



[Moorebank High School](#) Newsletter

Principal Ms Vally Grego



FROM THE PRINCIPAL

Welcome to the first newsletter for 2021. I wish to extend a very warm welcome to the parents of our Year 7 students, and to parents of our new enrolments. This year we commence the year with an enrollment of 1046 students across Years 7-12. We farewelled Mr Ghossain, Ms Patel, Ms Smith and Ms Carter and we welcomed the following staff in 2021: Mr Vickers (Head Teacher Science); Ms Prakash (Mathematics teacher); Ms Fonseca (English teacher); Ms Roumanos (relieving HT Wellbeing); Ms Formica (Intensive support teacher numeracy); Mr Williams (Technology teacher), Ms Glen (Head Teacher Diverse Learning Unit); Patrick Robertson and Liam Phillips (Learning and Support Teachers Diverse Learning Unit); Ms Ball, Ms Giwargis, Ms Hanger (SLSOs Diverse Learning Unit).

I would like to start this newsletter with the speech written and shared by our two school captains during International Women's Day.

"International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. It is also to recognise how far we've come towards gender equality as well as how far we have left to go. As a collective, we can all choose to challenge and call out gender bias and

inequality to seek out and celebrate women's achievements. Hence the name of this year's theme ***"Choose to challenge."***

We all have a responsibility to stand by women and support their fight for empowerment. Not just the women in our lives that we love and that have loved us - all women. There are deep, systematic injustices rooted in social, political and cultural practices - but that doesn't mean that we can't chip away at them with a collective effort. That is what it means to 'choose to challenge'. It means we make a choice to stand with women, to support their fight, and to ask those uncomfortable questions that let us begin the journey to leading positive change. It means making a choice to assess our own biases and the underlying assumptions, and to choose to be an advocate. Although men might not be fighting the same fight as women, it is still important that we contribute as much as women are. We all must undertake the journey of self-reflection and self-educate.

As countries and communities start to slowly recover from the devastating pandemic, we now have the chance to end the exclusion and marginalisation of women and girls. Women now have the opportunity to play a full role in shaping the decisions being made as countries respond to and recover from the COVID-19 pandemic and the choices that will affect the wellbeing of people and the planet for generations to come. The world is moving towards achieving gender balance. It's moving towards equality for both men and women. The change is something that is needed and is essential. For a long time, men have had more privileges in every sphere of society. However, that needs to change because as humans, we all deserve equal rights and opportunities." (Irin Chardcharoen and Vivek Aghav - School Captains)

Term 1 has been a very busy time for our school. With the easing of some COVID restrictions, the students have been able to reengage in year group assemblies, sporting competitions, leadership initiatives, year 7 camp and several excursions. We have introduced Yondr and will be forging forward with our Guiding Principle Positive Relationships Positive Outcomes. Parent attendance and involvement in activities remain restricted at school level and externally with specific venue restrictions. As an example, our swimming carnival was restricted to competitors only with no external spectators and this was due to the restrictions on numbers by the venue. Our athletics carnival is on Monday 29th March and we are hoping to have a designated area for parent spectators; however, please be mindful that parents and students/staff are not permitted to interact.

The school has also received an additional \$175,000 to support students who have fallen behind in literacy and numeracy learning due to COVID. The money is earmarked for small group withdrawal support and the funds are used solely for the employment of staff to deliver the intensive support. The school has employed a numeracy specialist and numeracy withdrawal groups have been underway for the past four weeks. A literacy specialist will also be employed and we are anticipating the intensive support to commence in Term 2.

The Moorebank High School **Community Focus Group (CFG)** has met face to face twice this term and have voted to continue with the current structure. I would like to congratulate Ms Scutella who was voted in as President and Mrs McGrath as Vice President. The meetings are limited to one hour and capped at 30 people. During these meetings we have had discussions on the school's Strategic Improvement Plan and other whole school initiatives, including the CFG contribution fee for air conditioning.

In 2019, the CFG introduced a \$20 fund raising fee to support the school to install air-conditioning across the school. In 2019-2020 six lifts were installed in the school; the upgrade required a new substation and this has increased the electrical capacity in the school allowing for air-conditioning. At the conclusion of 2020, the community raised \$14,700. The school committed to match this amount. As such the \$30,000 will allow for eight air-conditioners to be installed across the top floors of the school. A time frame is being established to commence the installation. As the school receives more funds from the CFG contribution, further air conditioners will be installed. The long term goal is to have all classrooms / learning environments across the school air conditioned.

We are also sourcing quotes to upgrade the student's toilet facilities. More information in regards to this will be forthcoming in the Term 2 newsletter.

I would also like to take this opportunity to remind everyone of school and Department of Education expectations:

- **School Buses:** It is really important that students travel with a valid School Opal Card so that Transdev can account for the demand of a 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.
- From the beginning of 2015 family holidays and travel are no longer considered as an exemption from school. Travel outside of vacation period is now counted as an absence. The Department of Education encourages families to undertake family holidays during school vacation periods to avoid disruption to the child's education. Parents are reminded that should you intend to travel with your child during school terms an Application for Extended Leave (travel or holiday) needs to be submitted. These forms are available from the school office. Principals are required to decide if the travel is in the best interest of the child before approving such leave. Applications should be submitted at least four weeks prior to departure. 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 by case basis.
- I have attached the The School's Communication and Behaviour Code for Parents. It is very important that all parents are familiar with this document. Should you wish to speak or meet with any member of staff, it is important that an appointment is made to avoid potential long waiting times, in particular with COVID restrictions and safety precautions that the school has in place to protect students and staff.

I hope you enjoy this newsletter as it encapsulates our journey in Term 1 2021 across the school.

Vally Grego

DP Report - Year 7 & 10

Welcome Year 7 students and parents, especially families who are new to Moorebank High School. It has been an eventful start to the year with Year 7 having to settle into high school life quickly. Students have participated in Best Start testing, a COVID modified swimming carnival, and attended their 3-day camp. In addition, Year 7 students have worked with their teachers magnificently to be respectful, responsible and have valued their learning. All this had been completed in the first 5 weeks of this term. Moving forward Year 7 will also be participating in 2 more sporting carnivals (Athletics and Cross country) in the near future and have NAPLAN testing in week 4 next term. I want to also take this opportunity to remind all parents about access to the Sentral Parent Portal, which parents can utilise to monitor the progress of their children. Within this portal there is a wealth of information that will allow you to obtain an insight into your child's/ children's life at school. It will probably be more informative than asking them how their day was. If you are having problems accessing the portal please email the school and Mr Clark, HT Administration, will provide you with log in details. Parents can also download the Sentral for Parents app, which will allow you to receive messages and notifications.

Year 10 students have begun to receive notifications for their first assessment tasks for their last year of being Stage 5 students. It is important that they understand that all of their classwork and assessment tasks will contribute to the final **Record of School Achievement (RoSA)** Grades they will receive for each subject in Year 10.

Some facts about the RoSA

- The *NSW Education Standards Authority (NESA)* issues the RoSA to eligible students who leave school before completing the Higher School Certificate (HSC).
- The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 until and including some results from Year 12.
- The RoSA records completed Stage 5 (Year 10) courses and grades.
- The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

On a separate note, it has come to my attention that students from Year 10 are planning a "formal" for the end of the year. I would like to inform parents this is not a school-based or endorsed event. It is a private party and no school staff will be in attendance. Parents will be responsible for their own child's safety if you allow them to attend.

