



[Moorebank High School](#)
2021 Newsletter

December

Principal Ms Vally Grego



PRINCIPAL NEWSLETTER TERM 4

Dear Moorebank High School Community,

What a tumultuous year!

This year has been a very steep learning curve for all of us and again I would like to acknowledge the amazing work of my teaching and auxiliary staff and the wonderful support we have received from our parents. Together we got through this year, and we will continue to strive together for excellence for our children.

To my students, the past two years have been difficult, but you have done yourselves, your parents and your teachers proud in the manner in which you have embraced your learning despite the challenges.

To my staff, your flexibility and willingness to learn new things on the run to best engage the students in your care demonstrates your commitment and passion for what you do. Working in education is a calling, and I am proud to work with the calibre of the staff that I am blessed to have.

To my parents, your positive emails and words of encouragement have gone a long way to keep us motivated during a very difficult year. Many of you were working from home as well as supporting your children during home learning, to all of you thank you.

As we say goodbye to 2021 and hello to 2022, here are some important dates to start the year:

- Tuesday 1st February 2022 Year 7 students and peer support students only commence.
- Wednesday 2nd February 2022 all Years Groups 7 – 12 commence.
- Monday 7th February 2022 Whole School Swimming Carnival.

I have included below the Year 12 Graduation Speech and the Presentation Day Speech for all the parents that were unable to join the livestream.

I want to take this opportunity to wish you all a very merry, safe and joyous Christmas.

And here is to hoping for a prosperous 2022.

2021 Year 12 Graduation Speech

Congratulations to the graduating class of 2021.

Despite all the challenges and tribulations that have faced you, you are sitting here as successful graduates.

It is with pride that I address you on behalf of the staff.

Firstly, I would like to acknowledge the people that have continued to support you throughout your journey that has brought you here today.

To the teachers of Year 12 – thank you for the exceptional job you have done in providing quality teaching and learning programs through face to face and remote learning to our students in preparation for the Higher School Certificate exams. To your Parents/Carers/Grandparents - You should be justly proud of the work you have done in assisting your children, particularly during remote learning, in preparing for the HSC and their future lives. Thank you for your support – it has been greatly appreciated by the staff of Moorebank High and most importantly, by your children. Year 12, please make sure you find a quiet moment to thank your parents for everything they have done to support you in getting to this moment in time. To Vivek and Irin, thank you for your outstanding leadership of the prefect body and the student leadership groups, you have kept the spirit alive with flexibility and innovation. On behalf of Year 12, parents and staff, I would like to personally thank Jess Matos and Alex Lahey for their outstanding work as Year 12 Student Advisers and the personal support they provided to students and their families. Thanks also to Susan Griffin and Nancy Richards who, as deputy principals, oversaw the welfare and discipline of this year group. Ms Roumanos and Ms Hurst, despite the short time that they have been here, they have forged exceptionally strong relationships with the students individually and as a year group and I know that many parents and carers were fortunate to have had the support of the wellbeing team specifically throughout the last 2 years.

Congratulations to those students who have already secured an apprenticeship, employment or early entry to university or further training – I wish you all the very best in your future careers. Year 12, our very best wishes go with you as you take on life beyond the walls of Moorebank High. With considerable guidance from both home and school, you have reached this milestone with credit and integrity, well equipped for the world you now enter. If nothing else I hope you have learnt to live your lives always

demonstrating our core school values of respect, responsibility, generosity and personal best. I'd like to thank you all for working with the school executive team and teachers over the past six years.

The challenges and struggles you have all faced in the past two years are real, BUT, look at where you are right now. Sitting at your graduation ceremony. You have defied the odds and you have succeeded. You are stronger, braver and more resilient because of these challenges. You are far more equipped to face the uncertainty of the world before you because of these challenges.

Lastly, the lesson I want you to take away with you and hold deep in your hearts and thoughts is:

Between stimulus and response there is space. That space is our power to choose our response. In our response lies our growth and our freedom.

I am proud of each and everyone of you and the choices that you made to bring you here today.

On behalf of all Moorebank High School Community, I wish you a life full of growth, happiness and freedom.

2021 Principal Presentation Day Speech

Welcome to one of the most important celebrations in the calendar year for Moorebank High School, Presentation Day.

I 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.

I would like to start by extending a special thank you to Faye Cazouris, Julie Aulsebrook, Natasha Eid and Joan Nicholls who have worked tirelessly to ensure that this day went ahead. A big thank you to Thomas and James and Mr Cardillo-Zallo for helping out today and presenting this video.

This year, in consideration of the safe management measures that need to be put in place due to the COVID-19, we have taken a very different approach to celebrating this event.

Despite all the challenges and tribulations that have faced you, you are sitting here today, with many of you being recipients of awards for excellence and effort.

I am very proud to be your principal.

The challenges and struggles you have all faced this last year are real, BUT, look at where you are right now.

The challenges and struggles you have all faced this last year are real, BUT, look at where you are right now. Ready to say goodbye to 2021 and set to embrace learning in 2022. You have all been successful in your own unique way. As I told the year 12 earlier this week, you are stronger, braver and more resilient

because of these challenges. You are far more equipped to face the uncertainty of the world before you because of these challenges.

Remember that we are made up of our experiences and memories. All of the things that we have been through up to this point make us who we are, and the best part is, we're not done yet. We'll continue to experience things and make memories every day that mould us here and there and to who we truly are and who we are meant to become.

Today, we celebrate the achievement of many students, the many ways you have grown and how the school has grown too. I wish to congratulate our award recipients today for taking a strong hold of the opportunities that have led to your achievements. I am proud of you and proud of our staff that continue to help and support you.

Learning is a lifelong pursuit and no matter the challenges and changes we have to adapt to, at Moorebank we will continue to learn, reflect and grow so that we can pursue our dreams, discover boundless possibilities and embrace our destiny to play a critical role as BRAVE learners and embrace Positive Relationships and Positive Outcomes as our guiding principle.

English Newsletter December 2021



1 - Students from 10M enjoying wide-reading in the library.

TOTALLY WILD WOW WINNERS

Kai M - Year 7

A Lockdown Brain

I need to ALLEVIATE stress. I'm MORTIFIED I watched that 11am update. Listening to COPIOUS amounts of trouble is making my limbic system BELLIGERENT. My anxious human METICULOUSLY cleans the house and reorganises the pantry to relax. I don't need to become a ZEALOUS banana bread baker. I ADVOCATED for downtime but this is ridiculous. I'm forced to watch continuous Netflix. So many wasted hours, my knowledge of all subjects is becoming RUDIMENTARY. Months of captivity and feeling PRECARIOUS about the future. No more Facebook or TikTok! It's freedom time!!! But first, time for my afternoon nap.

Nehal S - Year 9

I ran from the copious noise that entered my house. I knew what it was. These rudimentary creatures are belligerent and they won't stop until I'm found. I was sweating, and I had to take deep breaths to alleviate my stress, while I was trying meticulously to make a precarious trap to delay the creatures from catching me. one saw me and chased me zealously. I thought about how I would escape in case I was cornered. Maybe, I could advocate for freedom before they took me in my mortified state...ugh, I hate playing tag with my younger siblings!

Literacy at Moorebank

By Yvonne Speirs

We've certainly had a busy semester promoting Literacy across the school! We were so pleased to have hosted Moorebank's first *Literacy @ Home Q&A* zoom session where parents submitted a range of questions regarding how to best support their child's Literacy development from home. Parents shared that they found this helpful, particularly as we were in the midst of remote learning at the time.

Teachers across the school have also been embedding our WOW (Word of the Week) in their lessons, and hundreds of students have received BRAVE awards for correctly using them in their classwork. We hope you enjoy reading the wonderfully creative, winning submissions of our 'Totally Wild' WOW competition where students were challenged to incorporate words they had learnt.

This term students headed straight to the library to borrow novels amidst the excitement of face to face learning on campus. All students from Years 7-10 have been engaging in a weekly wide-reading program and have responded warmly to quiet reading time in class.

We look forward to more reading and WOW-ing through to the end of the term.

From the ENGLISH FACULTY

Semester 2

Film Festival

By Sandra Fonseca

This term, Year 9 selective students are engaged in a project-based learning initiative that is designed to develop their creativity, organisation, communication and teamwork skills. Students have written screenplays and are currently working in crews to shoot six short films to be screened at the *Moorebank Film Festival* in Week 11. The films will be judged by a panel of teachers who will award students in the following categories: Best Film, Best Director, Best Cinematography, Best Production Design, Best Editor, Best Actor, Best Promotion and Audience Choice Award.

Halloween

Upon returning to school after months of remote learning, some year 7 and 8 classes made Halloween Masks as a fun social activity that allowed the class to bond and ease back into curriculum learning.



Q&A zoom session: Literacy at Home



TOTALLY WILD WOW WINNERS

Travis C - Year 11

I rolled over, using my pillow to alleviate the belligerent noise. It just kept ringing, zealously advocating for the sixth hour of the morning. I couldn't ignore the noise any longer. I reached out, meticulously searching for the blaring alarm clock, cautious not to spill the glass of water over the copious amount of textbooks on my nightstand, mortified at the thought of explaining the damage to my teachers. Finding the alarm clock was a rudimentary task, yet so precarious, considering my dazed lethargic state. I silenced the beast, preparing myself to face the bigger threat; getting out of bed.

HOME LEARNING HEROES

Year 7

7E	7B
Georgy Varghese	Elissar Sabih
Rehan Anwar	Blake Thorton
Shreeya Pratap	Sajid Diab
Olivia Hughn	Haglee Wgborn
Ethan Houghton	Vivienne Ha
7O	7K
Aagan Ahmad	Kaneez Sgeda
Tejal Ingale	Robert Talevski
Steven Le	Alana Julius
Emma Ng	Micheal Giameos
Leo Wang	Kane Elgood
7M	7R
Maisie Maile	Zach White
Aryan Pillay	Dawson Kemp
Ethan Rago	Jade Lu
Joana DaSilva	Amanda Tolevski
Sophie Saleh	Ishaant Sharma

Semester 2



2 - Students from 7M enjoying wide-reading in the library.

Shakespeare Show Off

By Hanan Assaad

On the 8th of December Year 7 students at Moorebank will be participating in Shakespeare Display Day - an interactive outdoor festival of sorts, taking place during their English period. Students have been working diligently in small groups and will each be assigned a stall from which students are to present a range of resources. The purpose of the festival is to provide students an opportunity to educate other students about Shakespeare and his world in a fun, informative and interactive way.

Each group will choose a topic to research and then decide as a group how they will present their research and body of work. Stalls will include:

- costume demonstrations
- posters
- pamphlets, leaflets
- word puzzles and quick quizzes, crafts, dioramas, food games
- powerpoint presentations / Prezi student film program.

