



[Moorebank High School](#)  
2022 Newsletter

September

## Principal Ms Vally Grego



### PRINCIPAL NEWSLETTER TERM 3

It is with pride that I write this report today. We have had a term full of celebrations and recognition of our multicultural community. Despite a very busy term and COVID restrictions we were able to continue with all our scheduled and planned activities. This was a direct result of my devoted staff who worked above and beyond requirements as a reflection of their commitment and dedication to your children.

Looking forward to Term 4 and all the opportunities and teaching and learning that will continue at Moorebank High School.

Below is my Year 12 graduation speech.

#### **2022 Year 12 Graduation Principal's Speech**

Congratulations to the graduating class of 2022 and welcome to your graduation ceremony.

I would like to welcome our special guest today – Alexandra Mandel Relieving Director, Educational Leadership Chipping Norton Network.

I would also like to thank Anthony Cardillo Zallo along with the support of Thomas and James for the musical items, recording and sound today.

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 Archita, Fareena, Travis and Sharon, 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 Biljana Bratic and Monica Rafla for their outstanding work as Year 12 Student Advisers and the personal support they provided to students and their families. Thanks also to Amina Baghdadi and Nancy Richards who, as deputy principals, oversaw the welfare and discipline of this year group. Ms Romanous and Ms Hurst 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 3 years.

Today, the 23rd of September 2022, is a day of joy, particularly for the graduating students and their parents. We are all here to bid farewell to our students who are leaving here after successfully completing Year 12 and meeting the requirements for the attainment of the HSC.

My dear year 12 students, despite some hardship, sadness, and challenges that you inevitably encountered in the course of your studies here, particularly the past three years, at the end of it all, you completed this part of your journey while gathering great achievements and beautiful memories.

Today, I can say, we are proud of your many achievements over the years, and your various accomplishments in almost all curriculum and extracurricular activities. Your brilliant achievements in academics and sports are indeed acknowledged. Your sweet memories will forever remain in our hearts.

The staff of Moorebank High School and I wish to thank you for the uncommon zeal you have demonstrated towards your studies, in your relationships with teachers, management, the junior students, and even among yourselves.

As you leave school, expect that challenges await! Tackle them head on as I believe the skills and knowledge, we have imparted to you, that you will surely overcome them.

My parting comment to you is to be kind to yourself and others and remember that you and you alone are the only person who can live the life that can write the story that you were meant to tell.

On behalf of Moorebank High School, I bid you farewell and wish you the best of luck in the days ahead. You will all remain in our hearts

Thank you very much. Vally Grego

## Numeracy Newsletter

In NSW students are required to meet a minimum standard of literacy and numeracy to receive their Higher School Certificate (HSC). Therefore, the Numeracy team have been working to embed explicit Numeracy activities in their Mathematics lesson to further develop our students' skills. This term, there was a focus on Measurement.

Measurement tools and skills have a variety of uses in everyday life. The ability to use measuring tools, rulers, thermometers, scales, and to estimate with these tools are necessary skills that enable us to quantify the world around us. They can tell us how tall we are, how hot we are, how much we drink, how heavy we are and how far it is from here to there. Basic measures of distance and time allow us to calculate speed and acceleration and ultimately tell us how fast we need to project a rocket to allow it to reach the Moon, and how populations change and grow.

Measurement also provides links between mathematics and other school subjects. Measuring skills, especially estimating, have an important place in PDHPE. In addition, accuracy in measurement is an important skill in many science investigations and TAS subjects. The Numeracy team is hoping to draw further connections between the different subject areas.











## Mathematics Newsletter

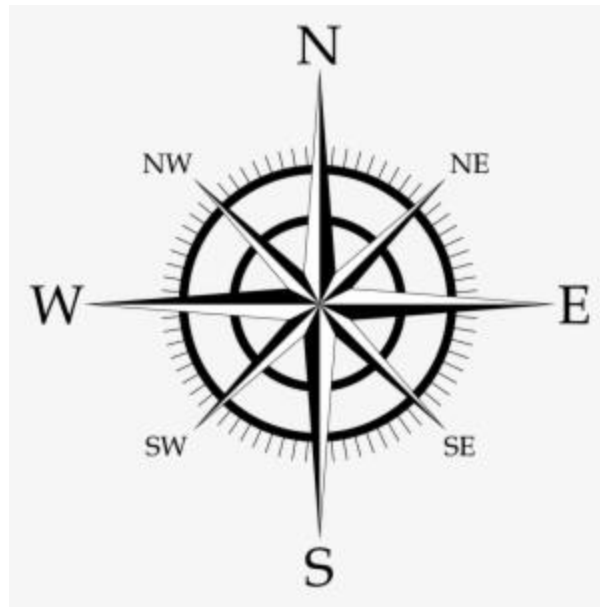
Bearings are used in navigation. A bearing is an angle measurement used to describe precisely the direction of one location from another.