Mr Tony Sansom

Deputy Principal

Year 7 & 10

DP Report - Years 10, 11 & 12

The deputy principals have been engaged in a number of activities this term. Years 10, 11 and 12 have all completed their confirmation of entry to sign off on the subject in which they are enrolled. Deputy principals and year advisors managed this process. As we roll out the Yondr pouches senior executive staff have been conducting pouch checks to ensure students are following the school policy in this area. Teachers have reported an increased engagement in learning in their classrooms. Ms Baghdadi organised a small Covid compliant event for international women's day. In consultation with staff and the Community Focus Group, we have also been working on the school improvement plan which is due for completion at the end of the term as well as the Annual Report. To support the school's use of data to inform practice a number of us have been participating in professional learning run through the Department.

Deputy principals look after the following year groups in 2021:

Mr Sansom – Years 7 and 10

Ms Griffin/ Ms Richards – Years 8 and 12

Ms Baghdadi and Ms Skelton – Years 9 and 11

Dr Susan Griffin

Deputy Principal

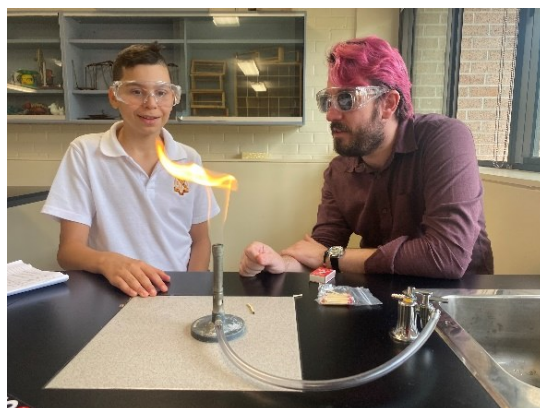
SASS

The SASS at Moorebank High School warmly welcome all students, parents & staff back to MHS. Our office hours are from 8:30am - 3:30pm. Please remind students to bring their ID cards to school with them everyday for signing in/out of school in the office, printing & borrowing library books.

Ms Nicholls -Office Manager	Ms Aulsebrook - Library	Ms McCann -Enrolment
Ms Lockwood -Office	Ms Flower -Science	Ms Karaback -Enrolment
Ms Griffiths-Simpson - Office	Ms Ornelas- Science	Mr Black -GA
Ms Ticchio - Office	Ms Thompson – H. Ec	Mr Morrison - GA
Ms Jones - Office	Ms Eid -Printroom	Ms M Borat SLSO
Ms N Borat - SLSO	Ms Ball - SLSO	Ms Giwargis - SLSO
Ms Hanger - SLSO	Mr Lewis- SLSO	Ms Nair - SLSO
Ms A Ticchio - SLSO	Ms Tran -SLSO	Ms Hurst – Student Support

Diverse Learning Centre

The team of the newly established Diverse Learning Centre have been striving to support teachers, staff and students to provide a learning environment that reflects the culture of Autism. The name 'Diverse Learning' reflects the varied nature of Autism and the style of learning that we provide. Some differences include: smaller class sizes; opportunities to explore personal interests; and structured and predictable learning routines. Term 1 saw us busy with our Year 7 student as we went about establishing the school's BRAVE principles and adjusting curriculum to best support student development. Some of our best results happened with "hands-on" activities (shown in the pictures) as we were able to learn about laboratory safety; understand how historians find out about the past; and develop new musical skills.



ADMINISTRATION - Classroom Air Conditioning

I am pleased to let everyone know that thanks to our very generous school community donations (CFG Contributions), we are able to begin the process of air conditioning all classrooms.

In consultation with the Community Focus Group, we will begin the installation of the air conditioners in Block A – Science Labs 5 and 6 and in Block F – rooms 19, 20, 22, 23, 24 and 25. These rooms are our hottest during the warmer months. This is programmed to be completed by the beginning of next term.

Depending on what monies and donations we receive throughout the year, we will continue to air condition classrooms until they are all done.

The school matches all donations we receive from the CFG Contributions. Last year we collected just under \$15,000 which the school has matched.

Once again we thank the generosity of our community which has enabled the start of this project and with further support we will continue to air condition all our classrooms.

Tanya Hilaire

Business Manager

Tell Them From Me Survey

During Weeks 9 and 10 of this term all students will be participating in the 2021 Tell Them From Me Survey. In Term 3/4, we will conduct the Parent Survey, Teacher Survey and a second snapshot Student Survey.

The department 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.

Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys are used to capture student, parent and teacher voices, providing reliable evidence to use in identifying strengths and areas for improvement.

The Tell Them From Me Student Survey asks students about a range of school experiences, including their engagement and wellbeing at school and beyond. It also asks students about teaching practices and the learning environment.

This survey is an opportunity for students to let their teachers know how they are going at school. It will ask your child how engaged they are with their learning, different ways that their teachers teach them in class, how supported they feel at school, and more. Your child's responses are confidential, which means their teachers won't know how they have answered. Please encourage your child to answer as honestly as they can. There are no right or wrong answers. The school just wants to hear what they think and their responses will help to improve their school.

Keep an eye out for a link to the parent survey which will be available from late Term 3 to Early Term 4.

Wellbeing Report

At the end of last year, we farewelled Mr Ghossain who has been relieving part time in the Role of Head Teacher Wellbeing. Mr Ghossain gained a full time Head Teacher position at another school and will be missed as a pivotal leader of the Wellbeing Team. In Week 7, we welcomed Ms Roumanos, who will take on the role of Relieving Head Teacher Wellbeing on Mon-Tues and Thurs-Fri (2021 Wellbeing Team).



1 - Ms Roumanos

Year Group	Year Adviser	Assistant Year Adviser
7	Mr Theodorou	Ms Truong
8	Mr Chan	Ms Waters
9	Ms Matic	Ms Layland
10	Mr Lewis	Ms Stamoudis
11	Ms Bratic	Ms Rafila
12	Ms Matos	Mr Lahey
Head Teacher Wellbeing	Ms Rombi (M-W) and Ms Roumanos (M-Tu & Th-F)	
School Counsellors	Samantha Cooper (M & Th) and Lilian Katselas (T-W & F)	
Student Support Officer	Stacey Hurst	

Year Group Wellbeing Programs – Term 1

MyResilience Program: Year 7 – Week 2

Every student will face challenges as they start high school, ranging from changing relationships, school stress and identity formation. Some students are buried by set backs and others push through. The MyResilience Program equips students with tools to build resilience to face and overcome challenges.

Students learn strategies to deal with hardship, stress and let downs. Students also discover their top 3 character strengths and ways to use these strengths to succeed.

MyFuture Program: Year 11 – Week 7-8

72% of students report a level of stress and anxiety about their future, leading to loss of motivation. The Year 11 program leads students to discover their best future in light of their strengths. They have the opportunity to develop a plan and purpose statement to help them discover their passion and motivation. They will learn to take ownership of their future through goal setting and strategies to reach their target.

The aim of both these programs is to bring a transformational shift in the way teenagers see themselves –taking off the negativity lens and replacing it with a strengths lens. Every single one of us is unique and has strengths in our personality –we just need to discover what they are.