Year 9

9B	9E
Jay Badesha	Brix Belen
E fi Rouki	Celina Deng
Mohammad Kassem	James Fan
Vera Khuu	Joel Deepesh
Keira Clark	Thomas Kitsoukillias

9M	9K
Samir Hashmi	Mustafa Hamad
Ivy Franklin	Gregory Parzakonis
Teagan Parish	Sirilo Matanibuka
Bailor Pan	Abigail Jackson
Katie Yuan	Youssef Mouhaidli

9R	9H
Haylie Talevski	Rabih Mahfouz
Jana Jouma	Isabella Clonaris
Adam Chalak	Rani Meriaty
Tanay Mathapati	

Year 10

10K	10M
Dan Quodala	Bianka Varsangi
Omaga Charif	Justin Luu
Mariama Bah	Mikagla Skordos
Bassil Muhieddine	Ismail Bakhshi
Callum Dore	Nishita Singh

10E	10R
Alex Barber	Maeve Johnson
Tanika Jain	Mia Kanbar
Joycelyn Vu	Shayma Manoun
Loveena Vargese	Lagal Ahmad
Aaffun Rahman	Clayton Ratu

10O	10B
Seth Jacques	Kaglex Tuisila
Akshitha Ramesh Vijagalakshmi	Jennifer H Nguyen
Timothy Gauld	Kathy Nguyen
Tong Vu	Lisa Le
Avani Sitoula	Layla Kragem

10H
Khrysa Katsaros
Nelda Zakour
Joshua Crossan
Dastgir Singh

Home learning heroes

Congratulations to each of our home learning heroes! In unprecedented times, no obstacle has proven stronger than the motivation and drive of our most diligent and hard-working students. A big shout out to each and every one of you! The sky's the limit!

Year 11

11ADV1	11EXT1
Linda Amoor	Travis Conwell
Sharon Britto	Archita Rao
Mia Nikolic	Andy Tran
Fareena Orni	Fareena Orni
Archita Rao	Shrudiksha Rajasekar

11ADV2	11STD1
Aiden Lindsay	Nathan Cakovski
Clinton Pham	Jessica Li
Kevin Ougang	Rachel Buriani
Bhakthi Salimanth	Michael Cubito
	Selena Evangelista

11ADV3	11STD2
Amanii Chami	Will Beattie
Crystal Kertabani	Bilal Haouchar
Jenny Ngo	Sandra Da Silva
Sakash Pun	Monika Risteska
Harshitha Yasotha	Gleb Vertana

11ADV4	11STD3
Nina Cvijanovic	Nancy El-Mohamed
Travis Conwell	Rebecca Daniels
Angelica Kirpal	Anwar Charif
Tina Lee	Zakariga Hallkoun
Henry Bui	Maia Marr

HOME LEARNING HEROES

Year 8

8R

Mohamed Shajahan
Lauren Sanderson
Hiba Mehyo
Xzavier Leavasa Strickland
Zayn Chalak

8E

Aws Tsegay
Ruponti Das
Therese Nguyen
Sylvester Lee
Robina Boun

8M

Shaun Benny
Christian Isaac
Dominic Nguyen
Jacob Vu
Kenneth Xue

8K

Sofia Apostolakis
Madden Gray
Yassin Fargadi
Reem El Haj
Asiga Hoblos

Semester 2

ABC Education has teamed up with ABC Radio National's Big Weekend of Books, The Wheeler Centre and Voiceworks to nurture the talent of young writers with a national competition.

Congratulations to Tiffanie Hood (Year 10) whose story "When the Lake Has Frozen Over" was one of ten winning stories of the *Books That Made Us Youth Fiction Prize*. As one of the winners, Tiffanie is invited to take part in two development workshops. Following this she will go through an editorial process with Voiceworks to prepare her piece for publication. Winners were announced on ABC radio Tuesday 23rd of November. We are all so proud of Tiffanie and are looking forward to reading her published story!

<https://www.voiceworksmag.com.au/all/btmu>

COVID Intensive Literacy Support Program

We are delighted to inform the Moorebank High School community that our current Literacy tutor, Ms Chepe, will be continuing her program aimed at supporting students who require support in English, and subjects that require a substantial amount of reading and writing.

The program was introduced across NSW in 2021 as a means of supporting students who have struggled to progress meaningfully in their literacy outcomes during lockdown. The return of COVID this year has impacted the delivery of the COVID ILSP program state-wide, and the need for tutors to work intensively with small groups next year remains crucial.

Students are invited to participate via a range of nomination procedures including data analysis, teacher nomination and student nomination.

If you would like to know more about our

MS CHEPE - F19
COVID Literacy Tutor

Help with writing/speaking tasks

Help with catching-up in subjects

Help with reading & understanding

Individuals and small groups

Talk to your English teacher to BOOK a session

Fernanda.ValdesChepe5@det.nsw.edu.au

Follow all things English on our Instagram page @mhsenglishfac

mhsenglishfac
52 Posts 135 Followers 2 Following

MHS English Faculty
Welcome to Moorebank High School English Faculty's account. Follow to keep up with announcements and messages from your English teachers!

Books That Made Louth Fiction Prize

INDUSTRIOUS
Definitions
Diligent and hardworking.
Example:
The industrious young man finished his homework

ALL THAT TEAM

NAIDOC WRITING COMPETITION

PERFECTION

Dismayed
Definitions to feel worried, disappointed or upset.
Example: She was dismayed t

4 - Click to view

please don't hesitate to contact the school, or Ms Chepe directly.

The Year in Review: Diverse Learning.

With the promise of 2022 creeping up on us, we look back at all the progress we've made in our first year at Moorebank High School. With a record Student growth of 700% we've been growing bigger and better since Day One! We, the Diverse Learning Faculty, pride ourselves on our inclusive teaching and learning environment, the quality learning experiences that we provide for each of our learners and we're ready to continue to support our students in all their educational and wellbeing needs.

The lockdown took our learning environment from the classroom to the living room, but the resilient Diverse Learning students survived the term of remote learning. With a drastic change in regular routine the students took on the challenge to thrive whilst learning from home. Together with daily support from staff and Zoom sessions every Monday, Wednesday and Friday students engaged in a wonderful variety of wellbeing activities including (but not limited to) cooking, bingo, scavenger hunts and even guided painting!

With a drastic change in regular routine the students took on the challenge to thrive while learning from home.

We've returned for Term 4 with an alternative timetable to support our students with regular brain breaks as we get used to being back at school. Term 4 has seen some tricky challenges, ideas and concepts get taught, ranging from Area of Polygons in Maths, Shakespeare's plays in English, Building Bridges in Tech, Place and Liveability in Geography, Evolution in Science and Respectful Relationships in PDHPE.

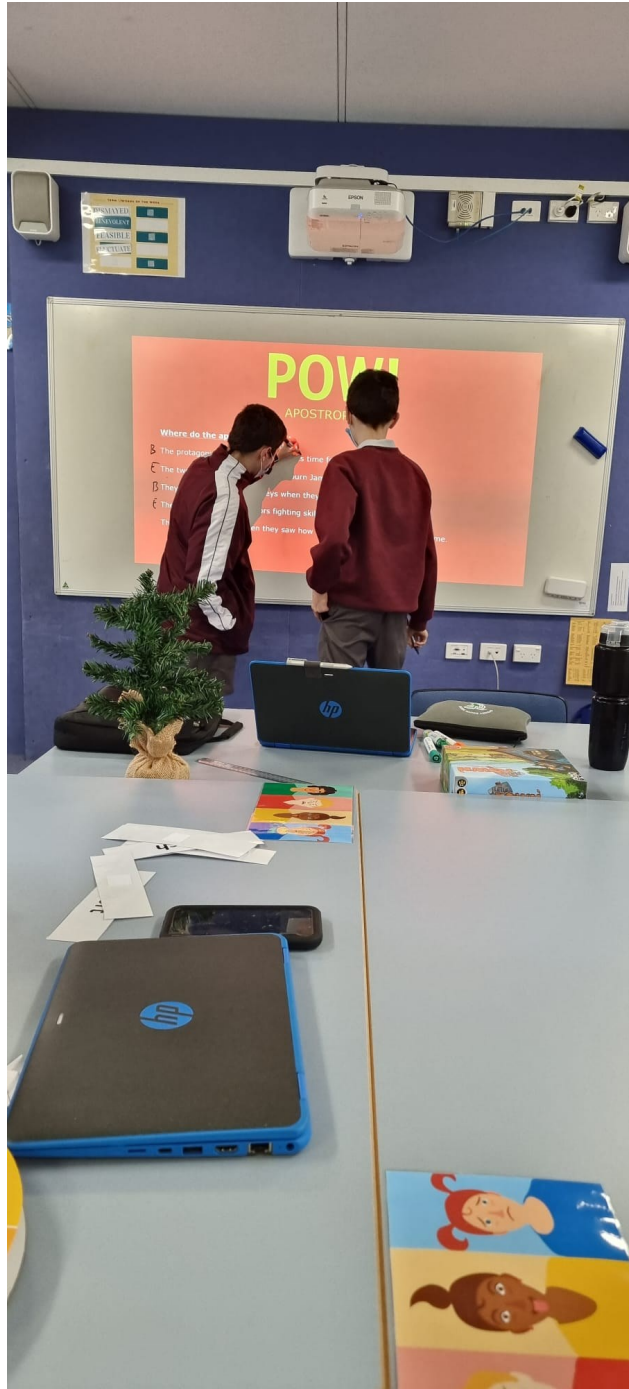
A big thank you to the parents and carers of the Diverse Learning student, all your support was invaluable to the successes we all got to share this year. We can't wait to continue our great work next year.

We faced the year that was 2021, now 2022 will bring on some amazing new opportunities and we're ready to face those challenges together.

***"Autism offers a chance for us to glimpse an awe-filled vision of the world that might otherwise pass us by."* – Dr. Colin Zimbleman**



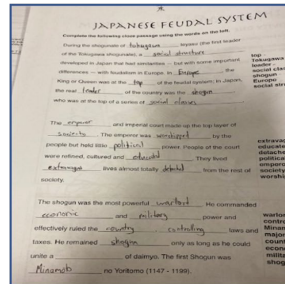
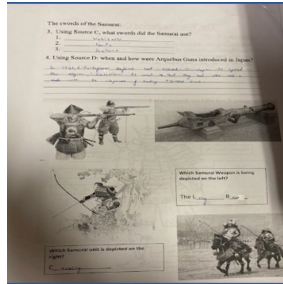




HSIE Stage 4

7 History

In Year 7 History students have been studying Medieval Europe and Feudal Japan. In the Medieval Europe Topic, students delved into different written and archaeological evidence relating to the Black Death, the Crusades and the influence of Christianity and Islam. Moreover, in the Feudal Japan Topic, students have examined the nature of samurai warfare and the development of Japanese culture. They have studied the chronology of the warring states period and its contribution to Japanese unification and the formation of the modern state.



8 Geography

This term year 8 have been exploring the topic of Place and Liveability. They have been looking at the features that contribute to the liveability of places and comparing different cities around the world. The students are currently exploring the crime rates and sanitation issues that exist in different developing countries. Here they are completing a case study activity on how the quality of education varies around the world.