**Compass bearings** use the four directions on a compass in order to find the direction of one object from another. An example is N20°E.

**True bearings (also known as three-figure bearings)** use the number of degrees measured clockwise from north an object is. A bearing of due east is written as 090 degrees, a compass direction of SW is written as 225 degrees and due north is 000 degrees.

A **compass rose** is a diagram that shows north, south, east and west.





Mr Robinson attended a MANSW TPL and delivered the PL to some Year 9 teachers. Ms Rafla and Mrs Fleming ran the bearings activity with their students. They set out field marker cones and using a compass, students had to calculate their bearing and draw a diagram to get back to where they started. Students were engaged with the lesson and appeared to have a better understanding of bearings. Some students had never used the compass app on their phone and thought it was a very handy skill to learn.







## Science Newsletter

### Dissections

Throughout Term 3 there have been many dissections of organs occurring within Science Classes. Although there are often some students who seem a little “squeamish” about the idea of completing a dissection of an animal’s organs, the majority of the students were highly engaged and fascinated by the experience. We recently had substantial donations from Farmer Fred’s – Ashbrook Farm: Meat, Poultry and Smallgoods. We as the Science Faculty and on behalf of the school community would like to thank them for their support. They can be found at 192 Hume Highway, Lansvale.

Dissections have a multi-layered approach to learning. On the surface, it is about examining the organs and their structures to further understand how they function. At a deeper level it provides an avenue into the ethics of scientific research, whether on the organs of a deceased specimen or on live testing on animals or humans.

### Swarovski Water Project

On Friday 9 September 8E students presented the peer education seminars they have been developing for most of the term to three different year 7 classes: 7E, 7O and 7M. The students have been developing the peer education lessons as part of the Swarovski Water School program.

The first group has presented their research on the benefits of growing sustainable food gardens in high schools. They are also investigating, designing and proposing a food garden for Moorebank High School that will include use of rainwater tanks, compost and worm farms.



The second group presented their research on the impacts of plastic pollution on water ways. They are also developing an awareness campaign that includes a card game called “Bash That Trash” that has been play tested by 7M students as part of the design process. They are continuing to develop a proposal to address the plastic pollution problems at Moorebank High School to lower our impacts on local water ways.



The third group presented their research into impacts of flooding, especially at our own high school. This has involved conducting interviews with school staff such as the Principal, Librarian and Business Manager. They are developing a short documentary and petition to put to the local community and NSW state parliament to address some of the long-term drainage issues at Moorebank High School to reduce damage to the school during future flooding events.



The presentations were very successful judging by the feedback so far from teachers and students. Well done 8E!

## Farewell Yr. 12

It has reached that time of year when our Yr. 12 students are approaching the end of their formal time of education with us at Moorebank High School. This year we have a Yr. 12 candidature of 121 students across Biology, Chemistry, Earth & Environmental Science, Physics and Science Extension. This year group will hold a special place with me as it is my first cohort of Yr. 12 I have taught since arriving at Moorebank High School.

The pathways that these students will follow will be wide and varied from the time they finish with us, but in my opinion, the most important aspect to remember is this: Whether you get the marks and score you desire or not, you are all valued much more than a number on a page.

There will be opportunities before all of you, whether subtle or obvious. See them, acknowledge them and make the most of each one of them.

Return to us and let us know of your progress so that we can celebrate your achievements together.

## Secondary Studies

This term has been a very busy one for those working in the Secondary Studies Faculty.

We have continued our daily structured reading program for identified students aiming to increase their reading skills and confidence. Below is a short summary from one of the participating students Adam, in Year 7.

### **What is Toe-by-Toe ?**

**By Adam S. 7K**

Toe-by-Toe is a reading/ literacy program that helps you break down, sound out, learn and understand new words.

### What do I learn from Toe-by-Toe ?

I've learnt how to read fluent sentences which allows me to improve my reading speed and accuracy. I'm learning to pronounce words properly and my vocabulary has grown since starting the program.

### What do I like about Toe-by-Toe ?

I like that I am more confident in reading and that if I make a mistake the teachers help me improve and correct my mistakes. I feel better about my learning in class and I am beginning to understand the words used in all the different subjects.