As teachers, we use information from these programs as part of our school value, *Positive Relationships, Positive Outcomes*. The information we gain from the program is valuable in ensuring that our students are known, valued and cared for.



Camp: Year 7 – Week 5

In week 5, we took a group of 130 students to camp at Mangrove Mountain. Camp is an important educational program that saw students develop new friendships and resilience. Students demonstrated leadership, team work and improved social skills over the 3 day camp.





Batyr: Look out for you mates presentation

In week 9, Year 9 will be participating in a presentation focusing on mental health and looking after their mates. Young, relatable speakers will engage the students with their stories of hope, resilience and courage in their experiences with mental ill-health. Trained facilitators will educate students on the support networks and services available to them, and empowers students to reach out for help when needed.

Targeted Wellbeing Programs – Term 1

The Wellbeing Team regularly analyse school data to determine the needs of individuals and groups. In Term 1, 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.

My Identity (Year 8 Girls) -This is a program aimed at helping girls improve their resilience, self esteem and confidence by discovering their own identity.

Wise Up Program (Year 9 Boys) - The Wise Up program 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.

PDHPE

We look forward to our upcoming athletics and cross-country carnivals this year. Other big events for the faculty include Year 7 and 8 Swim School, the Premier's Sporting Challenge, School Spectacular Auditions, Zone Carnivals and Gala Days, and Year 11 Life Ready week.

School Swimming Carnival Report:

On Monday 8th February we hosted our competitors only swimming carnival at Birrong Leisure Centre. While the carnival was very different from what we are used to, what stayed the same were the outstanding performances by our very talented students.



Special thanks must also go out to the staff that attended (Ms Xenakis, Ms Hancock, Ms Zannettides, Mr Sansom, Ms Cooper, Mr Robertson and Ms Hilaire), our very helpful year 12 sport coaching students for assisting in the various roles on the day, and Thomas Kitsoukiliias and Nehal Shibu for their photography.



The final standings for points were:

1st place- Hulks on 358 points

2nd place- Cookie Monsters on 320 points

3rd place- Tigers on 268 points

4th place- Redbacks on 234 points



Zone Swimming carnival:



On the 24th of February, The Moorebank High School swimming team competed in the Bankstown Zone Swimming Carnival 2021. All of the students represented our school to the best of their ability and as their Team Leader, I would like to commend them on their efforts. A special mention to Kaiser T, Alexander B, Yenny S, Ricky B, Kristyn N, Jennifer N who made it to the SSW Swimming Championships.



Upcoming dates:

School Athletics Carnival	Monday 29 March 2021
School Cross Country Carnival	Thursday 6 May & Friday 7 th May 2021

Sport Report

We are very passionate about Sport at Moorebank High School. Sport at Moorebank High School encourages students not to become spectators but remain active participants throughout their lives. For each student, emphasis is on involvement, participation, enjoyment and growth through sport.

All students in Year 7 – 10 are expected to take part in Sport on Tuesday afternoons during Period 4. This is a requirement of the Department of Education and Full PE uniform must be worn to school on sport day. Students are given the choice of a wide range of both grade and recreational sports. Leave from Sport is granted in certain circumstances only after the Sports Organiser has agreed. Should any student request leave during the period allocated to sport, a note from the parent/guardian explaining the circumstances is to be presented to the Sports Organiser for approval.

This year, students are asked to join a Google Classroom which provides weekly updates regarding their selected sport. It is important for students to join this group to be aware of any changes that may occur with Sport. This means of communication provides a platform for students which keeps them informed at all times. The google classroom code is qwk6zir.

Term 1 is a very exciting one for the Sport Department. We compete in our weekly grade sport versus schools in our zone, currently in Oz-Tag, Soccer, Volleyball and Netball. All our teams are doing really well and upholding the school's BRAVE values. Students are provided with many opportunities to trial for our Zone and SSW teams in a variety of different sports.

Congratulations to the following students who have successfully trialled and made the following representative teams:

Jett Ellis	9	Sydney South West Boys AFL
Mahin Velusamy	9	Bankstown Open Boys Tennis Sydney South West Boys Tennis
Loka Teaupa	9	Bankstown u16 Boys Touch Football Bankstown u16 Boys Rugby League
Javess Lafaloua	9	Bankstown Under 16s Boys Touch Football
Chrissy Vareltis	9	Bankstown Under 16s Girls Touch Football
Corey White	9	Sydney South West Under 16s Boys Basketball
Katarina Poluga	9	Bankstown Open Girls Basketball
Olivia Dawes	9	Bankstown Open Girls Touch Football
Atalay Dursun	10	Bankstown Open Boys Soccer
Ioanna Androustopoulos	10	Bankstown Open Girls Volleyball Sydney South West Open Girls Volleyball
Jennifer Nguyen	10	Bankstown Opens Girls Basketball SSW Swimming
Kristyn Nguyen	10	Bankstown Open Girls Basketball SSW Swimming
Georgia Alexis	10	Bankstown Open Girls Soccer
Emmanuella Alexis	10	Bankstown Open Girls Soccer
Jennifer Kokoris	10	Bankstown Open Girls Soccer
Kaiser Tat	10	SSW Swimming
Alexander Barber	10	SSW Swimming
Dwayne Tuliana	11	Sydney South West Rugby Union
Joseph Teaupa	11	Bankstown Open Boys Touch Sydney South West Rugby Union
Kye Truman	11	Bankstown Open Boys Touch
Ricky Betar	12	SSW Swimming CHS Swimming
Yenny Sun	12	SSW Swimming CHS Swimming

Our students also get the opportunity to join our school's knockout teams. Knockout teams offered this year were AFL, Soccer, Cricket, Tennis, Basketball, Touch Football and Netball. Current teams progressing to the next round of our knockout sport are Girls and Boys Soccer, Boys Cricket and Girls Tennis. Big congratulations to our teams, keep up the great effort.

Later in the year, there will be opportunities in hockey, rugby league, cross country, athletics and the list goes on.

House Leadership:

In 2021, HOUSE is driven to promote a stronger sporting culture throughout our school. This will be achieved through multiple events held during the year, including the Athletics Carnival and Cross Country, as well as Multicultural Day, encouraging students to participate in sporting events, cultural dances and various physical activities. House leaders are looking forward to encouraging students at MHS to enthusiastically participate in sport and physical activity throughout the school year, in order to promote life-long health and well-being. We aim to give students the opportunity to showcase their sporting capabilities, with many initiatives and awards up for grabs. Our House Leaders also plan to hold multiple fundraisers throughout the year to raise money in order to go towards a greater sporting culture within our school.

Written by MHS House members, Linda Amoor and Karan Thakker.

LOTE

The French Experience at Moorebank

This year, Year 8 Language classes have the opportunity to learn French. I look forward to learning more about the language and culture. French is an important language to learn for many reasons. It is useful for travelling as there are over 46 countries around the world that are French-speaking. Knowing how to speak more than one language can also be useful in the future when choosing a career pathway. I also look forward to going to the Little Snail French restaurant towards the end of the year, if COVID doesn't get out of hand.

Jacinda Cheer- Year 8

Tiguidou! Our experience.

We're grateful that we started our French-learning journey with the memorable performance: Tiguidou! It has really helped us get excited about the subject through the performer's bizarre skits, interesting games and hilarious jokes. Sean Murphy, the performer, was able to really perform hand in hand with the audience. For the show to be a one-man performance, Mr Murphy did really well by hyping up and entertaining the crowd while still being able to educate us a lot about French- Canadian culture and language. We wish to experience equally entertaining acts in the future.