HSIE Stage 5

Year 9 History

This term, Year 9 History have been learning about Aboriginal and Torres Strait Islander 'Changing Rights and Freedoms'. This started with learning about the United Nations and the Universal Declaration of Human Rights, which were created just after World War 2 and the Holocaust, which the students learnt about during term 3 home learning. Students have learnt about government policies toward Aboriginal people and how they have changed over time toward the contemporary Reconciliation and the Closing the Gap policies. This course provides students with a deeper understanding and knowledge of the historical experiences of Aboriginal and Torres Strait Islander people, and how experiences of racism and Stolen Generations are still impacting Aboriginal and Torres Strait Islander people today. We will finish the term with a focus on the American Civil Rights movement.

10 Geography

Year 10 students spent the online learning period investigating human wellbeing issues around the world. They learned about the different ways that human wellbeing can be measured, and the ways that it varies between countries. The two main case studies they looked at were Australia and the Philippines.

In Term 4, they are learning about the different Biomes around the world, with a particular focus of how they are used for food production. They have been studying case studies such as chocolate and palm oil production and are starting to look at issues such as food security, which threatens millions of people around the world.

During this term, students have completed their first HSC Topic – The Global Economy. This included looking at international economic integration, international organisations, free trade agreements, different methods of protection for domestic industries, globalisation and economic development and looking at how globalisation has led to economic growth and development in our chosen case study – China.

Extension History

The Extension History students have kicked off this term with an academic investigation into how history is written. The students have been looking at the construction of history over time, and the influences that affect how history is written. From Herodotus, the 'Father of History' to the Marxist historians, students are critically analysing the people who write history to determine the process and the problems that it creates.

Business Studies

Year 11 students looked at the different aspects of Business Management during online learning, including the different management styles, and an introduction to how the four key business functions that they will study in Year 12 are managed.

They are almost finished their first HSC topic – Operations – where they learnt about how businesses make the products that they provide consumers. They have been looking at the case studies of McDonald's, Apple and QANTAS.

Legal Studies

The new HSC Legal Studies cohort has made a smooth transition back to face-to-face learning. After starting the HSC Crime unit in lockdown, the students have begun to investigate the criminal investigation process and have already examined a range of interesting case studies involving the role of the police and their legislative powers. Students have been involved in debate around the need for expansion and limitation of such powers and are currently exploring the role of bail and remand in the preservation of justice. They are preparing for their first HSC assessment task, which will take place in Week 10, and have been developing their skills in research and evaluation in order to compose an extended response about the criminal justice system.

Modern History

The new HSC Modern History Studies have been studying at the core, Power and Authority. Students have finished their first HSC Modern History Assessment Task and are looking at the Nazi Regime in Germany and the role of prominent leaders such as Hitler. Students have been working hard at source analysis ensuring that they integrate the 5 different types of Power used by Hitler and the Nazi Party into their responses.

Society and Culture

We have begun the Year 12 course this term by looking at Social and Cultural Continuity and Change. Students are learning about types of change and the influence they have on society. Students have started their Personal Interest Project by choosing their topic and beginning their research. Students recently presented their research proposals to the class and shared feedback with one another.

Aboriginal Education Moorebank High School

YEAR 12 GRADUATES

A BIG congratulations to our 8 Year 12 Aboriginal Student Graduates. Harrison Baker, James Baker, Lachlan Baker, Nicholas Baker, Kai Casas, Nathan Foster, Zarley Toland and Ruby Walker.

NAIDOC DAY



Due to covid NAIDOC Day celebrations was delivered through online learning. This year's theme is Heal Country; students completed lessons and watched a video showing Uncle Paul, an Aboriginal elder presenting Emu Egg Blowing.

Peer Support

The members of Peer Support in Moorebank High School have had an eventful year. In Term 2, we saw our members lead sessions that focused on addressing issues such as bullying and cyber safety, but also providing strategies to help encourage others and being a good friend. Our Peer Support members demonstrated excellent maturity and leadership skills in these sessions, and I was proud to see such a proficient attitude being modelled to our young students.

Our new Peer Support leaders have been selected, and we are keen and enthusiastic to meet our new Year 7 members of Moorebank High School.

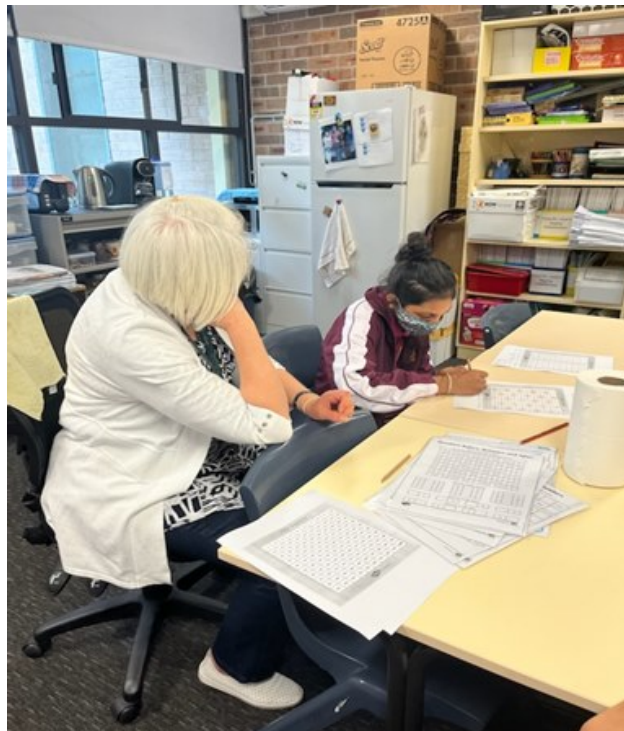
Learning Support

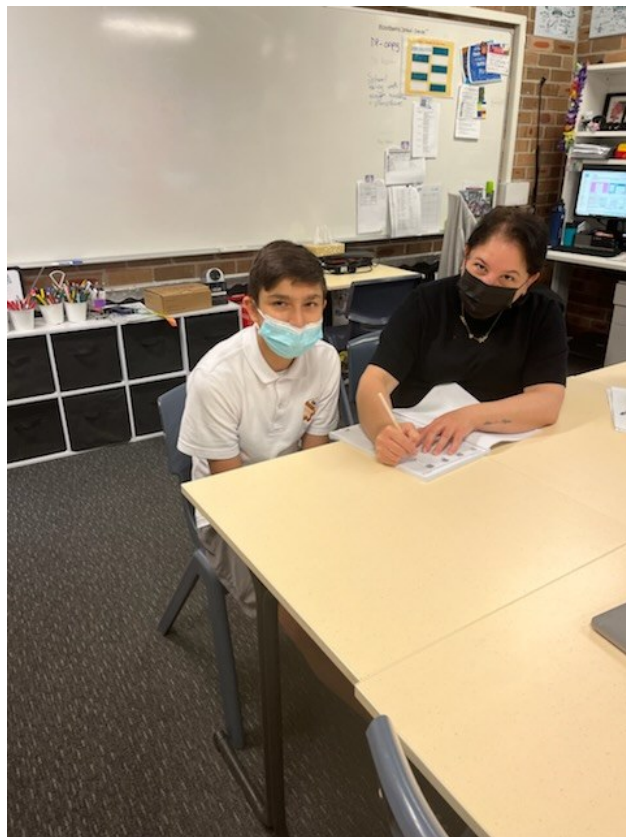
Toe by Toe

Since our return to face to face learning we have reimplemented our Literacy program called Toe by Toe. Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires only 20 minutes of coaching a day and you'll see immediate improvements in your child's reading confidence.

Identified students take part in a short 1:1 program to build their reading skills.

We have seen success through using this program as students have grown in confidence and enjoy coming to Room 12 to improve their reading skills.





Growth Mindset:

In Learning Support we are continuously working to support students to develop their growth mindset. But what exactly is the concept of growth mindset and how can families support develop this at home too?

Growth mindset describes a way of viewing challenges and setbacks. People who have a growth mindset believe that even if they struggle with certain skills, their abilities aren't set in stone. They think that with work, their skills can improve over time.

People with the opposite belief — that abilities are what they are and won't change — have a fixed mindset. They think their skills won't improve no matter how hard they try.

The mindsets aren't set in stone. People may have a growth mindset at certain times and a fixed mindset at others. They may have different approaches to different challenges. And their mindset may change over time.

Having a growth mindset can have real benefits. It helps people reframe their approach to challenges and stay motivated to work to improve skills. Instead of thinking "I can't do this," they think "I can't do it yet."

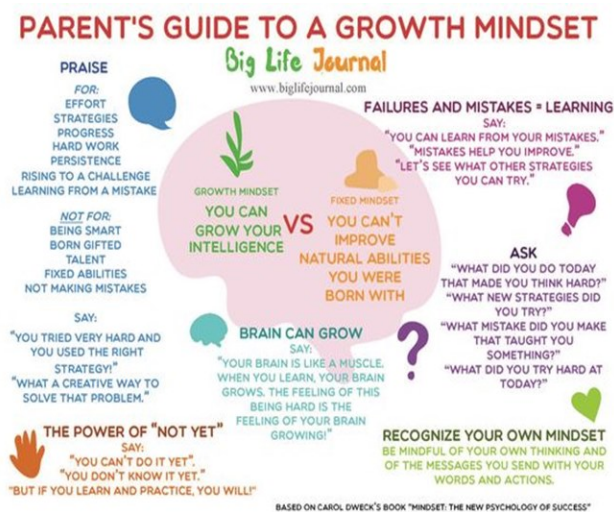
The theory of growth mindset isn't new. It came out of research by psychologist Carol Dweck and her colleagues. Their research focused on kids, but the concept applies to adults, too.

Growth mindset isn't something that people are always born with. Kids and adults can develop the belief that things that are hard to do now may not always be hard.

Taken from: <https://www.understood.org/articles/en/growth-mindset>

What can families do to support the development of a growth Mindset?

Here is some quick tips to support families develop a growth mindset with their teens.



Some visual boards at our school that promote and support students to develop a growth mindset



LIBRARY NEWS

Library borrowing

Due to restrictions in place for Term 4 the Library was not able to open for breaks. Instead, Mrs Tierney took a Mobile Library into the playground a few times a week. Students were able to return Library and textbooks, loan new items and reserve Library books which were delivered to classrooms once available.

Students were encouraged to keep up their reading by borrowing eBooks (we have a subscription to Wheelers eBooks with 1000+ titles available) and to reserve Library books they wanted to read using the online Click & Collect system. Once again these were delivered to classrooms once available.



Premier's Reading Challenge

Twenty-eight students completed the PRC this year.

Year 7 - Ayaan Ahmed, Affan Ali, Ruben Arias, Ethan Jeazani, Steven Le, Ke Xin Liu, Aydin Oner, Kevin Phan, Mantript Singh (Platinum level), Akash Thayanathan (Platinum level), Georgy Varghese, Zach White.

Year 8 – Aryan Bhor, Joseph Chen (Platinum level), Michelle Nguyen, Luke Thurnham, Lucas Tran.

Year 9 – Nehal Shibu, Mahin Velusamy.

Year 10 – Baljeet Jutla, Lisa Le, Ralph Saab, Nelda Zakour (Gold level).

A special congratulations to the following year 9 students who will be receiving a medallion this year. They have completed the challenge every year from year 3 to year 9:

Adam Chalak, Elizabeth Tang, Levana Le, Taimana Gilmer, Thomas Kitsoukiliias.