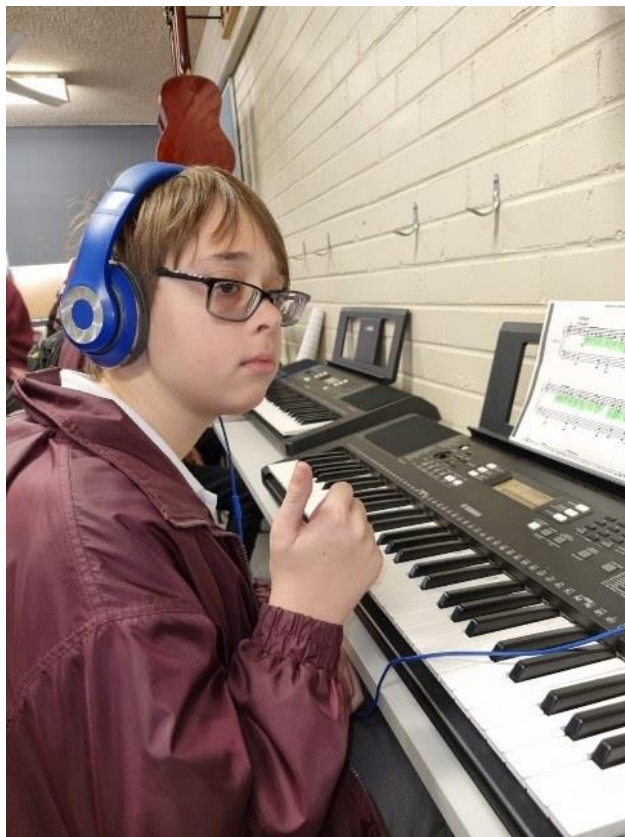


1 - Figure 1: Adam S. and Mrs Bozat completing the Toe by Toe reading program

## Moorebank's Talented Students

Over the course of this term the Secondary Studies faculty has been impressed by all of the outstanding work completed by all the students in many classes, particularly those we support in class, on excursions and during Work Experience programs.

Here are some happy snaps of the talents each student can demonstrate:



2 - Figure 2: Jack D. 7K Learning notes and songs on the keyboard



3 - Figure 3 Christian I. Yr 9, cooking Pad Thai in Year 9 Food Technology







4 - Figure 4: Year 8 students, Mitchell G., Zach W. and Michael G. learning dissection in Science.





5 - Figure 5: Year 7 s students Zishan S. and Lilian Z. making scones in Food Technology





6 - Figure 6: Kaylex T. Year 11, Work Experience at Woolworths Moorebank

## Diverse Learning Centre



*7 - During this term we had a number of community access excursions. This was our favourite photo!*

### The Diverse Learning Centre

We now have a fortnightly Diverse Learning Centre Assembly at which students receive awards, display work and have a say in faculty matters. Currently we have a competition for re-naming our classes!



*8 - Zaine, Daniel and Maalek*

We opened our first Personalised BRAVE store on Friday afternoons each fortnight. Students searched catalogues and made selections some of which have been added to our BRAVE store. Students then have the option to make a purchase once a fortnight for 5, 10 or 20 big BRAVE bucks!

Sissy and Emmanuel won an award at the Casula Powerhouse as part of the 24th Annual Art Society. All students work was exhibited at the launch on 20th August.



*9 - Emmanuel receiving his award*



10 - Sissy's award



11 - Kevin & Maalek



12 - Zaine



13 - Sissy, Kevin and Ms Jones.



## Aboriginal Education at Moorebank High School

### NAIDOC DAY

Moorebank High School celebrated NAIDOC Day on Friday 5 July. Students enjoyed an Aboriginal performance by Walangari Karntawarra and Diramu Aboriginal Dance & Didgeridoo. The students were engaged throughout the performance and enjoyed taking part in the activities.

At lunch students and teachers viewed, held, and learnt about Australian reptiles by Feature Creatures - Mobile Reptile Displays. Students also learnt about ancient weaponry and artefacts by Gandangara Local Aboriginal Land Council.

Moorebank High School raised \$1276 on NAIDOC Day for the KARI Foundation to help build bright futures for Aboriginal families and young people.



### Belonging Program

As part of the belonging program some of our Aboriginal Students, Ms Chepe and Aboriginal students from our community schools travelled to Symbio Wildlife Park. Students enjoyed a guided tour where they connected to country and learnt how scientific observations help people understand the effect their actions have on the environment and how we can care for our environment to ensure the survival of living things.



## HSIE NEWSLETTER TERM 3

### What are our Juniors Up to!!

#### History and Geography - 7 History

Students have been learning about Medieval Europe with a focus on The Black Death. Students have been analysing sources for the meaning. Students used these sources to write an information report that described the plague, symptoms, social impacts, and management during the time.