By: Hannah Nguyen & Selina Nguyen Year 8

Sean Murphy- what a brilliant performer!

I would like to share with you my experience of the Tiguidou performance that took place in Moorebank High School's hall. The performer, Sean Murphy, was absolutely amazing. I believe the best thing about him was that he was able to adapt to the situation spectacularly as if he had been handed a script. For example, when he told everyone to shout "Tiguidou!", only a few students responded, so he gratefully thanks those who were loud and then complains in a hilarious manner to the rest of the audience for not being loud enough.

The performance was most entertaining and I like how he included all the students. Although, the activities were engaging, I feel the entire performance was theatrically enhanced by the actor himself. The performance also had a didactic element which taught the audience vocabulary such as greetings and numerals in French, making learning French a wonderful experience.



By: Liam Li- Year 8

A competitive yet fun atmosphere!

We would like to share with you our impressions of what was an amazing learning opportunity provided by an incredible theatrical performance with the title: "Tiguidou!" Sean Murphy, a comedian uses his exceptional talent to enlighten the audience about the numerous French-speaking countries around the globe while highlighting French-speaking Canada and its fascinating culture. This was achieved in a fun and engaging way! We participated in a competitive educational game against students from other French classes which helped us with our French learning.

By: Aya Soulaïman & Swadya Thapa- Year 8

La Poutine- Miam! (Yum!)

Thanks to technology, the actor, Sean Murphy immersed the audience into French-Canadian culture. He greeted us in a very entertaining way which got a good laugh among us students. After a very interesting introduction, we proceeded to discuss about aspects of the French language with an emphasis on Canada. There were fun activities, one having to do with Poutine, Canada's national dish! It consists of potato chips with cheese curds and gravy on top. The experience was wonderful and our school hall filled with laughter- we highly recommend this performance to everyone as it is a unique experience for all!

By: Harry Le- Year 8

"Tiguidou"- A memorable performance!

I would like to share the Year 8 language experience regarding the Tiguidou theatrical performance!

An intercultural comedy with an experience like no other! WOW! This incursion showcased the comedian, Sean Murphy, who engaged us in numerous activities that were both fun and interactive! Sean Murphy is an amazing comedian and the laughter was non-stop. The "Tiguidou" program was received with lots of love from various schools such as St Kilts International Academy, Port Villa International school and ESPECIALLY Moorebank High School! Why? The program taught us a lot and deepened our knowledge of the language. This initiated a positive relationship between the students and the French language. Although we missed out on eating La Poutine due to COVID, the performance was unforgettable.

By: Uyen Phan & Madhu Supriya Seenivasan- Year 8

The French-Canadian Experience

I would like to share the Year 8 language experience regarding the Tiguidou theatrical performance!

Tiguidou is a comedy that can increase rates of enthusiasm in students. It creates opportunities for students emphasising the importance of learning French, conveying the benefits when you put in effort and time when learning French.

The comedian, Sean Murphy, came to our school to perform to Year 8 early this year. This served not only as a French language lesson as it also immersed us into History. He gave us lessons on what had happened when Canada was being colonised and how the French Canadians came to be. There were

cultural games and challenges, where participants from the audience came up to the stage and played games about French-Canadian culture.

Tiguidou not only gave us lessons on French-Canadian history but also entertained and convinced us how useful the language really is forming enthusiasm and appreciation of the French language. This performance was fun and enjoyable leaving the audience in anticipation for more. Performances like these are very enjoyable and fun to participate in.



Overall, this performance was extremely enjoyable and served as a lesson as well. To conclude this review, this performance was one that would be easy to remember and will be easy to refer to. I would like to thank the Francophonie Canadians for making this event a most memorable experience for the students at Moorebank High School.

By: Eric Vuong- Year 8

Year 10 French and their French Learning Journey

The students in both the Year 10 French classes are really improving in their linguistic skills. They capably write their own original texts and edit them accordingly based on vocabulary and grammatical concepts that they acquire on a regular basis. Brilliant role-plays are performed in class with all students participating- displaying their skills and love of the French language. All students capably write pen-pal letters and can converse in a variety of situations in preparation for travelling overseas- they can communicate in a variety of situations at the train station, at the pharmacy, at the dentists, at the bank, at the airport, hotel etc

Here are some things they have to say:

Learning French as a second language is an important part of knowledge and skills in our daily lives, as well as socialising with the people around us. From learning about travelling words and expressions to bartering, French will assist you in dealing with everyday scenarios. Whether you're engaging with theatrical performances, or interacting with the culture and history of France itself, there's sure to be something to suit everyone's preferences. Personally, French peaks my interest at the prospect of learning about concepts that appeal to my passions such as aviation and technology. There are

numerous enjoyable moments throughout my French ventures when reflecting on the past 3 years including excursions to the “Little Snail Restaurant” and role plays during class. Among the many things to look forward to, fine dining, in class dialogues and attending theatrical performances are the most exciting possibilities!

It is a pleasure sharing our French experiences with you and our language-based journey :)

Alyssa Chao- Year 10 French student

CAPA

VISUAL ARTS EXCURSION 2021

The Year 12 Visual Arts class enjoyed an educational excursion to the Museum of Contemporary Arts and the Art Gallery of NSW on Friday 26th February. The first exhibition at MCA was an ‘educator led workshop’ on the Lindy Lee ‘Moon in a Dew Drop’ exhibition. Lindy Lee is an Australian painter and sculptor; one of the foremost contemporary artists in the country. Her work blends the cultures of Australia and her ancestral China and explores her Buddhist faith. The next part of the day was at the Art Gallery of NSW. The class viewed Art Express 2021, an exhibition showcasing the exemplary HSC Body of Works from the 2020 candidature. Viewing amazing works of various mediums and Process Diaries gave students an opportunity to reflect on their own progress. The day was a truly educational, inspiring and fulfilling experience for all students involved.















DOBELL DRAWING WORKSHOP AT THE NATIONAL ART SCHOOL.

This year the Dobell Drawing School at the National Art School is offering up to 75 Year 11 students from government schools the opportunity of a unique experience – to work in a tertiary institution in programs conducted by NAS staff, all of whom are practising artists. The criteria for selecting students included a demonstrated high level of knowledge and skills in visual arts; a commitment and involvement in studying visual arts; and a capacity to work independently and with others over extended periods.