1000 Hearts Project



Earlier in the year (before restrictions) students were invited to join the 1000 Hearts project. Students spent one lunchtime a week sewing pocket hearts for charity. 1000 Hearts started in 2016 in Tasmania with the aim of providing hearts as an encouragement to people in need and to people employed in support services such as Nurses, Paramedics and Fire Fighters. Some of the charities supported are: RizeUp Australia (domestic violence support); Ronald McDonald House (supporting sick kids and their families); This Is My Brave Australia (mental health support); Maroochydore Child Safety Service Centre.

I look forward to continuing this project in 2022. www.1000hearts.com.au

Wheelers eBook loans

Just a reminder that students can borrow eBooks to read on their own devices via the School Library's subscription to Wheelers eBooks. There are 1000+ titles available to borrow. Students can use the link to the School Library catalogue via the portal or download the Wheelers app to their device. Speak to the Library staff if you need more information.

Library loans and Textbook loans

All student loans (Library and Textbooks) should be returned to the Library by December 10, 2021, so they can be included in the Stocktake. Loans over the Christmas break are allowed for students who don't have any outstanding loans. See Mrs Tierney for more information.

Mrs Tierney

Teacher Librarian

Library Air Conditioning

Finally, after many years of SRC and Student Fundraising, we have raised enough money to Air Condition the Library. This will take place over the Christmas School Holidays and be ready for the heat in the new year.

In the new year we will again recommence the process of air conditioning all classrooms. Unfortunately, due to the very extensive lock down of 2021, our plans to add more by the end of the year were sadly put on hold.

2022 will hopefully not have the added disruptions of 2021 and 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 CGF Contributions. In 2020 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** of our classrooms.

Tanya Hilaire

Business Manager

FRENCH REFLECTIONS

From the three years of studying French, I've learned how to express myself in a different language and connected with others through the joy of learning. Everyone says to choose a subject that you can relax in and French was *that* class for me.

Ms. Turner established an environment where students could thrive in their education and enjoy it. She pushed us to always try our best and her overwhelming passion for French is infectious.

In addition, I'm the type of person who likes to learn new things every time I study, and French offers that; the interesting sentence structures, the unfamiliar words, the familiar words though spelt differently and the "exceptions" to the rules.

Furthermore, learning another language can benefit you in the future: you have a higher chance of attaining a job -- it opens up opportunities in law, academia, international relations and business across the world. This is especially true for French, which is the official language of twenty-nine countries (some of which are members of the Organisation Internationale de la Francophonie (OIF)) and knowing the language can help you gain a deeper understanding of the culture and access to information.

You might think that learning a language is hard, I'd say yes, but with many people supporting you in your studies I implore you to try studying a language even if it isn't French -- try it out. Don't be scared, it's all about leaving your comfort zone and learning something new. Ultimately, it's the most rewarding skill, because you are able to communicate in someone's mother tongue that might not be your own (you're able to build life-long relationships!) and for these reasons you'll see the rewards of learning a language as time passes.



By: Anika Zuniga- Year 10 French X

Bonjour a tous! (Hello everybody!) My name is Alyssa, and I'm a year 10 student that is currently studying French as an elective subject for the past two years. The first time I ever walked into a French classroom, I immediately felt connected with the French culture and language. With a welcoming smile, Mrs Turner slowly introduced us to the fundamentals of French skills that are important in developing knowledge in a new language. Over the course of three years, I have been exposed to a balance of both the cultural and terminological aspects of French, hence becoming rather passionate about continuing the French course within my senior years. From hesitation to reassurance, I began my journey with learning simple verbs to immersing myself in various grammatical concepts that allow me to confidently express my thoughts to other individuals in French. Besides that, France itself has educated me on the many different celebrations and practices. To see how the many cultures and religions in France differ is

to see the many fields there are to enjoy. As you move further down the course, it is positive that the intricacy of the language itself will not fail to be a light. :)



By: Alyssa Chao 10 French Y

French was, undoubtedly, an incredibly enjoyable and informative experience over the 3 years I have done it. There are numerous reasons why this is so, however, the main reasons are the teacher and the content. Peers, of course, also play a role in the enjoyable experience that has been French, however, that can be said about any subject and so I will focus on what makes French, well... French and that is the teacher and the content. Ms Turner utilises many materials from many sources to ensure that all areas of French are covered and diversifies aspects of the language with engaging exciting activities, balanced well with actual content that is being learnt. It is done so in a way that, with even a little time every day, the information will become ingrained and will get gradually easier to digest, enabling people to very easily pick up French at least up to Year 10. While I, unfortunately, cannot take French for year 11 and 12 as learning and becoming adept at a language in conjunction with other subjects would be infeasible, it is truly a regret of mine as French classes have always been something to be enjoyed. Also, having French under your belt could be a major advantage in terms of almost any job as being multilingual is an amazing thing on your resume, regardless of the job. All in all, choosing French is something that I have no regrets about and is something I have enjoyed over the past 2 years, despite the conditions not allowing me to further pursue it.



By: Seth Jacques- 10 French Y

French Newsletter: Bonjour! French is a subject which explores the cultural aspects of French speaking countries. This helps students like you and me gain insight about variations between our cultures. Learning a new language may seem difficult at a glance, but the more you practice and get familiar with the words, it gets super fun! With a deeper appreciation for the French language, a lot of us have become eager to spend our family holidays there in France. French isn't just theory and notes, there are many fun lessons as well! Our favourite lesson was when we watched Madeline Lost in Paris. It gave us a visual insight of France. Our favourite quote is: "We love our bread, we love our butter, but most of all, we love each other!" Before lockdown Canadian Comedian Sean Murphy came to the school through the program Tiguidou. Murphy demonstrated the importance of French festivals, the origin of the French cultures and playing games based on memory of French words to Year 8. In lockdown we were limited to learning spaces, and it was very difficult to understand each other online. The work was at times difficult to understand without the guidance of Madame Turner and we appreciate her hard work of teaching online! I prefer having face to face learning! Though there were many obstacles, we are back at school! French has been moved back to face-to-face learning which is a sign of relief. Learning the language at school has helped expand our French knowledge and it has become much more fun than learning at home. We look forward to various outings- French remains as a subject we wish to study next year as an elective! We look forward to seeing more students enjoy the French subject as much as we do !

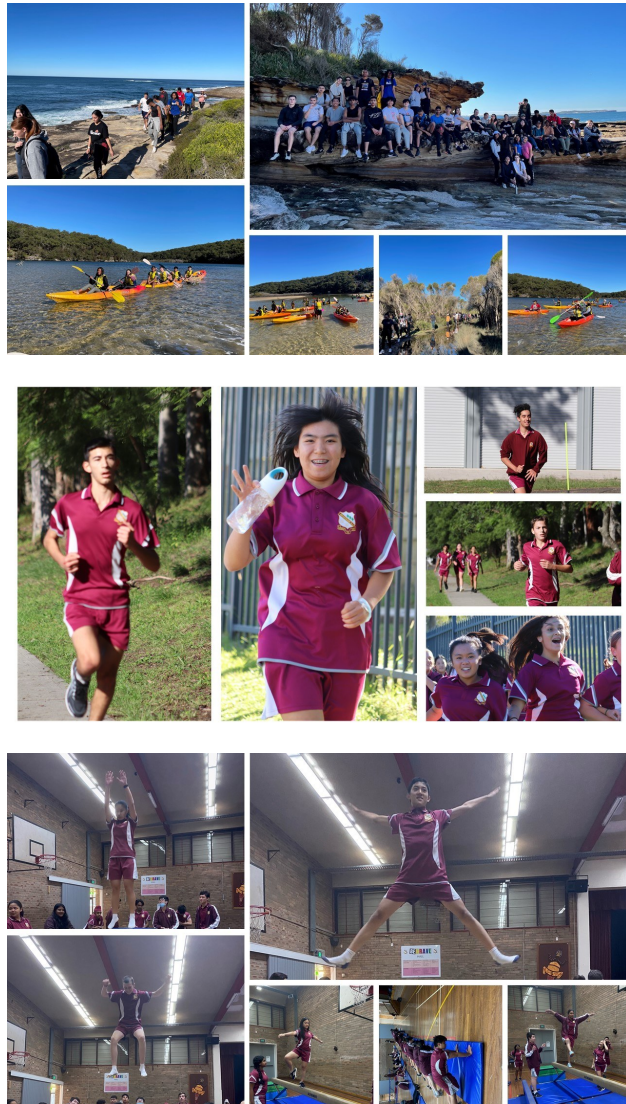
By: Madhu, Nicole & Uyen.- 8 Lang O



PDHPE

The PDHPE staff are so happy to be back, teaching their students in face-to-face learning. For the remainder of the term (weather permitting) we will be running double practical lessons for 7-10 in an attempt to address the increased sedentary behaviours students are likely to have engaged in during remote learning.

Looking back on PDHPE and SPORT in 2021:



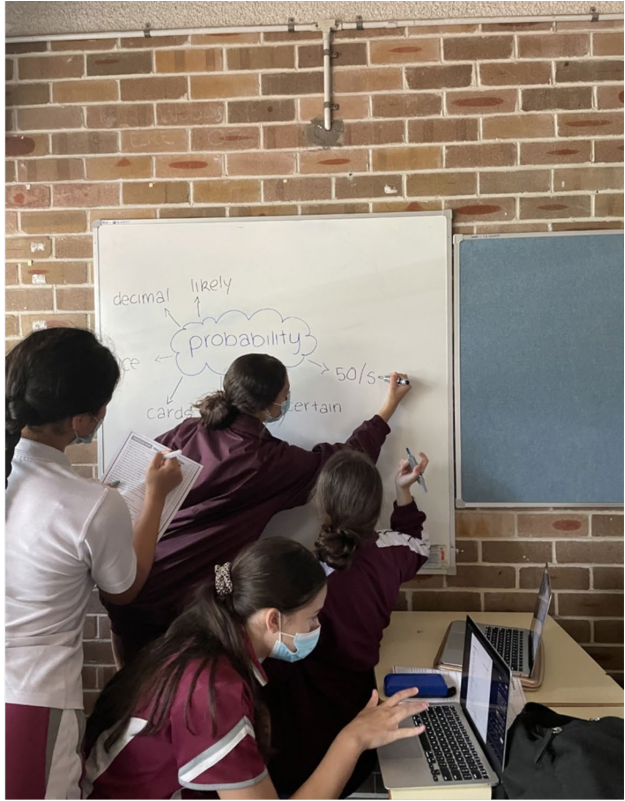
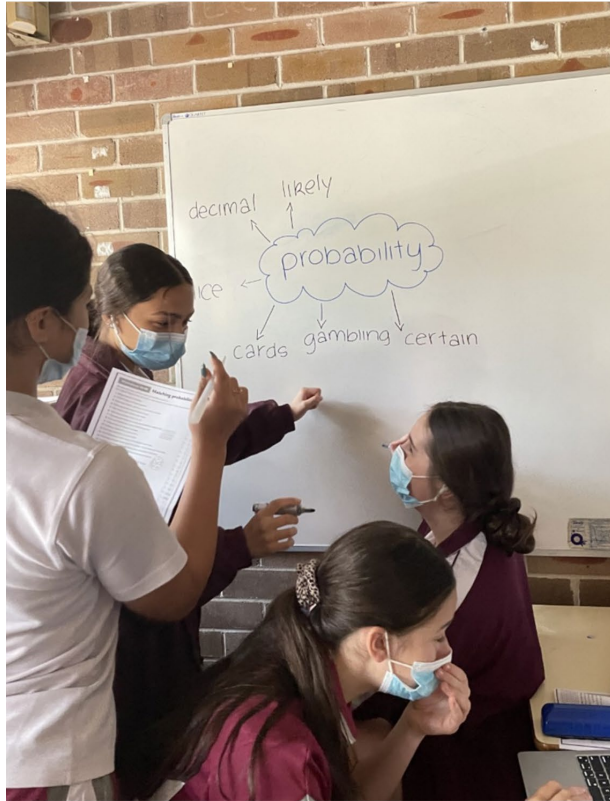


Mathematics Newsletter Term 4 2021

Upon our return to face-to-face teaching, the Mathematics faculty have been sharing ideas and activities to encourage student interaction and provide different opportunities for student response and engagement. We have drawn inspiration from the table below and implemented various activities into our classroom practices this term.