***Students are looking forward to the upcoming Medieval incursion on Wednesday 2 November.***

## 8 Geography

Students have been learning about the topic Interconnects. During this topic they have completed an assessment task about the impact of production and consumption of technology in the Congo. Students researched images that clearly highlighted the economic, social, and environmental impact of production and consumption of technology in the Congo. Students annotated these images and explained how the image relates to the topic. Students then created a visual report to communicate their findings.

***Students are looking forward to the upcoming excursion to Sydney Zoo.***

## 9 History

Students have been learning about the Holocaust in History during term 3. During the assessment task students investigated the usefulness of sources to determine how concentration camps, labour camps and death camps impacted the lives of Jewish people during the Holocaust. This term students also visited the Jewish Holocaust Museum in Sydney. Students listened to a lecture by Dr Jonathan Kaplan about understanding the Holocaust, testimonies from survivors and participated in a guided tour of the Museum.

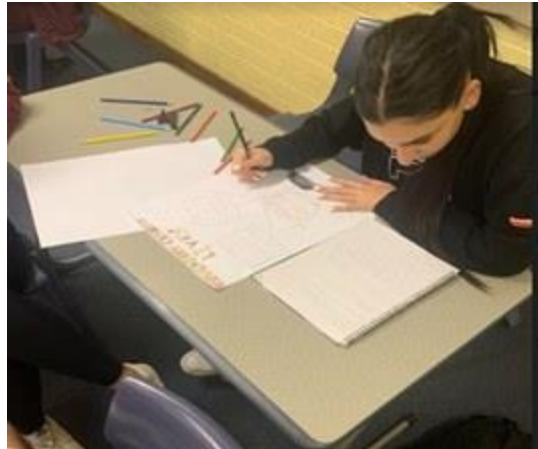


## 10 Geography

During Week 3 Year 10 students participated in activities surround this year's theme for education week Creating futures - education changes lives!

*Worldwide, 129 million girls are out of school. Only 49 per cent of countries have achieved gender parity in primary education. At the secondary level, the gap widens: 42 per cent of countries have achieved gender parity in lower secondary education, and 24 per cent in upper secondary education.*

Through the Human Wellbeing Topic Year 10 students learnt about the access to education for girls around the world. Students discussed the barriers that girls face to education caused by poverty, cultural norms and practices, poor infrastructure, violence, and fragility.



Throughout the rest of the term students learnt how to use a range of geographical inquiry skills. These skills include:

- Topographic Maps
- Land Use Maps
- Bearings
- Contour Lines
- Choropleth Maps
- Scale and Distance
- Satellite Images
- Climate Graphs
- Area and Grid Reference
- Latitude and Longitude
- Density and Distribution
- Population Pyramids
- Synoptic Charts
- Direction
- Photographs

## Commerce

In Year 9 Commerce students have been learning about investing. Students have completed an assessment task where they have invested money into property, shares, and term deposits. In Year 10 Commerce students worked with their peers to plan, organise and run a small business. On Friday 2 September students ran their business during lunch with the success of raising over \$1000 for a charity which they will choose later to donate to.



## ENGLISH FACULTY: FOCUS ON STAGE 6

The English Faculty would like to wish our Year 12 students all the very best over the next few weeks as they prepare for the Higher School Certificate. Year 12 have shown great strength and resilience in another very challenging year and we are all so proud of their achievements. We wish Year 12 well in their future endeavours and we hope that they are happy and successful and achieve their dreams.

### English Advanced

Our Year 12 Advanced students have been very busy learning, reading, writing and preparing for their HSC Examinations!

We started the year looking at a comparative study between Shakespeare's *Richard III* and Al Pacino's unit was the Bell Shakespeare excursion where performances, followed by lunch with a view!

We also studied the Craft of Writing, where students develop their own texts by deconstructing, analysing, and imitating the texts of others. Our Year 12 Advanced students have been very busy learning, reading, writing and preparing for their HSC Examinations! We started the year looking at a comparative study between Shakespeare's *Richard III* and Al Pacino's docudrama *Looking for Richard*. The highlight of this unit was the Bell Shakespeare excursion where students were treated to a both mini lectures and short performances, followed by lunch with a view! Students then studied the Modernist poet T.S. Eliot and examined the significance and textual integrity of his work. Ms Carney, Ms Zambetti, Ms Clark and Ms Speirs thoroughly enjoyed teaching this cohort of English Advanced students. We wish them all the very best for the HSC and their futures beyond school!