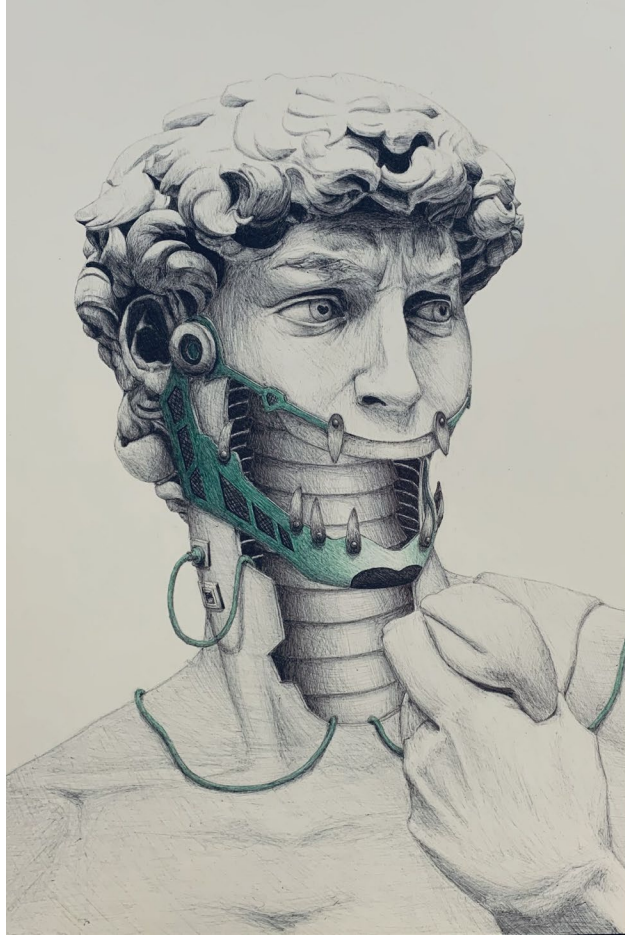
The following students; Kalashree Murthy, Lucia Guo, Evi Dobros and Mahek Saha have been successful in securing a place in this prestigious opportunity. Students will spend 4 days at the NAS developing their artmaking skills which will help them with their HSC body of work. The 4 days will culminate with a group exhibition on the Friday evening.



HSC ART EXPRESS NOMINATION

ARTEXPRESS is an annual exhibition featuring a selection of outstanding student artworks developed for the art making component of the HSC examination in visual arts in NSW. It includes a broad range of approaches and expressive forms, including ceramics, collection of works, documented forms, drawing, graphic design, painting, photomedia, printmaking, sculpture, textiles and fibre, and time-based forms. Elaina Kazouris' Body of work was successfully nominated for inclusion in the 2020 Art Express exhibition.





YEAR 7 MANDATORY MUSIC

This term Year 7 students have learnt and developed their skills in playing the keyboard and piano. In CAPA we cater to the diverse learning needs of all students. In Mandatory Music classes, all students have the opportunity to explore challenging performance pieces in a practical music booklet that is provided for them and caters to those students with prior experience and skills to extend their skills further. We wish our Year 7's good luck as they complete their first performance assessment in the last couple of weeks of Term 1.







NEW YAMAHA UPRIGHT PIANO

This Term we are extremely excited to have received a brand new Yamaha Upright Acoustic Piano to add to our quality instrumentation in the Music Department. This piano will be utilised extensively for Stage 5 and 6 students for years to come. Students completing Music for their HSC will greatly benefit from having access to an exceptionally refined instrument, allowing individuals to explore a wide range of expression whilst refining the nuances within each piece of music in their repertoire.





ENGLISH: Spotlight on Stage 4 English

ENGLISH

It has been a fantastic, fun, fabulous, and friendly start to 2021! What a GREAT way to start the year. Year 7s have transitioned well into Stage 4 English, engaging in various activities that have led to create positive relationships inside the classroom. Activities such as “Ice-breaker BINGO” allowed students to interact and get to know one another, and “A Letter to My Teacher” provided teachers the opportunity to get to know their students and identify their writing style.

YEAR 7 ENGLISH

Students were introduced to the Moorebank High School BRAVE expectations. They watched a video representation of what BRAVE expectations look like in the English classroom. Students were tickled to see familiar faces in the video as it was created by the previous year 7.

During Valentine's week, 7E and 7O participated in the activity “Blind Date with a Book”. This took place in the library where students were placed at different stations, spending 5-10 minutes at each station exploring different books. After 6 rounds students were given an opportunity to borrow the book they enjoyed most.



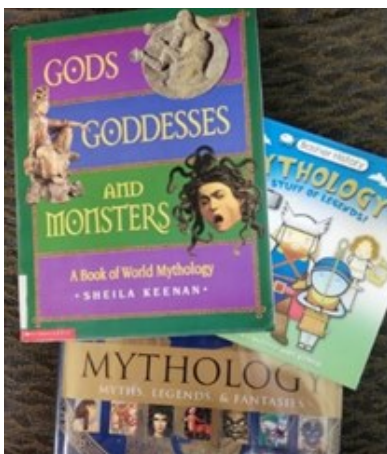
Teaching Year 7 through a Close Study of Text enables them to learn about how characters are used to convey certain ideas about the world. A focus on characterisation, argument, and empathy allows students to make connections with the world around them. So far students have developed their critical and creative thinking by engaging with the text studied in class. Each year 7 class have been assigned a novel that caters to their learning ability, including *Wonder*; *Once*; *Two Weeks with the Queen*; *Bumface*; *Goodnight Mr Tom*; *Boy Overboard*.

Year 7 students are continuing to build their confidence in asking questions to enhance their learning. We are delighted to see that students are demonstrating the ability to work well in groups, which is fundamental skill in high school, and beyond.



Finally, we are very much enjoying our weekly specialist visits from Learning and Support Teacher Mrs Slater, and gaining more skills each session! We will shortly be wrapping up our focus on summarising, which can be useful in composing countless formats, even newsletters! Now, how did we do, Mrs Slater?

YEAR 8 ENGLISH



This term Year 8 have been studying myths and legends from a variety of cultures. Students have delved into the world of the meddling Greek gods, battled with the deities of the Norse pantheon as they protected their world against beasts, and learnt about the creation of the world through Indigenous Dreamtime stories. Year 8 pondered the morals taught through these ancient stories and made connections with their own world, highlighting the timelessness of ideas including love, greed and sacrifice among others.

In completing their assessment task, students demonstrated their knowledge and understanding of myths and legends by embracing the perspective of a mythical or legendary character of their choice. Students were instructed to create an Instagram profile for a modern audience. Students then reflected on their intertextual piece, contemplating their choices, and evaluating their efforts.



In completing this unit, students have enhanced their intercultural understanding and strengthened their reading, writing, reflective, analytical, and creative skills.

Stay tuned next time for our spotlight on Stage 5.

LIBRARY

Premier's Reading Challenge

- **The PRC is now open for all students from Years 7-9.**

The former Premier, the Hon. Bob Carr, instituted the Challenge in 2002 to encourage a love of Reading for leisure and pleasure. The Challenge is to read 20 books between March 1 2021 and August 20 2021. 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 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). Students can record their reading here:

<https://online.det.nsw.edu.au/prc/studentExperience.html#/>

- **Stage 6 2021 Study Resources** - Years **11 & 12** are encouraged to join the Study Resources google classroom. In this classroom I will be sharing study tips and HSC information throughout the year. Some of the topics covered are Senior School mindset; good study habits; Organisation skills; Exam techniques; Bibliography help & NESA updates. The classroom code is **youaq2n**
- **Virtual Bookclub** – Students from Years **7-9** are invited to join our Virtual Bookclub. We will be meeting online via google classroom, and a couple of times a year in person to share and discuss books using different themes. The classroom code is **uu6ys4j**



Contact Mrs Tierney in the School Library if you would like more information about any of these activities.

Careers News

It has been a very busy year in the Careers and Transition Department. Recently I have attended Career Adviser information days at Western Sydney University, University of NSW, Australian Catholic University and UTS. In the next few weeks I will be attending information days for Sydney University, Macquarie University and TAFE. These days are most important as they provide Career Advisers with up to date changes from previous years (which are many due to Covid) that we can then pass onto our

students. I am actually inundated with career related information from many sources and one of my most important roles is to filter this information to ensure it gets to relevant students.