Opportunities for students to respond	
<i>Select strategies to increase opportunities to respond</i>	
Answering questions	Multiple choice activities
<ul style="list-style-type: none"> • Randomisation: Names are selected at random to determine who questioned to ensure everybody may be asked, can use paddle pop sticks or randomisation apps. 	<ul style="list-style-type: none"> • Four corners/ room ramble: Present multiple-choice questions and send students to different corners of the learning space for each choice. Students in groups can try to convince others to move to their area.
<ul style="list-style-type: none"> • Group work: Mini whiteboards or butchers' paper can be used to explore concepts and alternative solutions. 	<ul style="list-style-type: none"> • Students are given questions with a true or false answer, place their hands on their hands or tails depending on choice.
<ul style="list-style-type: none"> • Traffic light system: students adjust based on understanding, in light of information teachers can provide support or direct students to support each other. 	<ul style="list-style-type: none"> • Game based platforms: Kahoot or Plickers. Students can hold up cards for their answers or use a device to answer quizzes.

Year 10 are currently studying probability which has been a great opportunity to involve students in the topic. Teachers are developing their understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.





CREATIVE AND PERFORMING ARTS

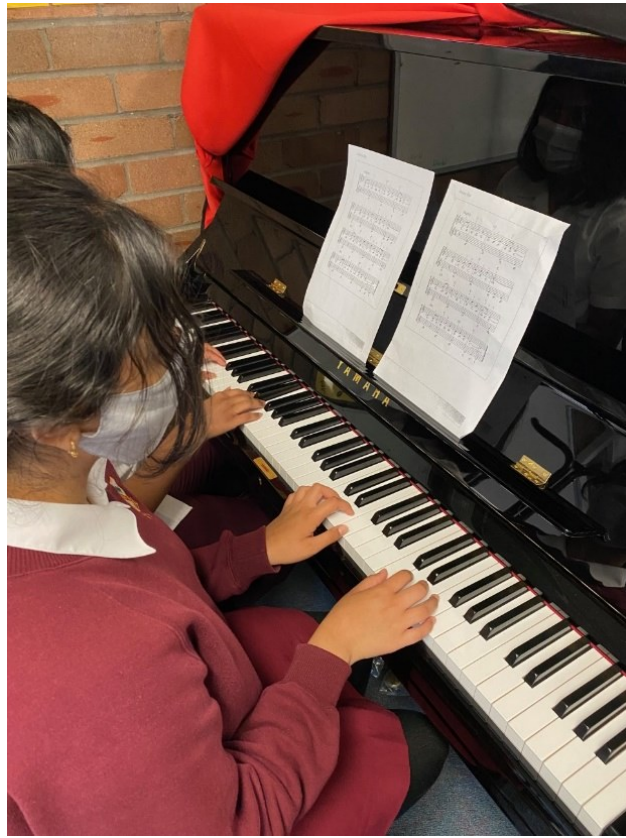
YEAR 7 MANDATORY MUSIC – AUSTRALIAN MUSIC TOPIC (TERM 4)

AUSTRALIAN FOLK MUSIC

Students are currently exploring a variety of music styles and genres of Australian music. As part of the program students learn the musical characteristics and features present in various styles of music. The topic 'The Music of Oz' begins with the significance and role music plays within the Aboriginal culture, specifically focusing on 'Song Lines' and how they *'trace astronomy and geographical elements from ancient stories and describe how these things have helped shape the landscape as it is now'*.

The exploration of styles continues into Australian Folk Music including artists such as Slim Dusty followed by popular artists such as Olivia Newton John and contemporary singer/songwriters such as Guy Sebastian. Students performed a rhythmic arrangement of 'Like a Drum' by Guy Sebastian, using a pair of drum sticks each, they tapped out the notated rhythm on the desk and in time with the original track. Year 7 also listened to 'Tapes' by Koolism (<https://www.youtube.com/watch?v=O6JP0dTZDTE>), an Australian Hip Hop group that focused on poetic and rhythmically complex raps. Students were asked to read and follow segments of the lyrics, arranging these in the correct order, exercising both their listening skills and literacy. They then went on to create their own rap, expressing their ideas on a topic, social or political situation or telling a story.

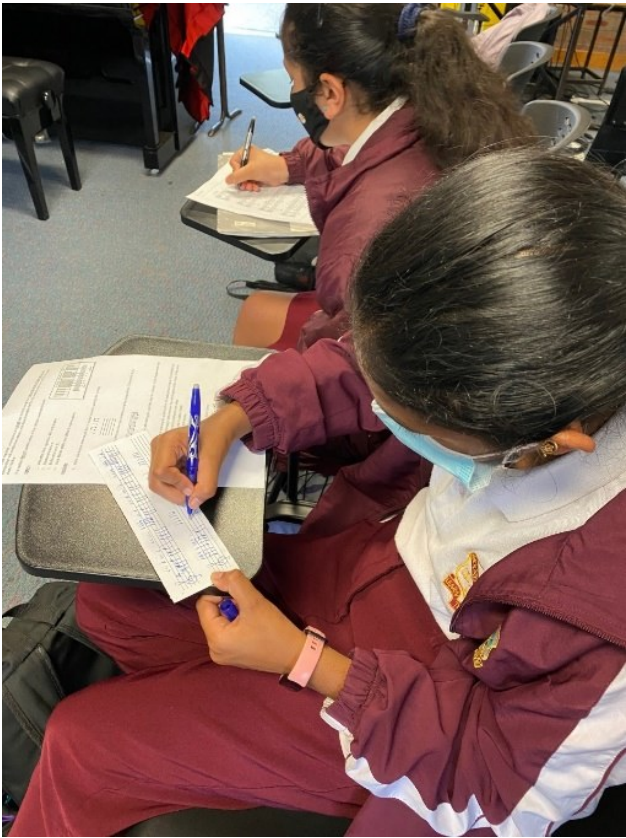
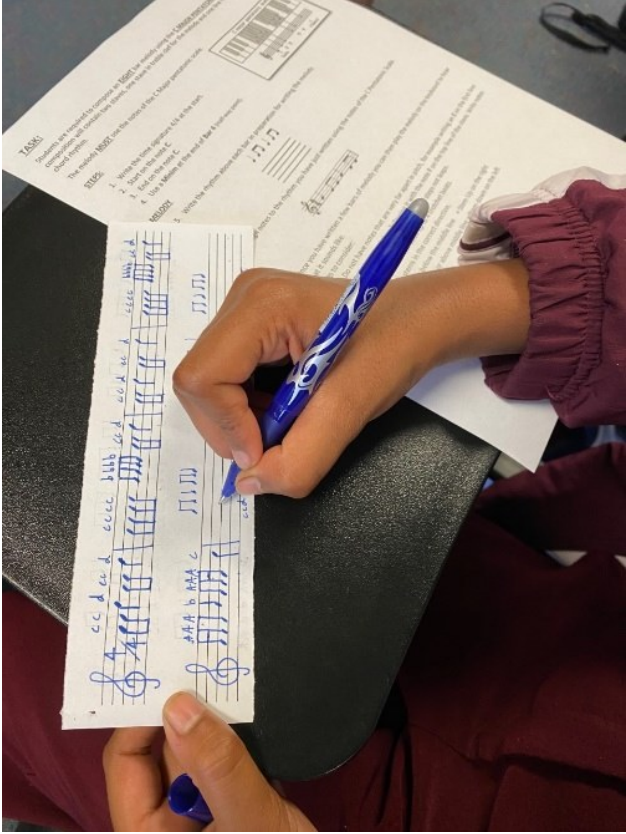
During practical lessons students began playing a famous folk tune called 'Botany Bay'. The song describes the period in the late 18th and 19th centuries when British convicts were deported to the various Australian colonies by the British government.





COMPOSING MUSIC

Within the Australian music topic, the students develop skills in composing their own piece of music following a set of musical notational guidelines. The initial activity required students to compose 8 bars of music in the time signature of 4/4. The challenge was to compose without an aid such as a keyboard or other musical instrument. Students had to rely on their musical knowledge (reading and writing musical notes and rhythm) gained this year, using the scaffolding to construct a piece of music. Once complete, the teacher played the composition for the student to hear for the first time. Students then had the opportunity to learn to play their own piece on the keyboard for the first time.





DRUMS

Since returning face to face, students in Year 7 were excited and enthusiastic to continue developing their skills on keyboard and guitar. To extend and challenge the students further, we have encouraged students to attempt other instruments such as the Drum Kit. Learning new performance technical skills on other instruments gives students the opportunity to build on their current skill level.

Playing the Drum kit requires simultaneous co-ordination of all limbs. Learning how to establish and play repeated rhythmic pattern/beat is a sophisticated skill that requires focus and excellent timing. The students thoroughly enjoyed this practical challenge.





YEAR 10 ELECTIVE MUSIC

This year in Elective Music Year 10 have studied the Classical era, discovered what a Sonata is and had performance opportunities to demonstrate their individual abilities. Their second topic investigated how music has been influenced by the development of technology, from the invention of the printing press to modern electronic music. Finally, they studied the development of jazz music.

During the online learning period students worked hard to produce some incredible compositions. They explored their musical creativity and developed their knowledge and understanding of the compositional process. Here are a few of their works:

YEAR 7 VISUAL ARTS – TONE & SHAPE

Year 7 Visual Arts students have been looking at tone and shape. Using paint as their medium, students completed a painting task that challenged them to mix paints, create tone and shadow, and complete a resolved artwork.





YEAR 10 ELECTIVE VISUAL ARTS

Upon returning face to face Year 10 Visual Arts have been studying large scale mural art, looking at artists, artworks and different art making styles. Influenced by various artists such as Beastman. Students worked in groups to complete their chosen mural. They will be seen around the school once complete. Below are a few of the class examples.