## English Standard



Year 12 Standard English have concluded their studies and are well and truly on the home stretch, with their HSC fast **Students** approaching. They are to be commended for their efforts in their Trial HSC examinations, showing great discipline and their drive to succeed.

Their journey this year started with a study of Henry Lawson's short stories in **Module A: Language, Identity and Culture**. Students thoroughly enjoyed each short story and explored Lawson's role in shaping Australian identity.

We then started our study of **Module C: The Craft of Writing**. Students examined the multifaceted process of writing and reflected upon what it means to be a writer. Students wrote a range of their own imaginative, discursive, and persuasive texts and incorporated stylistic features from the prescribed texts they studied.

Standard English students this year also had an opportunity to attend a symposium for their prescribed **Excellent** text, *The Crucible* by Arthur Miller, for the **Common performance!!**

**Module: Texts and Human Experiences.** Students watched a variety of performances of key scenes from the text with accompanying critical analysis and discussion amongst the actors and director. Students concluded their studies with **Module B: the Close Study of Literature**, where they studied *The Truman Show* directed by Peter Weir. Students examined the text closely and discussed Weir's distinctive qualities and how they convey his message and purpose.

Over the last two years, they have formed positive relationships with their classmates and teachers, and have grown into admirable young men and women, ready to take on the big, scary world that awaits them. Their teachers, and the entire English Faculty, wish them the very best in their future endeavors.



## English Extension 1

This year, students explored, investigated, experimented with and evaluated the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. They deepened their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights in our contemporary society.

The students studied three texts, each of which is considered a 'classic' of modern literature.

In *Metropolis*, a film set in Post-war Germany, students explored the experience of the modernist world at the beginning of the 20th century.

C.A.  
Rotwang  
from  
*Metropolis*



History says, don't hope  
On this side of the grave.  
But then, once in a lifetime  
The longed-for tidal wave  
Of justice can rise up,  
And hope and history rhyme.

So hope for a great sea-change  
On the far side of revenge.  
Believe that further shore  
Is reachable from here.  
Believe in miracle  
And cures and healing wells.

**SEAMUS HEANEY**



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## English Extension 2

The second text set for study was, ***Waiting for Godot***, where students explored the experience of the search for meaning and the failure to find certainty in an Absurdist play sparked by the context of the Cold War period. The text's challenge of literary conventions activates the audience consideration of changing values and assumptions in an unstable sociopolitical climate.

Finally, students undertook an in-depth study of the poetry of Seamus Heaney, analysing six poems selected from his 1998 collection ***Opened Ground: Poems 1966-1996***, linking to the **Elective Module 'Worlds of Upheaval'**. The poetry focuses on the troubles and the ongoing religious sectarian conflict in Ireland as well as creating an identity as a nation and dealing with a clash of religious and political beliefs.

## Year 11 English

**Year 11 English students completed three modules throughout the year. These modules will provide them with the skills necessary to support them through their HSC year which will commence at the beginning of term 4. The following modules were completed for each course:**

### English Extension

#### 1. Text, Culture and Values

#### 2. The Rebel and the Non-Conformist

In the Year 11 Extension module, **Texts, Culture and Value**, students examined the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. This was completed through the lens of Post Modernism and the experience of the ***Rebel and the Non-Conformist in texts***. The focus of this unit was to examine how texts challenge our understanding of the inherent ambiguity that exists in any definition of human nature. Specifically, students explored the way ***The Rebel and the Non-Conformist*** is represented in literature and how its construction reflects binary notions of 'good' and 'bad'. Additionally, the unit examined the way in which paradigm shifts influence the shaping of meaning through a response to or critique of relevant cultural concerns.



14 - Into the  
Wild Sean Penn



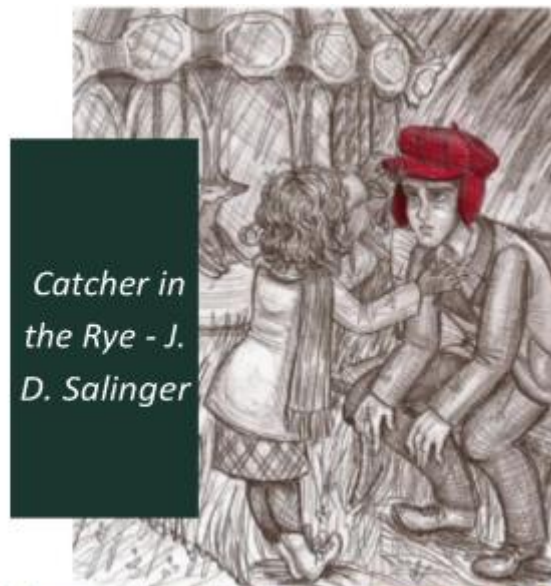
15 - The Bell  
Jar -  
Sylvia Plath

Students critically examined Sylvia Plath's novel *The Bell Jar* looking at the idea of the Rebel and the Non-Conformist and then critically examine Sean Penn's film *'Into the Wild'*. Students examined the

underlying assumptions about what constitutes a rebel, their personality, behaviour in Postmodernism society, society's reaction to the rebel's action and the consequences of their rebellious behaviour.

