can help children and young people maintain a healthy balance of online and offline time by:

- having regular conversations with their children about expectations for screen time
- setting clear limits and giving them a switch off warning so they can wind up their activity
- creating a plan for the whole family so that adults are modelling balanced screen time
- offering children and young people filtered or protected internet access

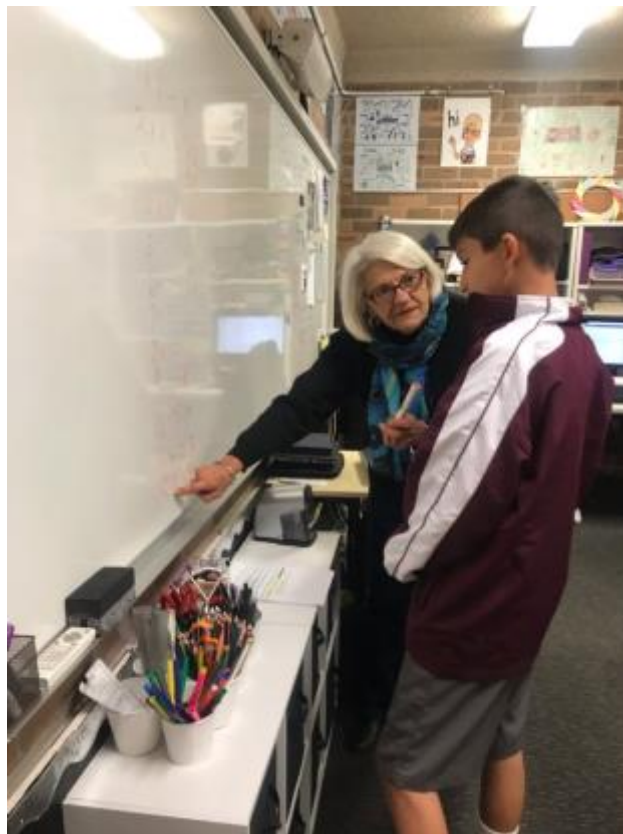
- having devices in open locations so that screen time can be supervised.
- **Strategies for improving the quality of screen time**

It is easy to find information suggesting that too much screen time can be problematic for children and adults, but there are also clear benefits of using the internet and digital devices.

Instead of focusing on how much time children and young people spend using screens we can focus on teaching them self-awareness and self-management strategies. Many devices have inbuilt features that support users to monitor and control their usage. Apple smartphones have 'Screen Time', and Android phones have 'Digital Wellbeing'. Consider your own screen time. Parents can set the expectations and then model appropriate behaviour to encourage a balanced approach to screens at home.

## Maths Mastery

In Term 2, Year 7 students have been working with Learning and Support Teacher, Mrs Slater to build their Maths Mastery skills. Each student works with the Learning and Support staff 4 times per week for 20 minutes. This program aims to build declarative mathematical knowledge, including times tables, division and fractions. It is a fully resourced and carefully sequenced curriculum support, designed to build students' conceptual understanding, strengthen their mathematical problem solving skills and resilience, and supports them to use mathematical language accurately and confidently.



## MHS Prefects

The Moorebank High School Prefects have been building on the leadership skills they developed at the leadership conferences last term and creating opportunities to increase school spirit. This term, the prefects hosted the ANZAC Day assembly, which was livestreamed to classrooms. Lieutenant Colonel Jasmin Diab gave a poignant speech about the importance of ANZAC Day and the role of women in the defence force. The prefects have also been supporting mental health and physical fitness through the Push Up Challenge, which has seen the Moorebank High School community reach 41,241 push ups in under two weeks! This initiative is being run as an interschool competition with our local network of schools, and will run until the 25th of June. Our prefects have also been busy liaising with prefects from schools across Sydney, and particularly in our local area, in order to network, share ideas, and build relationships between our schools. They are preparing to host Moorebank High School's first prefect afternoon tea at the end of this term!







## Diverse Learning Unit

For the Diverse Learners Unit, Term 2 has flown past in a flash of excitement as we continue to grow. We have established our classrooms as centres of learning and wellbeing for the students and we continue to cater for the diversity of students enrolled with us. Students have engaged in both Life Skills and Regular Curriculum in all Key Learning Areas as staff continue to support them through their education. English and Maths, students are seeing success in using Literacy Planet and IXL. These amazing ICT resources are adaptive to student levels and personalise the content to meet the level of each student. Students have finished off their unit of Visual Arts, by creating their own photography portfolios. Using a variety of camera techniques, students captured both their peers and the Moorebank High School environment on film, improving their portrait and landscape photography skills. Week 5 saw the start of Home Economics unit on cooking, where students have worked in the school kitchens to create some quality food including the 'Cup Muffin' (Cup-ffin) and grilled chicken burgers.