If I pass on every piece of information to every student, most students would be inundated and would lose interest as much of it is unrelated to their individual interest or need. To ensure this information is filtered and only goes to interested parties, I use Google Classroom. This is a familiar platform for students as it was what was used by all teachers whilst our school was closed during Covid last year. I have created 117 different classrooms of each which has an individual focus. The focus may be a career such as engineering, medicine, defence force, fire brigade, electrician, plumber etc. The focus may also be post school study destinations such as University of NSW, TAFE, NIDA etc. There are also specialised classrooms for topics such as UAC, scholarships, traineeships, UCAT etc. Students get to choose which topics they are interested in and subscribe to any classroom where they feel the topic is relevant to their post school destination. There is no limit to how many classrooms a student may select.

There are classrooms specifically devoted to year groups for our senior students in years 11 and 12. The most important information is also placed into these year group classrooms. I encourage parents of students in years 11 and 12 to also subscribe to the classroom your son or daughter is in. If you are not sure how to do this please ask your child and they will assist. You will just need the classroom code to join. They are:

- Year 11 7xngly4
- Year 12 pd4qr7x

I have set up a new careers website for our school. The web address is: <https://moorebank.jobjump.com.au/> and I encourage parents to take a look at it to see the range of information available.

I have also created a substantial careers section on the official Moorebank High school website. The web address is: <https://moorebank-h.schools.nsw.gov.au/supporting-our-students/careers.html>

It has direct links to webpages on the following topics:

- How to obtain a USI or retrieve a lost USI
- How to get a Tax File Number
- Links to all Sydney and NSW Regional Universities
- Applying for interstate universities
- Defence Force careers
- Police, Fire and Ambulance careers
- Apprenticeships
- Students with disabilities
- Wages and entitlements

- Part time jobs (with hot links to the employment page of all major employers of school students in part time work)
- Volunteering Opportunities

Year 12: Any student who wishes to study at a NSW University in 2022 must apply through the University Admission Centre (UAC). Although it will open for 2022 applications on 1st April, 2021 most courses will not appear on the site till August, 2021. I will be holding a year meeting on Tuesday 30th March to do a presentation explaining how UAC works. Students only get 5 choices so it essential they put considerable thought into these. I strongly suggest they make an appointment to see me to discuss their preferences. I am also able to do ATAR estimates with software the school has purchased and this is very useful in determine appropriate choices.

Yes Program:

The Youth Engagement Strategy (YES) program is a partnership between TAFE NSW and schools (including education and training units within juvenile justice centres).

The YES program provides young people, currently enrolled at school, with vocational tasters and foundation skills support in a vocational context. The partnership aims to help students re-engage with formal schooling and access further education, training options and/or pathways to employment. Moorebank High School has had a number of students participating in the YES program in the area of Construction at Miller TAFE 1 day / week for 8 weeks. Next term in addition to Construction we are looking to expand into the areas of Automotive, Electrician, Early Childhood and Fashion.





SCIENCE

I would like to welcome everyone back to the Science Faculty for 2021 and to briefly introduce myself. I have arrived at Moorebank High School as the recently appointed Head Teacher of Science. I arrive at the school with a diverse range of teaching experience across the West and South West Sydney over my teaching career. I have served as a Head Teacher for 14 years and have a passion for science education, especially the implementation of meaningful and relevant Inquiry Based Learning and STEM.

It has been an extremely quick start to the year and all the students have been involved with a diverse range of teaching and learning approaches across all year groups.

We have had the excitement of welcoming a new cohort of Year 7 students into the laboratories and seeing them become active in their effective experimentation using a range of equipment, including the bunsen burners.

Our Year 8 and Year 10 year groups have been competing individualised or group research tasks where they have been required to investigate a scientific phenomenon and then design an effective investigation to either support their research or extend their thinking. It has been a really encouraging time to see the students think through their scientific problems and seek ways to learn from their inquiry.

Our Year 11 and 12 students are making rapid progress through their courses with all courses being delivered (Chemistry, Physics, Biology, Earth & Environmental Science and Extension Science) in the process of completing their course work and relevant assessment tasks.

As the year progresses, I am looking forward to leading the faculty in delivering engaging and connected programs to all of the students at Moorebank High School.

Mr Jeremy Vickers

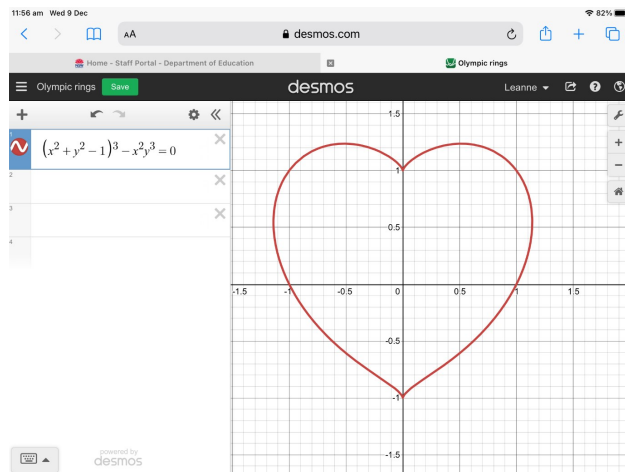
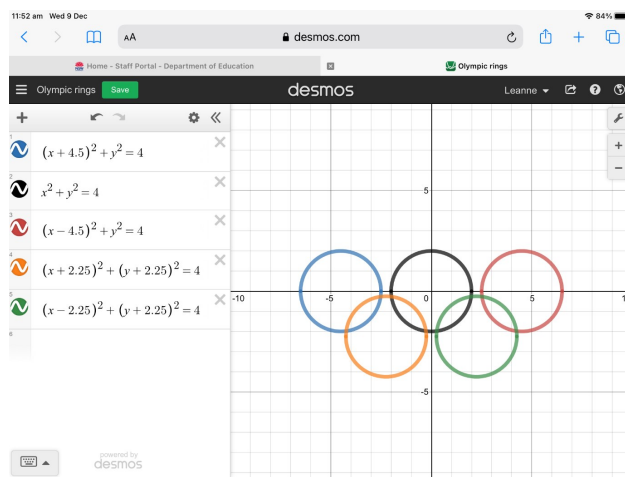
Head Teacher Science

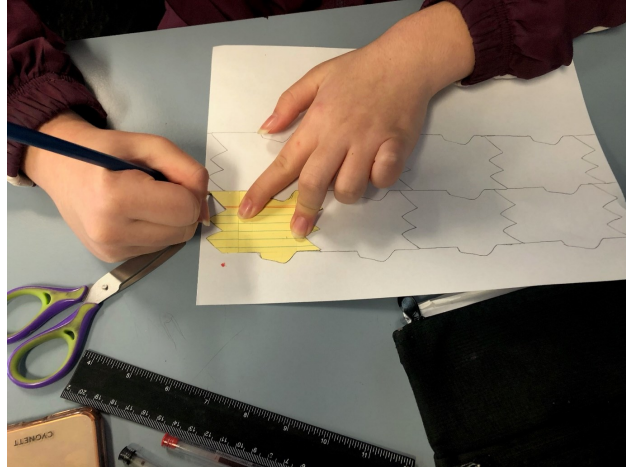


2 - Mr Jeremy Vickers

Mathematics

Being hands-on is especially important in the classroom because it allows students to engage in kinaesthetic learning. As a faculty, the Mathematics department is focusing on further developing student understanding and enriching the minds of students through practical activities such as graphing using Geogebra and Desmos.