## English Advanced

1. **Reading to Writing - Set Text Catcher in the Rye**
2. **Narratives that Shaped Our World - Macbeth and Macbeth Retold**
3. **Critical Study of Literature - Gwen Harwood**



Finally in the **Critical Study of Literature Module**, students engaged personally and critically with the works of Gwen Harwood. They discussed, analyse and respond to the poetry; and use their

understanding of the context of the poetry as well as subsequent critical readings of the texts to extend their own personal responses to the texts.

**In the Common Module – Reading to Write**, students studies the ways reading can influence, inspire and shape their writing. Students encountered a variety of texts and studied the ways textual concepts are explored in and through different texts. Students studied and reflect on a range of texts around the idea of Transformation. Students examined, analysed and responded to the *Walking in* way these concepts can enhance and shape their *groups in* understanding of the world, themselves and the search of lives of others. The core text for this unit was J. D. Salinger’s novel, *Catcher in the Rye*.

**In the Narratives that Shaped Our World Module** students explored a range of narratives from the past and the contemporary era. They looked at the powerful role of stories and storytelling as a feature of narrative in past and present societies. Students analysed and evaluated William Shakespeare’s play *Macbeth* and the film *Macbeth Retold* directed by Mark Bronzel. They explored how Shakespeare’s *Macbeth* was can be appropriated, re-imagined or reconceptualised for new audiences in the film *Macbeth Retold*.



16 - Students from Year 11 presenting

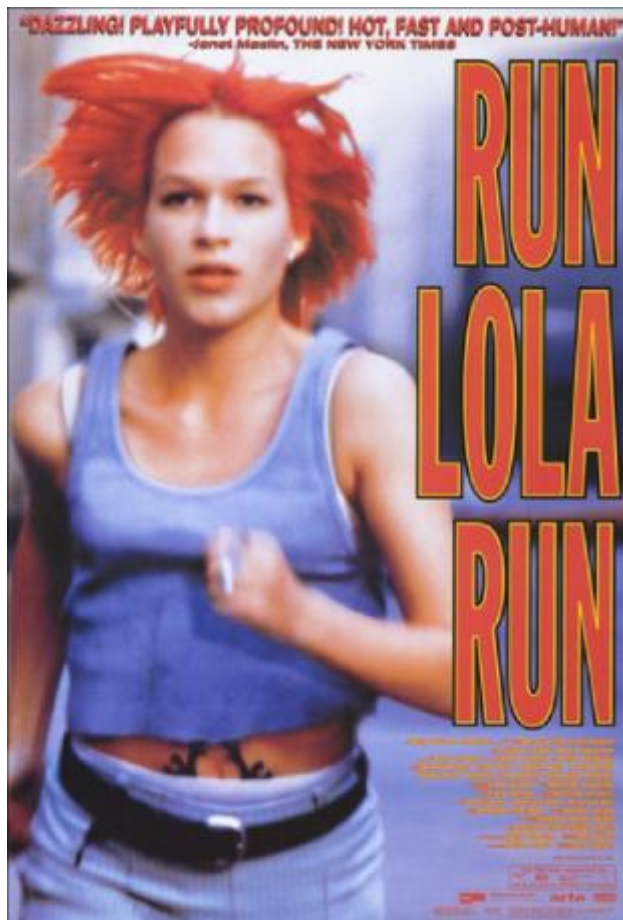
## English Standard

1. **Reading to Write - Collection of different short texts**
2. **Contemporary Possibilities - Run Lola Run**
3. **Close Study of Literature - Bruce Dawe**

In the **Reading to Write Module Year 11** English Standard students read and responded to a range of texts, including poems, songs, and short stories and studied the ways textual concepts are explored in

and through different texts. Students studied and reflected on a range of texts around the idea of Transformation.

In the **Contemporary Possibilities Module** students explore the way different digital text types are used to communicate in today's technological age. Students completed an in-depth study on the 1998 German experimental thriller film 'Run Lola Run' written and directed by Tom Tykwer.