We have established our classrooms as centres of learning and well being for the students and we continue to cater for the diversity of students enrolled with us.

In Science, students have been learning about Planet Earth and our place in the solar system. Through the construction of models and deep research students have made discoveries that are literally out of this world! In PDHPE, the students have joined 7K to participate in Dance with Ms Roumanos. The students have enjoyed the opportunities to let loose and dance like no-one is watching. Under the tutorage of Music Teacher Ms Karpour, the Diverse Learners students have had the opportunity to engage with the various elements of music through the composition and performance of their favourite songs including the themes from Jurassic Park and The Pink Panther. Big 'Thank You's' to both Ms Roumanos and Ms Kapour for fostering such inclusive classrooms at Moorebank High School!





9 - Cross Country



*10 - Getting ready to do the Cross County*





## EAL/D Interpreting and Translations

### Interpreters

Public Schools NSW staff are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well or who are deaf or have a hearing or speech impairment.

Parents/carers and community members can request that Moorebank High School staff organise an interpreter for a meeting or interview. Parents and carers may also contact the school or another area of the department using the TIS National Telephone Interpreting Service or the National Relay Service.

**If you need help talking with teachers and other staff at Moorebank High School you can telephone the interpreter service on 131 450. This service is free.**

**Click on the link to listen to the message in your language.**

[Listen in your language.](#)

### Translations

Many departmental publications have been translated in languages other than English. Parents and Carers can read these documents on the department's website. Here is the link:

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents>

### LIBRARY

Some loan statistics from February - June 2021

Books borrowed by Females 1309 / Males 1402

Books borrowed by scholastic years in 2021.

- Year 7 - 983
- Year 8 - 469
- Year 9 - 388
- Year 10 - 512
- Year 11 - 264
- Year 12 - 93



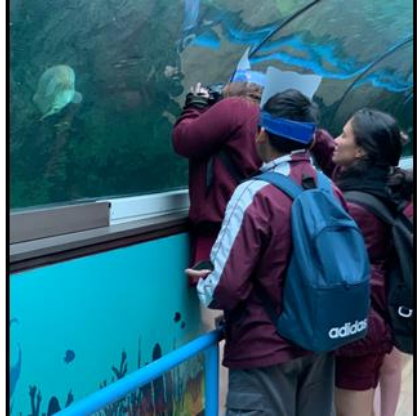
*11 - New books on display in the library*

## CAPA Faculty

### SYDNEY SEA LIFE AQUARIUM & MADAME TUSSAUDS – VISUAL ARTS EXCURSION

On Monday 24th May Year 9 Photography and Visual Arts classes had an excursion to Sydney Sea Life Aquarium in Darling Harbour. This excursion gave student the opportunity to be inspired by real-world experiences. The students visually absorbed the environment they were in, using the world as inspiration. The activities involved taking photos and drawing aspects of the vast underwater sea life from various angles, with consideration to light and reflection.

The collection of photos and drawings created will be the basis of their inspiration for a printing project to be completed at school. The students also explored Madame Tussauds, a wonderful experience where students could appreciate the incredible detail in each display and experiment with photographic techniques. All students had an enjoyable day full of inspiration in a real world setting beyond the classroom.













## TALENT IDENTIFICATION PROJECT (TDP) - AUDITIONS

In CAPA, Music and BAND School Service students from Years 10-12 have worked on preparations for their audition videos to include in their applications for Talent Identification Project (TDP). The TDP is an opportunity for talented and aspiring music student to engage in monthly workshops in their instrument to refine their craft. Students who applied have utilised lunch times to prepare and record two contrasting pieces for their audition video.

All students are to be commended for their efforts during the process of applying and we are all staying positive and hoping that our students are selected for the project. Regardless of the outcome, students have gained experience in completing audition videos whilst learning microphone techniques and building their stage presence and confidence to perform.