Another area the Mathematics faculty is focusing on is Numeracy as the learning of some students may have been impacted by COVID-19, during remote learning period. As such, the Mathematics Faculty will be running tutoring sessions for senior students studying all levels of Mathematics. The tutoring sessions are part of the NSW Government's response to improving learning outcomes due to the disruptions to learning. They are designed to provide students with extra assistance and will include modifying specific study habits to increase effectiveness. The sessions will be run by Ms Formica. Additionally, she will be running small group Numeracy lessons with junior students. These small group sessions will compliment work being done in both Mathematics and Science classes.

On behalf of the Mathematics and Ms Nguyen, we welcome Ms Prakash, Ms Le and Ms Formica to the Mathematics team and a warm welcome back Mrs Richards.

HSIE

Years 7 & 8 HSIE

Year 7 History

In Year 7 History students have been engaged in archaeological exploits where they classified a range of mysterious objects. They have investigated the beginnings of civilisation and why the first settlements emerged after the discovery of agriculture. Additionally, they have been designing their own travel brochure on the Ancient Chinese sites of the Qin Dynasty; this includes the Great Wall, the Afang Palace and the Tomb of the First Emperor, which houses the world-renowned Terracotta Soldiers.

Year 8 Geography

This term Year 8 geography have been learning about landscapes and landforms. They have just finished an assessment task where they investigated the causes and effects of deforestation in the Amazon rainforest.

Year 9 Commerce & History

Year 9 Commerce

Students in Year 9 Commerce have had an exciting term beginning their chosen elective. In our Consumer and Financial Decisions unit this term students have looked at how people earn their income, how they spend their money, and how and what goods and services are produced.

Year 9 History

students have been learning about the Industrial Revolution this term. Throughout this topic, students have been exploring the major causes, effects, and significance of this major period in Europe and the rest of the world. Students have engaged in a series of inquiry-based activities using evidence from a range of historical sources, to answer questions such as why the Industrial Revolution started in Britain, and how new inventions and technology impacted society. For their assessment task, students have been examining various social issues in Europe associated with the Industrial Revolution, including the exploitation of children through labour, harsh working conditions, and challenges to standard of living. Students also had the exciting opportunity to conduct an historical investigation on Jack the Ripper, including different theories surrounding his victims, and attempting to solve the mystery of his identity. This topic has allowed students to gain an in-depth understanding of the event which marked the turning point in human history.

Year 10 Commerce

This term Year 10 has been studying Employment and Work Futures, investigating different types of careers and workplace issues and how to solve them. We have also looked at the future of work in Australia and the exciting new careers that will emerge in the next 20 years.

Year 10 Geography

Students in Year 10 Geography have been looking at how cities around the world change as a result of urbanisation. They have just completed an assessment task where they utilised different geographical skills to investigate the processes and impacts of urbanisation.

Year 11 HSIE

Year 11 Ancient History

The students of Year 11 Ancient History have been investigating the myth of Troy through the archaeological excavations of notable individuals such as Heinrich Schliemann and Manfred Korfmann. The students have familiarised themselves with the story of the Iliad, which present the immortal themes of virtue, loyalty, bravery and betrayal. Through this topic, students have been analysing both written and archaeological artefacts to prove whether a Trojan war did indeed take place as a historical event, and was more than just a myth. Students have also been looking at the representations of Troy, through both art and Hollywood's adaptation of Troy starring Brad Pitt and Eric Bana.

Year 11 Business Studies

Students in Year 11 Business Studies have spent the term looking at the Nature of Business - how they are classified and what influences them. They have also investigated the Case Study of Luna Park Sydney as a real-life example of a Small to Medium Enterprise.

Year 11 Economics

Students have settled well into their newly chosen subject. They have already covered two of the six topics of the Preliminary course, these are 'An introduction to Economics' and 'Consumers and Business'. Students are currently learning about 'Markets' – specifically demand and supply. Their first assessment for this course will be in week 3 Term 2.

Year 11 Legal Studies

This term, Year 11 Legal Studies students have begun their foray into the world of law and justice. They have been learning about the foundations of the legal system, including the rule of law and procedural fairness, and exploring these concepts through a range of both criminal and civil case studies. As they prepare to sit their first assessment task, Year 11 have been investigating international law, including how it differs from domestic law, the role of various international bodies, and the role of political influence in an effort to understand the state of past and modern world conflicts. In doing so, students have examined case studies such as the Rwandan genocide and contemporary human rights abuses. In doing so, Year 11 have engaged in debate and investigation, and will continue to do so when they examine individual rights and responsibilities under the law.

Year 11 Modern History

The first 4 weeks of Term 1 Year 11 Modern History Students learnt about Representation and commemoration of the past. This gave students the opportunity to develop an understanding of the nature of modern history through films, documentaries and television programs. For the remainder of the Term students have learnt about the American Civil War. Students focused their learning on the causes of the war through source analysis. Through this study student have learnt how to explain the meaning and value of sources for an historical inquiry. For the rest of the course students will learn about the decolonisation of Indochina, World War One and will complete an Historical Investigation on Ho Chi Minh.

Year 11 Society and Culture

This term Year 11 Society and Culture have been introduced to the subject. They have been studying the way societies and cultures interact and learning different methods of research. Students are currently undertaking a mini-PIP research project investigating current issues in the media.

Year 12 HSIE

Year 12 Economics

This term in 12 Economics, we learned about Australia's relationship with the global economy and how it has affected our flows of trade, finance, investment, technology and labour. Students have the unique and exciting opportunity to examine the adverse impact of a once in a generation pandemic on our economy alongside the challenges involved with managing our relationships with our biggest trade partners. Students have realized that Australian prosperity is heavily determined by our neighbours in the Asia-Pacific, geopolitical stability and the reduction of protectionism in the region.

Year 12 Legal Studies

Year 12 Legal Studies have wrapped up their study of the criminal justice system and have been investigating family law this term. Students have been exploring the changing definition of family and the extent to which the law has been successful in adjusting to modern ideas of family. In doing so, Year 12 have looked at complex issues surrounding adoption, same-sex marriage, separation and divorce. Students have also been exploring ethical dilemmas surrounding surrogacy and birth technologies, resulting in many spirited discussions about social values and moral grey areas. Throughout the course, Year 12 has continued to work on improving their written communication skills and developing comprehensive and well-justified evaluations of the legal system, and are seeing vast improvements in the clarity of their arguments. Next term, we'll start an examination of the legal system's role in regulating world order through the lens of historic and current global conflicts.

Year 12 Modern History

This term, Year 12 students have learnt about key features, individuals, groups, events and developments that shaped the history of the USA between 1919 and 1941. Term 2, students will learn about the Conflict in Indochina between 1954-1979. Term 3, students will learn about their final topic, Civil Rights in the USA between 1945 and 1968.