17 - Run Lola Run

Finally, in the Close Study of Literature Module students engaged in a detailed analysis of Bruce Dawe's poems. Students were introduced to the context of Dawe's life and poetry. Students annotated and analysed FOUR of Dawe's poems. Students were required to think independently to develop their own understanding and interpretation of the poems.



18 - Hunt for the Wilder People

## English Studies

1. **Achieving through English**
2. **Part of a Family**
3. **The Big Screen - Ready Player one**

Through the study of the **Achieving through English Module** students looked at how to use English accurately, effectively and appropriately in their senior studies and further education and for other practical purposes, such as applying for employment. This unit is designed to help support students to access and comprehend information, ideas and language in everyday and work texts.

In Part of a Family Module students developed their skills in using appropriate terminology and styles of language appropriate to the explanation of and discussion of general issues relating to family life. Through the film, ***Hunt of the Wilder People*** students explored the diverse representation of families and looked at the relationships within and between families and experiences of the individual within a family network.



For their final module, The Big ScreenEnglish in film-making students explored the language and techniques of film. They looked at how language is used in productions and promotions as well as critically analysed the film *Ready Player One*. They explored the world of films and filmmakers through various films and documentaries.

## LITERACY



19 - How amazing do these look?!



Year 7 have continued this semester with their subject specific WOW (Word of the Week) activities, which work to increase students' vocabulary, comprehension and reading fluency.

To celebrate Book Week, students engaged with the theme *"Dreaming with eyes open"* by writing down their own dreams and hopes for themselves and the world. Please have a look at some examples of their inspirational thoughts!



## Year 9 & 10 Debating

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Moorebank High School participated in the Premier's

Debating Challenge against Hurlstone Agricultural High School and John Edmondson High School. The debaters are to be commended on participating in the Premier's Debating Challenge both online and in person debates at an extremely high standard. Moorebank High School students presented a really strong and enjoyable debate on both occasions. Moorebank students presented a strong debate, keeping the teachers and adjudicator on edge.

The topic of the round 2 debate was "That science should be a compulsory subject throughout high school" and Moorebank was the negative team. The topic for the 3rd round was politics 'That we should ban all election content on social media' and Moorebank was the affirmative team. We look forward to continuing to participate in the Premier's Debating Challenge.

## Year 7 & 8 Debating



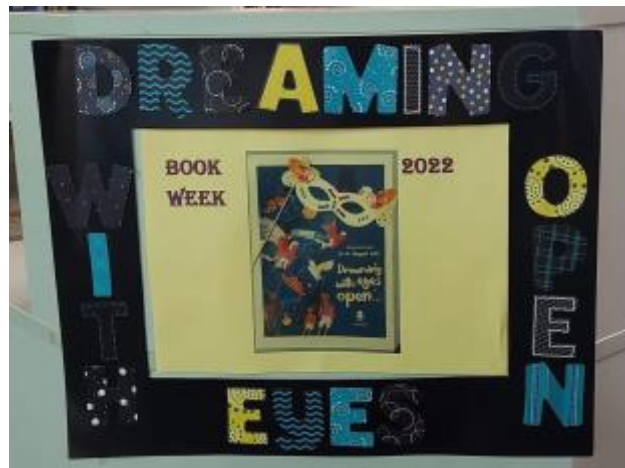
### **Should school hours be made longer?**

This was one of the topics that our year 7 & 8 debaters faced as they battled out three other schools for the NSW Premier's Debating Challenge. The students presented strong and excellent arguments against Punchbowl High School, Sir Joseph Banks High School, and East Hills Girls High School, showcasing their ability to collaborate with each other and demonstrating their confidence.

The results were 2W:1L, losing against East Hills Girls High School on the topic of 'media'. The students who participated should be commended for their time, effort, and dedication to make this debating team successful and **we hope to see them again next year!**

## Library News

In term 3 we celebrated Book Week with several student activities. This year's theme was "DREAMING WITH EYES OPEN". Selected students from years 7,8 & 9 were invited to a Character Drawing workshop with author Matt Stanton. A number of students participated in a "Dreaming with Eyes Open" Mask making workshop in the library at lunchtime. All students were able to vote in the "Battle of the Books" via their google classrooms. There were two categories – The most popular fiction Author of 2022 and the most popular Manga or Graphic novel series of 2022. Over the course of the week the nominated books were whittled down from the top 16 in both categories to the final winners. Morris Gleitzman was voted the most popular Author and "Attack on Titan" was voted the most popular Manga series.