More info: <https://www.talentdevelopmentproject.org.au>





## Technologies Faculty

Term 2 has been a very busy term in the Technologies faculty. There are a variety of subjects offered and studied in this KLA. Student's have been busy planning, creating and evaluating projects. In this newsletter the Technologies faculty will showcase the work of students in stage 4, 5 and 6.

### **Stage 4 Technology Mandatory (year 7 & 8)**

Technology Mandatory is a subject studied in year 7 and 8. This course is predominately practical based and covers the areas of Agriculture and Food Technologies, Engineered Systems, Digital Technologies and Material Technologies.

This year, Y7 have engaged in a unit of work called "Monster Mania". This unit is based on materials technologies and digital technologies and introduces students to the concept of E-textiles. Students are required to create a design for their own unique monster which incorporates a circuit using electronic components and conductive thread to make LED lights flash.







12 - Stage 5

#### Stage 5 Food Technology

*Food Technology at Moorebank High School is a very popular elective. Currently there are two Y9 and three Y10 elective classes. Each class prepares food weekly, which means the kitchens are always very busy.*

#### Design and Technology

The new laser cutter is up and running and being introduced into our units of work and programs. The technology can cut and engrave a wide range of materials, students are taught how to use CAD or graphics software to design a product and the laser cutter allows us to produce a solution. This has increased students' creativity and allowed them to explore a wider range of options when developing solutions to their design briefs. Developing the Technologies staff's understanding and skills with the new software programs and equipment is a priority for the Technologies faculty.





*13 - Y9 Design and Engineering project – Bedside light*

## **Stage 6**

### **Stage 6 Hospitality VET Food and Beverage**

Year 11 and 12 Hospitality students have been busy working in the school cafe. They are participating in service periods during lunchtimes and before school making milkshakes, coffees, tea and hot chocolate for staff and students. They have also catered for staff lunches. This experience gives students the ability to practice their skills in a real-life setting.







*14 - Year 8 Technology Mandatory students completed their cafe assessment task as part of the food and agriculture unit of work.*

### **Chicken, Spinach and Cheese Turkish Pide (serves 2)**

#### **Ingredients for the dough**

- ½ cup warm water
- 1 teaspoon dried yeast
- ¼ teaspoon caster sugar
- 1 cup plain flour
- 1 tablespoon oil
- Pinch of salt

#### **Ingredients for the filling**

- 1 tablespoon butter
- 1 teaspoon minced garlic
- 1 cup baby spinach leaves
- 2 shallots
- 50 grams ricotta cheese
- ½ cup cheddar cheese

- 2 tablespoons breadcrumbs
- 2 chicken thigh fillets

## Method

Preheat the oven to 200°C. Line the baking tray with baking paper.

Place warm water in a bowl, mix in yeast, sugar and pinch of salt. Cover and place in a warm spot for 5 minutes.

Sift flour into a bowl. Add yeast mixture and oil. Mix to form a soft dough. Turn onto a floured surface; knead lightly for 5 minutes or until elastic. Place in a clean bowl and cover until ready to use.

Finely slice shallots and shred spinach. Cut chicken into small pieces. Melt butter and cook chicken until golden and tender. Add shallots, garlic and spinach. Cook until spinach is wilted. Remove from heat and stir through ricotta.

Roll dough out into two oval shapes and place onto prepared trays. Spoon cooked mixture onto dough and fold in sides and twist ends together leaving an opening in the top.

Sprinkle the top of pide with cheese and breadcrumbs. Brush with oil and bake for 20 to 35 minutes

## Stage 6 Industrial Timber Technolog

As part of the stage 6 Industrial Technology timber course, students are required to complete a major work. Below are some examples of the amazing work produced by the class of 2020.



The school has recently purchased a cnc router. This technology allows students to be more creative with their projects. Below are examples of projects that have been embellished using cnc router.



## SASS - Front Office

**Reminder to parents:** Payments for fee, excursions etc are able to be paid on-line. If paying for an excursion the permission note must be returned to the teacher in charge of the excursion.

Our main office is displaying students works, sketches, drawings and pottery.





## Enrolment Office:

Term 2 has seen the commencement of the Year 6 into 7 enrolment process. We have received all the Expressions of Interest from our local and non-local primary schools. We have mailed out Applications to Enrol to all successful students.

If you have not received a letter confirming your child's enrolment in Year 7 for 2022 or a letter confirming their place on the waiting list please contact the school on 9601 3999 and ask for the enrolment office.