YEAR 7 VISUAL ARTS – HOWARD ARKLEY

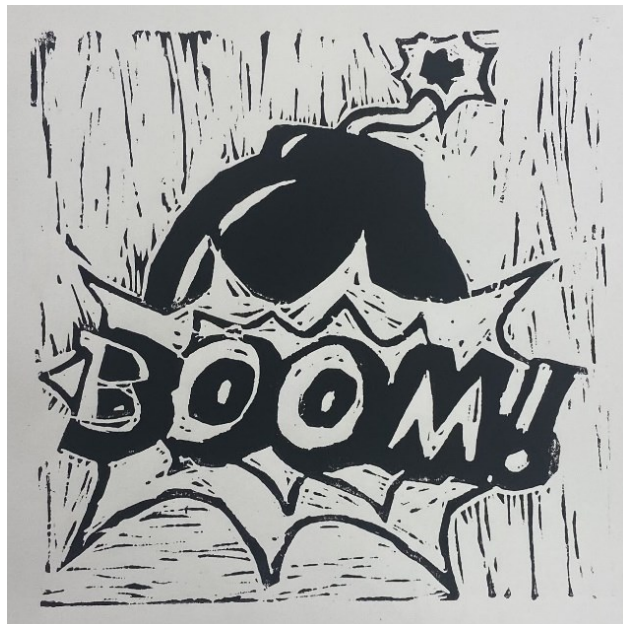
Year 7 Students have been studying the artmaking practice of Australian Artist Howard Arkley through the medium of painting. Arkley is renowned for his airbrushed paintings of houses, architecture, and suburbia. Students refined their painting techniques by appropriating Vincent Van Gogh's painting 'bedroom in arles'. Students divided their page into four sections painting in a grey scale, complementary colours, cool colours, and warm colours. Once completed they outlined the features of their painting in ink, creating a wonderful piece of work that demonstrates their knowledge of colour theory.





YEAR 8 VISUAL ARTS – LINO

Year 8 have been studying pop art this term with a focus on artists Andy Warhol, Wayne Thiebaud and Roy Lichtenstein. The pop art movement presented challenges to traditional fine art by incorporating imagery from mass culture, advertising, comic books and mass-produced objects. Students explored linoleum printing inspired by pop artist Roy Lichtenstein. Students present an onomatopoeia word with an image of an action accompanying the text. Students had to reverse their designs of the text, as during the printing process the design created is a mirror image of the original. Created is an amazing lino print inspired by Roy Lichtenstein's use of onomatopoeia in his artworks.





Wellbeing Matters @ Moorebank

Issue 10 Term 4, Week 9 2021

WELLBEING MATTERS @ MOOREBANK

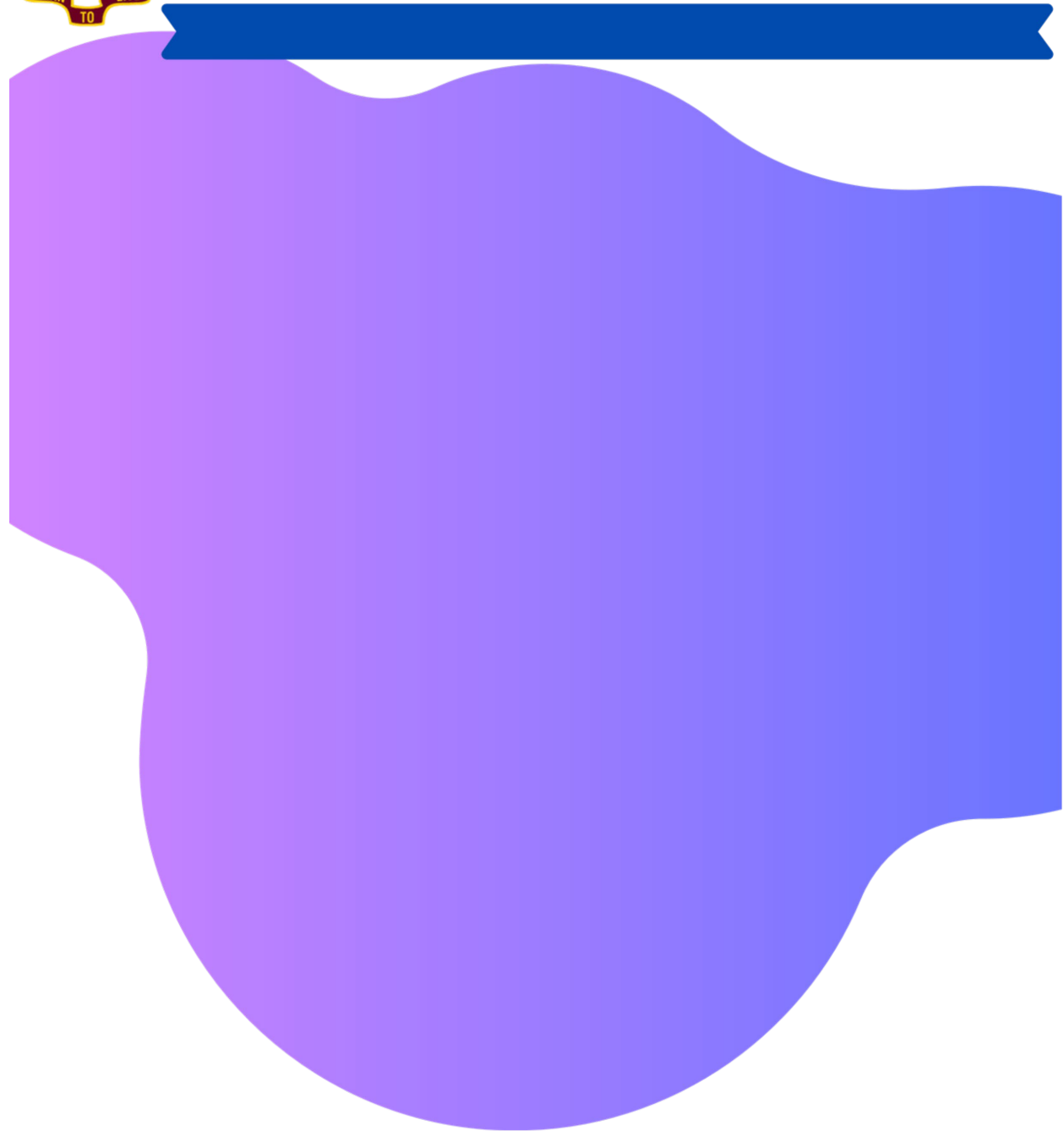
POSITIVE RELATIONSHIPS POSITIVE OUTCOMES

WRAPPING UP 2021 : RELIEVING HEAD TEACHER WELLBEING REPORT

What a year 2021 has been! Arriving at Moorebank in March, I thoroughly enjoyed getting to know the students and settling into the school during Term 2 in the Relieving role as Head Teacher Wellbeing alongside Megan Rombi before we all went into lockdown and 14 weeks of home learning! During remote learning we sadly said goodbye to Megan Rombi who has taken a new role as Learning and Wellbeing Officer for the Department of Education. It is a shame the students were unable to say goodbye in person but we all wish her the very best in her new position.

We acknowledge and thank our whole school community for all they did to support the learning and wellbeing outcomes of their children throughout the challenges of lockdown and home learning, as well as whilst the students have returned to school this term. We hope that the initiatives implemented during lockdown such as "Wellbeing Wednesdays" where students were encouraged to participate in activities away from their devices to *Connect, Take Notice, Be Active, Keep Learning, Give or Compete*; our "Bouncing Back" Parent Webinar and our online celebrations of the Department of Education's Wellbeing

Week, RUOK Day activities including Silent Sounds Disco and Wear It Purple Day celebrations; our Weekly Wellbeing Checkin Quizzes, lockdown competitions and even Year Meetings on zoom assisted and supported our students and families throughout the lockdown period.



It has been great to return to face-to-face learning with all of our students back at school for the second half of this term. I'd like to thank all of the staff who were involved in running sessions for each year groups' Transition Program back to school including workshops focusing on "Re-connecting" and positive relationship skills after the isolation of lockdown and the home learning period; "Bouncing Back" from adversity and challenges; a "BRAVE" session which focused on re-establishing our school's Positive

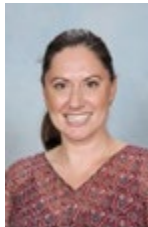
Behaviours for Learning "BRAVE" expectations; "Health and Yourself" which focused on strategies for optimal physical and mental wellbeing as well as a Senior Student session on student mentoring. These sessions have assisted students in successfully transitioning back to school and coping with the changes to normal school life upon their return including cohorting.

Congratulations and hats off to our Year 12 students who have managed so well despite the challenges they've faced this year and have finally managed to sit their postponed HSC examinations! Our Year 11 students have become our new Year 12 this term, kicking it off on a high by setting clear goals with their newly assigned teacher mentors as part of Moorebank High School's new Year 12 Mentoring Program.

These sessions have assisted students in successfully transitioning back to school and coping with the changes to normal school life upon their return including cohorting.

To conclude the year on a positive note, we will be sending home notes this week regarding an end of Year Celebration. Given that we have been unable to proceed with our usual Festival Day due to Covid Restrictions, we have instead organised a Picnic Day day on Wednesday 15th December where each year group will attend a Picnic Day at a designated park, with buses and sausage sizzle provided. More information will be in the permission note to come home this week.

We understand that 2021 has been a challenging year for many families and that this Christmas may be difficult for some. As such, we have invited those in our school community in a position to help to shop for school equipment items to fill backpacks given to our students in need and our staff members are contributing to Christmas Hamper items. We hope that these small gestures will help members of our school community hardest hit by Covid.



On behalf of the Wellbeing Team I commend all of our students on their resilience in dealing with everything this year has entailed and would like to wish all of our families a safe and happy Christmas and summer holiday break... Louise Roumanos (Relieving Head Teacher Wellbeing)

Wellbeing Wednesday

SPEND TODAY CREATING POSITIVE RELATIONSHIPS AND POSITIVE OUTCOMES

CONNECT

- Use Instagram to compare beautiful beds with friends, remember that making a meal together, sharing a game night together.
- Write a letter to all friends and family and post it. [Click here](#) for details.
- Play a board game or cards with your family members. Play the classic [Monopoly](#) game. You can play online with up to 6 people. [Click here](#) for details.
- Write a letter to your friends, play a game that you enjoy that with your friends online. [Click here](#) for more ideas on how to connect with friends online.

BE ACTIVE

- Go for a walk or run - don't forget to take your dog and involve your family.
- Go for a bike ride.
- Exercise your body with household exercise activity and don't forget to get a little bit of ball and use how long you can keep it up off the ground using your knees, feet and hands.
- Click [here](#) for a 7 day walk and plan to [click](#) for a range of different exercises to complete in different timeframes.
- To get NEIGHBOURHOOD Watch TV while working out! [Click here](#) for details.
- To see [more](#)

KEEP LEARNING

- Read a book, listen to a podcast or watch a video for your favourite artist.
- Complete a lesson, game or educational puzzle.
- Watch a video or listening to a podcast in a range of skills that could help you get a job. [Click here](#) to register as a learner.
- To get more ideas on how to learn, check out the [resources](#) page.
- To get more ideas on how to learn, check out the [resources](#) page.
- Learn to cook - cook your family a meal. Check out the recipes on [FoodShare](#).
- Reminder:** share your recipe and photo of your dish to add to our Instagram. [Click here](#) for details.