Year 12 Society and Culture

The students of Society and Culture have been engaging with the topic 'Continuity and Change' this term, looking at gender roles in traditional Indian society. Students have looked at the forces that contribute to the segregation of traditional gender roles in India, and the cultural forces that help to challenge these roles. Students have looked at segments of various Bollywood films, such as English Vinglish and Mary Kom to demonstrate female empowerment through entertainment. Challenging traditional gender roles in Indian society has led to social change, such as greater acceptance of women in the workforce. The students are looking forward to the next topic which is Popular Culture, where the students will explore the Marvel cinematic universe through the themes of commercialisation and commodification.

NCCD

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to ***What is a reasonable adjustment?*** below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability

- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed.

The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

The definition of disability for the NCCD is based on the broad definition under the [Disability Discrimination Act 1992](#).

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received

- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the ***Australian Education Regulation 2013***. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the ***Disability Discrimination Act 1992*** and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

Teaching and Learning Team report

The Teaching and Learning team has been meeting regularly this term to plan and deliver professional learning for all staff. During the School Development Days staff completed sessions on:

- HSC analysis
- Supporting High Performing & Gifted students with a focus on understanding and supporting their wellbeing and developing lessons that challenge and support them academically.
- Learning & Support and Understanding Autism Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
- Year 7 Selective Mentoring
- Student profiling to develop teachers' understanding of students' physical, social and intellectual development and characteristics to improve student learning.

Teachers have continued to participate in professional learning in supporting High Performing & Gifted students and this will continue to be a focus of professional learning for 2021.

Anti-Racism Contact Officer

Anti-Racism Contact Officer (ARCO)

Information for parents and carers

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination.

The Department's ([Anti-Racism Policy](#)) requires each school to have an Anti-Racism Contact Officer (ARCO).

The ARCO is an experienced teacher nominated by the principal. The ARCO is trained to assist students, teachers, parents and community members who have concerns relating to racism in the school or complaints about incidents of racism. The ARCO can assist by providing:

1. advice on the procedure to resolve concerns or complaints about racism
2. support during the process to reach a resolution.

Complaints of racism are managed by a complaints manager as explained in the [School Community and Consumer Complaint Procedure](#). People making complaints may ask for a representative to make the complaint on their behalf. The representative can be any person or organisation chosen by the complainant unless there are reasonable grounds to assume the chosen person is not appropriate, for example if the person poses a risk to health or safety or their entitlement to information about a child has been restricted by law.

Interpreter assistance

If you need an interpreter to help you to speak to the school or to make an appointment please ring the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the school's phone number and the operator will ring the school and will get an interpreter on the line to help you with your conversation.

If you need an interpreter during meetings with school staff, ask the school to organise one. The school will arrange an onsite, online or telephone interpreter, depending on availability.

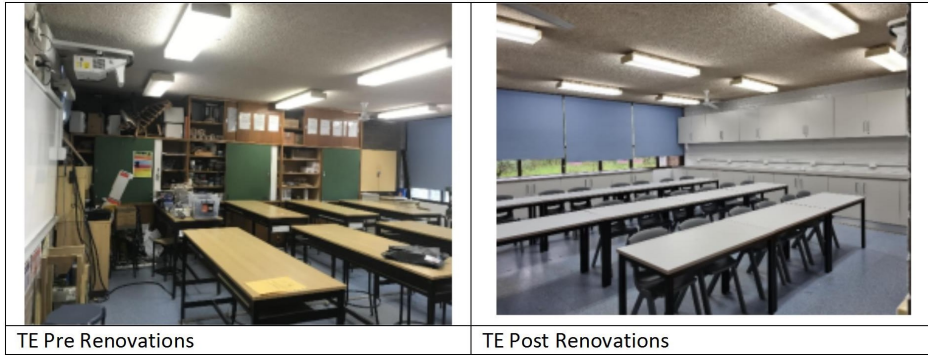
You will not be charged for interpreting services.

Ms Patricia Paring is the ARCO. She can be contacted by phone 029601399 or by email patricia.paring@det.nsw.edu.au

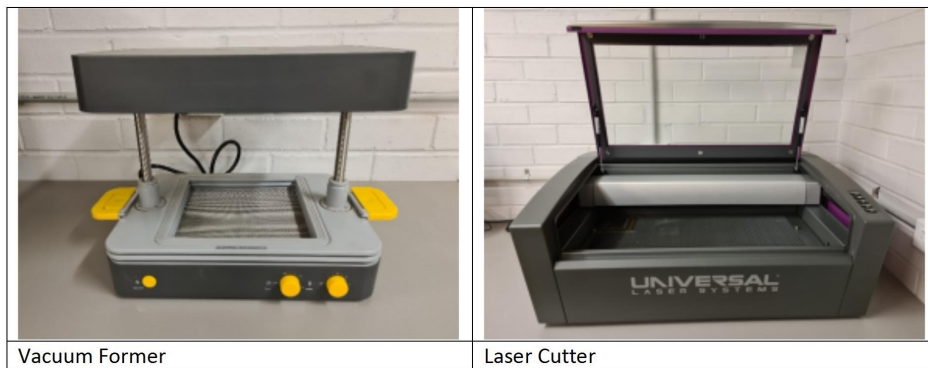
Industrial Arts

Technologies Faculty

The Technologies faculty have been busy during the last year. The faculty has seen some major renovations and purchase of new equipment and technologies. The Technology Education (TE) room has been totally refurbished with new desks and chairs, the addition of workbenches and storage cupboards. This will lead to a more efficient way to deliver our practical and theory lessons and provide students with a clean, tidy and aesthetically pleasing workspace. The room will be predominantly used to deliver STEM courses and units of work.



Computer room 4 (CR4) also underwent a major renovation with the addition of a dedicated advanced manufacturing technologies learning space. A laser cutter and vacuum former have been purchased to add to our two 3D printers, graphics tablets and other equipment. This area houses that equipment and has storage space for consumables and STEM teaching resources.

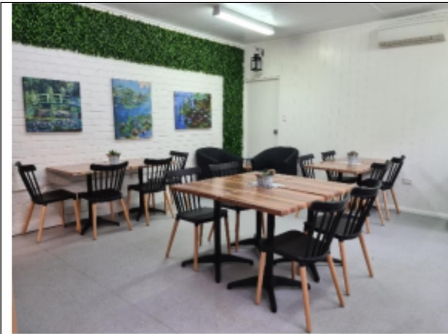


Stay tuned in the term 2 newsletter for how we are incorporating the new technologies into our programs and units of work.

As I said we have been busy. In 2019-2020 we renovated an old staffroom into a fully functioning café. The aim of the café was to provide our VET Hospitality students the opportunity to get real world experience in the delivery in the VET Hospitality - food and beverage course. Café Operations commenced in Term 2 2020 on Friday mornings before school so staff could purchase a hot coffee, chocolate or cup of tea. The services that the cafe offers have gradually increased as the students have gained more experience and confidence. Currently we open on Wednesdays at lunch and Friday

mornings for students and staff to purchase hot beverages and milkshakes. The hospitality students also prepare food and beverages and conduct table service for school functions and faculty lunches. In the future, our plan is to increase the times we open and provide a wider range of food and beverage options. In the second half of the year if Covid restrictions have been lifted we will also host Barista courses for community groups and students to gain experience for future potential employment opportunities.

Mr S Clark HT Technologies



Moore Café



Food & Beverage Prep – Barista Machine