TAKE NOTICE

- Turn off all devices for 15 minutes after school and have a social media and technology free evening.
- Participate in a self-care activity, going to bed early, getting, deep breathing, watching the sunset or having a writing book. [Click here](#) for some breathing exercises.
- Complete a [mindfulness](#) exercise or a lot of things you are grateful for. [Click here](#) for more ideas on how to get started.
- Learn to meditate - look up your favourite meditation. Check out the resources on [Mindfulness](#).
- Reminder:** share your recipe and photo of your dish to add to our Instagram. [Click here](#) for details.

GIVE

- Helping others you are already helping yourself but sometimes the best good will come from you.
- Think of others and reach out to those who are in your community. [Click here](#) for more ideas on how to help.
- Send a message to a friend or family member. [Click here](#) for more ideas on how to help.
- How to help others you are already helping yourself but sometimes the best good will come from you.

COMPETE

- Take a picture of yourself completing any of the above activities and post it to your Wellbeing Group on Instagram.
- Enter the weekly competition. Check your [Wellbeing Group](#) for more details.
- Enter the [Wellbeing Group](#) Party Competition. [Click here](#) for more details.

300 backpacks FOR OUR COMMUNITY

Thank you for joining us in delivering backpacks full of school supplies and resources for kids in our local Georges River communities. Together we can make a big difference!


How does this work?

1. Get shopping!
2. Drop off your bags to one of the drop off locations before 5 December
3. We will place your contents into our backpacks and send them off to our community!

We encourage families to do this together.

We are asking people to purchase ALL the contents of one bag, rather than bringing in multiple items for example.

If you have kids, have them pick out the items and even put some of their own pocket money/Christmas money towards them. You can donate as many bags as you would like.

www.gric.org.au/backpacks

What do I buy?

There is no need to purchase a backpack we have these already. Each Donated bag should contain:

- blue / black ball point pens
- red ball point pens
- glue
- ruler (plastic or wood)
- eraser
- lead pencil (2B)
- sharpener
- highlighter
- scissors
- coloured pencils
- Loose leaf lined paper
- 5 x A4 Display folders
- 5 x 192 page A4 exercise books
- 1 graded exercise book
- 1 geometry set

Where do I buy them?

we recommend places like Kmart and Officeworks.

Dropping off your bag

Please drop off your bags to either of the following locations:
PEAKHURST - 25 Stanley St on **Sunday 21, 28 and 5 December between 10am-12pm**
CHIPPING NORTON - **'On the Dough'** at Chipping Norton Market Plaza before 5 Dec during opening hours Tuesday - Sunday

Please put all the contents of one school bag into a plastic bag and tag it using the one below or your own but including all the details we need

Name/Group : _____

Contact Mobile: _____

Email: _____

I would like to also donate to the Life Care Christmas Appeal. We will send you a link to complete your donation. Thanks so much!

MHS Positive Relationships Positive Outcomes



START THE GOOD STUFF GOING!

WEAR IT PURPLE DAY 2021

You've got what it takes

Ask R U OK?

or something like this:
"How you traveling?"

No, I'm not OK.
Dig a bit deeper:

"What's been happening?"

"How long has that been the case?"

"I'm ready to listen if you want to talk."

Yes, I'm fine.
But your gut says they're not:

"It's just that you don't seem your old self lately?"

"I'm always here if you want to chat."

"Is there someone else you'd rather talk to?"

Listen; don't judge

Encourage action and offer support:
 "How can I help?"
 "What would help take the pressure off?"
 "What do you enjoy doing? Making time for that can really help."
 "Have you thought about seeing a professional?"

Make time to check in:
 "Let's chat again next week."

R U OK?

Visit ruok.org.au for more tips

MHS 'BOUNCING BACK' PARENT/CARER Q&A

When: Thursday 28 Oct 2021
Where: Zoom
Time: 5:30-6:30PM

Join us for a special Q&A with our Counsellors about how to support your child's mental health & get tips from professionals about how to 'BOUNCE BACK' after lockdown.

Submit your questions via the link sent to your email

MHS: POSITIVE RELATIONSHIPS, POSITIVE OUTCOMES



Stephen Theodorou & Tina truong - Year 7 Advisers report

AS THIS YEAR COMES TO AN END, I'D LIKE TO CONGRATULATE YEAR 7 ON GETTING THROUGH THEIR FIRST YEAR OF HIGH SCHOOL.

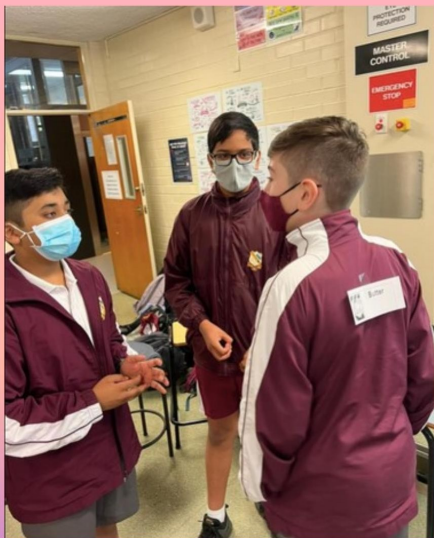
THE YEAR STARTED OFF WITH A BANG, WITH YEAR 7 GOING AWAY TO CAMP FOR THREE FUN-FILLED DAYS UP NORTH. FRIENDSHIPS WERE FORMED, FEARS WERE CONQUERED AND FOOTAGE OF MR THEODOROU FLAILING HIS ARMS AROUND LIKE A CHICKEN TRYING TO FLY WAS CAPTURED.

YEAR 7 LATER TOOK PART IN A NUMBER OF DIFFERENT PROGRAMS AND EXCURSIONS THROUGHOUT THE YEAR. ONE STANDOUT WAS THE AFL GALA DAY, WHICH SAW A TEAM OF YEAR 7 BOYS AND A TEAM OF YEAR 7 GIRLS TAKE ON THE CHALLENGE OF PARTICIPATING IN A NEW SPORT. ALL STUDENTS ENJOYED THE EXPERIENCE AND WE'RE ALREADY LOOKING FORWARD TO GOING AGAIN NEXT YEAR AS YEAR 8 STUDENTS.

THEN, IN TERM 3, LOCKDOWN HIT US. LIKE THE OTHER CHALLENGES THEY FACED THROUGHOUT THE YEAR, YEAR 7 TACKLED LOCKDOWN WITH DETERMINATION AND GRIT. DURING THIS PERIOD, YEAR 7 WERE AMONG THE MOST ENGAGED AND ONLINE YEAR GROUPS, ACCUMULATING OVER 2500 BRAVE AWARDS OVER TERM 3.

SINCE WE'VE BEEN BACK, YEAR 7 HAVE GOTTEN BACK INTO THEIR REGULAR ROUTINES AND HAVE BEEN PARTICIPATING POSITIVELY WITH THEIR LEARNING.

AS YEAR 7 MOVES INTO YEAR 8, I WANT THEM TO THINK ABOUT THE RELATIONSHIPS THAT THEY FORM HERE IN HIGH SCHOOL. IT IS IMPORTANT THAT THESE RELATIONSHIPS ARE BUILT ON EMPATHY, RESPECT AND UNDERSTANDING. I HAVE ONE SIMPLE EXPECTATION OF YEAR 7 NEXT YEAR AND THAT IS TO JUST BE GOOD PEOPLE. RESPECT SHOULD BE AT THE CORE OF OUR RELATIONSHIPS AND INTERACTIONS WITH OTHERS. I CAN'T WAIT TO SEE HOW GOOD THEY CAN ALL BE.



Ian Chan & Kerry Waters - Year 8 Advisers report



WITH SCHOOLS IN SYDNEY ENTERING REMOTE LEARNING FOR THE SECOND TIME AT THE BEGINNING OF SEMESTER 2, THE STAFF, STUDENTS AND FAMILIES OF MHS TOOK ON THE CHALLENGE OF LEARNING AND TEACHING FROM HOME IN UNPRECEDENTED CIRCUMSTANCES.

THE WELLBEING TEAM WOULD LIKE TO ACKNOWLEDGE BOTH THE DIFFICULTIES AND OPPORTUNITIES FOR GROWTH THAT EVERYONE INVOLVED FACED DURING THIS TIME. STUDENTS ARE TO BE COMMENDED ON

EMBRACING OPPORTUNITIES SUCH AS ENHANCING COMPUTER SKILLS, IMPROVING TIME MANAGEMENT,

PRACTICING INDEPENDENT LEARNING AND MOST IMPORTANTLY, LEARNING TO SELF-ADVOCATE WHEN ASSISTANCE IS NEEDED.

WE ALSO WANT TO ACKNOWLEDGE THE EFFORT OF STAFF AND STUDENTS IN TRYING TO MAINTAIN POSITIVE

CONNECTIONS. MANY EMBRACED THE OPPORTUNITY TO PROVIDE REGULAR UPDATES ON HOBBIES AND SHARE THE SCREEN WITH THEIR PETS DURING ZOOM LESSONS. WELLBEING WEDNESDAYS ENCOURAGED STUDENTS TO HAVE



TIME AWAY FROM THEIR SCREENS AND TOTALLY WILD WEEK 10 ALLOWED FOR SOME FUN MAKING BREAKFAST WITH PEERS, LEARNING A NEW LANGUAGE AND CATCHING UP WITH OUR LIBRARIAN TO TALK ABOUT NEWLY ARRIVED BOOKS IN THE LIBRARY AMONGST OTHER ACTIVITIES RUN BY STAFF.

FINALLY, MR CHAN AND MS WATERS CONGRATULATE YEAR 8 ON A SUCCESSFUL TRANSITION BACK TO ON-SITE

LEARNING WITH STUDENTS EXCITED TO SEE THEIR FRIENDS AND INTERACT WITH STAFF AGAIN. WE LOOK FORWARD TO SUPPORTING STUDENTS AS THEY MOVE INTO STAGE 5 NEXT YEAR AND WISH THE MHS COMMUNITY A SAFE AND RESTFUL HOLIDAY.

Suzana Matic & Liam Phillips - Year 9 Advisers report

IT'S BEEN A YEAR THAT NO-ONE WILL FORGET, BUT FOR ME AS THE YEAR 9 ADVISOR IT WILL BE THE YEAR THAT I WILL REMEMBER YEAR 9 FOR BEING

RESILIENT, COMMITTED AND BRAVE. YEAR 9 HAVE BEEN A JOY TO SUPPORT, MENTOR AND I AM PROUD TO HAVE BEEN THEIR ADVOCATE THROUGHOUT 2021.

DURING ONLINE LEARNING IN TERM 3 YEAR 9 REALLY SHOWED THEIR DETERMINATION AND GREAT WORK ETHIC. THEY WERE ACTIVELY INVOLVED IN THE ONLINE LESSONS AND ZOOM SESSIONS AND ENGAGED ENTHUSIASTICALLY IN THE WEEKLY COMPETITIONS AND WELLBEING WEDNESDAY ACTIVITIES.

YEAR 9 SHOWED CREATIVITY, PROBLEM- SOLVING SKILLS IN THE LEARNING THEY UNDERTOOK AND COLLECTIVELY YEAR 9 RECEIVED THE MOST BRAVE AWARDS OF ALL THE YEAR GROUPS. YEAR 9 WAS AWARDED 2010 AWARDS IN TOTAL IN TERM 3.

IN TERM 4 YEAR 9 STUDENTS RETURNED TO SCHOOL AND WERE INVOLVED IN THE

SOME HIGHLIGHT FROM TERM 3 ONLINE LEARNING WERE: "TRANSITION BACK TO SCHOOL PROGRAM" DEMONSTRATING AGAIN THEIR EAGERNESS TO RE-

Introducing Miss Tan!

HI EVERYONE! MY NAME IS MISS TAN AND I AM THE NEW YEAR ADVISER!

ENGAGE WITH THE SCHOOL, THEIR TEACHERS AND LEARNING. YEAR 9 HAVE CONTINUED TO

SHOW MATURITY IN THE WAY THEY HAVE SETTLED BACK INTO CLASSES. AS THE TERM AND

YEAR DRAWS TO AN END YEAR 9 WILL CELEBRATE THEIR SUCCESSES ONCE MORE WITH THE

YEAR ADVISOR'S ASSEMBLY IN THE COMING WEEK. MANY MORE AWARDS WILL BE HANDED OUT AND THE STUDENTS' ACCOMPLISHMENTS WILL BE CELEBRATED AT BOTH THE YEAR ADVISOR ASSEMBLY AND AT THE PRESENTATION DAY CEREMONY.

ON A FINAL NOTE, THIS WILL BE MY FINAL ACT AS YEAR ADVISOR. IN 2022 I WILL BE MOVING

TO A NEW ROLE IN THE SCHOOL AS RELIEVING HEAD TEACHER ADMINISTRATION WHICH WILL

BE A NEW AND EXCITING OPPORTUNITY FOR ME BUT IT MEANS THAT I WILL BE HANDING OVER

THE ROLE TO A NEW STAFF MEMBER. MS JOANNA TAN (HSIE) IS TALKING OVER AS YEAR 10

ADVISOR AND I CONGRATULATE HER IN THIS NEW ROLE. IT HAS

BEEN A PRIVILEGE TO MENTOR, SUPPORT AND GUIDE YOUR CHILDREN OVER THE LAST THREE

YEARS AND THEY ARE AN AMAZING GROUP OF YOUNG PEOPLE WITH A BRIGHT FUTURE AHEAD

OF THEM. I HAVE TAUGHT MANY OF THEM IN VISUAL ARTS SINCE YEAR 7. I AM PROUD TO SEE HOW MUCH THEY HAVE GROWN AND MATURED IN THE LAST THREE YEARS. I'M EXCITED TO CONTINUE TO WATCH THEIR JOURNEY UNDER THE GUIDANCE OF MS TAN.

FOR THOSE OF YOU WHO DON'T KNOW ME,

HERE ARE THREE FACTS ABOUT ME: CONGRATULATIONS TO ALL STUDENTS IN YEAR 9. THANK YOU TO THE PARENTS WHO I HAVE

I'M IN THE HSIE FACULTY, MY FAVOURITE FRUIT IS A SPOKEN WITH ON MANY OCCASIONS OVER THE LAST TWO YEARS AND WHO HAVE SUPPORTED

WATERMELON, AND I HAVE A TERRIBLE TENDENCY TO ME IN MY ROLE. I WISH EVERYONE A RESTFUL AND JOYOUS BREAK AND I LOOK FORWARD TO GET LOST. I'M EXCITED TO GET TO KNOW EVERYONE SEEING ALL THE STUDENTS BACK IN 2022.

AND FOR YOU TO GET TO KNOW ME, AND I'M LOOKING MS MATIC
FORWARD TO DOING SOME AWESOME THINGS WITH
YOUR YEAR GROUP!



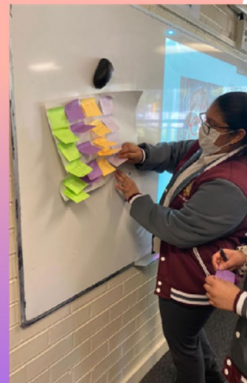
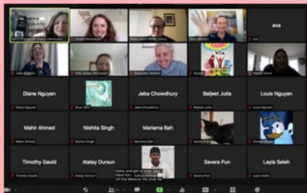
PETER LEWIS and Maria Stamoudis - Year 10 Advisers Report

THERE IS NO DOUBT THAT 2021 HAS BEEN ONE OF THE MOST DIFFICULT YEARS EVERY DUE TO THE DISRUPTION CAUSED BY COVID-19. I HAVE BEEN MOST IMPRESSED BY THE EFFORTS OF OUR STUDENTS TO REMAIN POSITIVE AND CONTINUING TO ENGAGE WITH THEIR LEARNING THROUGHOUT THIS DISRUPTION.

I HAVE BEEN FURTHER IMPRESSED WITH THE WAY STUDENTS HAVE MADE THE TRANSITION BACK TO FACE-TO-FACE LEARNING.

MOOREBANK HIGH STAGGERED THE RETURN OF THE VARIOUS YEAR GROUPS AND ON THE FIRST DAY BACK, RAN A RANGE OF TRANSITION ACTIVITIES. THESE WERE DESIGNED TO ENSURE A SMOOTH REINTEGRATION OF STUDENTS BACK TO FACE TO FACE TEACHING.

UNFORTUNATELY, COVID-19 HAS LED TO THE CANCELLATION OF BOTH WORK EXPERIENCE AND OUR PLANNED YEAR 10 CAMP. WORK EXPERIENCE HAS BEEN PLACED ON HOLD TILL FURTHER NOTICE AND THIS IS A DEPARTMENT OF EDUCATION DECISION WHICH THE SCHOOL MUST ABIDE. HOPEFULLY IT WILL RETURN FOR 2022. WHILST STUDENTS NORMALLY UNDERTAKE WORK EXPERIENCE DURING YEAR 10, FAVOURABLE CONSIDERATION WILL BE GIVEN FOR STUDENTS TO UNDERTAKE IT DURING YEAR 11 PROVIDED ASSESSMENT PERIODS ARE AVOIDED AND STUDENTS UNDERTAKE TO MAKE UP MISSED WORK. THE SCHOOL WILL CONTINUE TO PURSUE ALTERNATE EXPERIENCES FOR OUR STUDENTS TO MAKE UP FOR THE CANCELLED YEAR 10 CAMP.



STUDENTS MADE THEIR SUBJECT SELECTIONS DURING THE LEARNING FROM HOME PERIOD. IF THEY WISH TO DISCUSS ANY OF THEIR SELECTIONS, THEY ARE WELCOME TO BOOK A TIME WITH MYSELF AS CAREERS ADVISER. ANY STUDENT WHO IS THINKING OF A CAREER PATHWAY WHICH WILL LEAD TO THEM LEAVING SCHOOL AT THE END OF THIS YEAR OR DURING NEXT YEAR, SHOULD SEEK

ADVICE FROM EITHER MRS CAZOURIS (TRANSITION ADVISER) OR MYSELF (YEAR ADVISER). I WOULD ALSO LIKE TO ACKNOWLEDGE THE HARD WORK AND CONTINUING SUPPORT MRS STAMOUDIS HAS PROVIDED BOTH MYSELF AND ALL OF THE YEAR 10 COHORT IN HER ROLE AS ASSISTANT YEAR 10 ADVISER.

BILJANA BRATIC & MONICA RAFLA - YEAR 11 ADVISERS REPORT

Year 11 2021/ Year 12 2022

THERE ARE EXCITING TIMES AHEAD FOR OUR YEAR 12 STUDENTS, WHO SPENT TERM 4 ADJUSTING INTO THEIR NEW ROLE AS THE MOST SENIOR CITIZENS OF MOOREBANK HIGH SCHOOL.

THEIR YEAR 12 MAROON AND GREY JACKETS HAVE BEEN WORN WITH PRIDE TO REPRESENT THE UNITY OF OUR STUDENTS.

THIS TERM, STUDENTS HAVE TEAMED UP WITH THEIR TEACHER

MENTOR IN PREPARATION FOR PAVING THE WAY FOR THEIR

FUTURE ENDEAVOURS AND HAVE SPENT TIME REFLECTING ON

WAYS THEY CAN ACHIEVE THEIR GOALS SUCCESSFULLY. THIS IS TO CONTINUE INTO 2022.

WE ARE ALSO IN THE PROCESS OF CHOOSING OUR WONDERFUL NEW SCHOOL CAPTAINS AND PREFECT BODY WHO WILL UNDOUBTEDLY CARRY THE LEGACY OF WHAT THEIR FORMER PEERS HAVE GIFTED THEM.

FURTHER, THE FOLLOWING YEAR WILL BRING MANY NEW EXCITING OPPORTUNITIES AND ADVENTURES INCLUDING THE ROAD TOWARDS COMPLETING THE HSC IN TERM 4.

CONGRATULATIONS TO YEAR 12 FINISHING THEIR HSC EXAMS! AFTER A TUMULTUOUS

18 MONTHS OF LOCKDOWNS, RESTRICTIONS, DISRUPTIONS TO LEARNING – YOU HAVE FINALLY FINISHED YOUR 13 YEARS OF SCHOOLING! WE CANNOT WAIT TO SEE YOU ALL BACK AT SCHOOL ON MONDAY 6TH DECEMBER FOR GRADUATION, AND CANNOT WAIT TO PARTY WITH YOU AT FORMAL.

MHS STUDENT WELLBEING TEAM

JESS MATOS & ALEX LAHEY - YEAR 12 ADVISORS REPORT



MHS STUDENT WELLBEING TEAM

CONGRATULATIONS GUYS – WE'RE SO SO PROUD OF YOU ALL! 😊

MESSAGE FROM TRANSDEV



Dear Valued School

As another year ends and we welcome in the new year, we wanted to reach out to you as your local bus operator and reaffirm our commitment to work with you throughout the year to provide a safe, reliable and efficient service for your School.

After what has been a challenging year and we've had to do things a little different, we will continue to adapt to the new extra clean and hygienic way of doing things. We are sending you a personalised "back

to school” e-pack with information that will assist your school, students and parents with all the information they will need to make their journey to and from school.

In this email you will find

- A link to your school bus timetable - <https://www.transdevnsw.com.au/services/timetables/schools>
- A letter you can provide to your parents discussing the importance of encouraging tapping on and off the service (even though it is a free service)
- A copy of the code of conduct – Behaviour of School Students on School Busses.
- School bus information guide

Respecting the current situation with COVID-19, we will not be offering our presence at any information nights and orientation days, however, if you wish to speak further to arrange a face to face or via virtual meetings please get in touch with our school Engagement Team.

Should you have any queries or issues with your school services, our school Engagement Team is more than happy to meet with you to discuss how we might be able to work together. Please feel free to contact us on: 02 8700 0555 or on TDNSW.SCHOOLS@transdev.com.au

Thank you,

Transdev School Engagement Team Tel: +612 8700 0555

Tdnsw.schools@transdev.com.au