20 - Dreaming with eyes open



21 - Character drawing workshop with Matt Stanton







22 - Mask making workshop





Amazon Gives representatives from Amazon Books visited our school on 15 September 2022 and made a substantial donation of books to our School Library. Raj, Shantay & Gabriela from the Amazon Gives team met with the School Principal, the Teacher Librarian and some students from Years 8 and 10 and presented them with 86 books donated by staff and brand new books procured from Amazon marketplace to commemorate Book Week. Many of the books have already been borrowed by keen readers! Thank you to Amazon Gives for this very generous support of our School.



*23 - Representatives from Amazon Gives*





## Careers News

This is a very busy time of year in the Careers and Transition department.

Year 12 have been very busy with the Trial HSC and many have taken the time to discuss with me their post school pathways and how their Trial HSC performance may impact those aspirations. The SRS scheme has now closed and EAS applications for those students who have suffered disadvantage for a period greater than 6 months. **EAS applications must be submitted by the end of November** (late applications are accepted in the first week of January but may not be assessed in time for the Main Round of university offers). **UAC applications must be submitted by the end of September to avoid late fees.** Students may change their UAC preferences as many times as they like without cost.

A number of our Year 12 students have been successful in gaining early entry offers for University places next year. I would like to congratulate these students, however those who were unsuccessful should be aware the vast majority of University offers will not be made till December so they must remain positive.

Macquarie University made a lunchtime presentation for our Year 12 students which was well attended.



The University of NSW worked with many of our year 11 students on their Gateway program this term. Moorebank High School is very fortunate to be one of only a few schools working with UNSW on this initiative. As Year 11 students move into the HSC course in term 4, they will be eligible to reduce their study load to 10 units. Students must discuss this with me to determine the impact that dropping units will have on their post school aspirations. Students will not be able to drop a subject without my signature on their change of subject form to confirm a discussion has taken place to explain the implications of their decision.

Students who aspire to gaining an apprenticeship were invited to attend a lunch presentation with a representative from My Gateway. They are a group employer who employ hundreds of apprentices across a range of trades. My Gateway will now actively look for appropriate opportunities for those students who indicated their wish to gain an apprenticeship.



Several of our Year 10 students have been involved with the Youth Engagement Strategy (YES) program which enables them to experience a trade at TAFE one day a week over 8 weeks. Students were involved in plumbing at Meadowbank TAFE and Electrical at Ultimo TAFE.





A few of our students have undertaken work experience this year and, in several cases, this has directly led to an apprenticeship. I am happy to approve work experience, including extended block placements, particularly if it is likely to lead to an employment offer.





Year 10 work experience will take place in week 4, term 4 (31st October – 4th November). Work Experience packages were issued earlier this term. Unfortunately, I have just been advised that the work experience paperwork will be superseded with new paperwork with must be used for all work experience from day 1, term 4. I have reissued the updated paperwork and emailed electronic copies to the students' school email so students may email it to their employer if necessary. I have also extended the final date for submission of work experience paperwork till Friday 21st October (week 2, term 4). If students are experiencing any difficulty with organising work experience, I encourage them to see me in the Career's office.

## PDHPE - Term 3

PDHPE Faculty

There were some highlights missing from the Newsletter in Term 2, but the following students need to be recognised for their achievements:

- Thomas Kitsoukiliias refereed the PSSA Boys Hockey Final. He scored this position as he was chosen as one of the two best referees.
- Thomas Trainor represented NSW on the Gold Coast for the National Judo Championships
- Kye Truman will be representing Sydney South West in Touch Football at the State Championships.
- Kaidance Weir won three gold medals at the National Gymnastics competition.

PDHPE/LoTE has not stopped this in Term 3. So much has been happening and we are excited for more. It has all been about teaching purposefully, getting students active and providing many opportunities to all of our students.

- Mr Dablan has worked closely with GWS Giants to create free initiatives for students to engage in the AFL world.
- We promoted our elective subject PASS and Language Courses and the Senior PDHPE Course and Senior Language Courses at two subject selection nights.

- The Senior Girl's Oztag team won the Bankstown Zone grade sport competition this season.
- Year 7 will be engaging in Swim School where they will participate in a variety of swimming activities.
- The Head Teacher of PDHPE, Ms Fedele, has worked closely with the Wellbeing Team to design an engaging and purposeful course for the Year 11 students engaging in Life Ready.

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*A big congratulations to all these students for competing at such prominent levels.*

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Moreover, as we all know, COVID has impacted us all in many ways, particularly affecting our athletes. This year, we have sent a number of students to state carnivals, and they have represented the school with distinction.

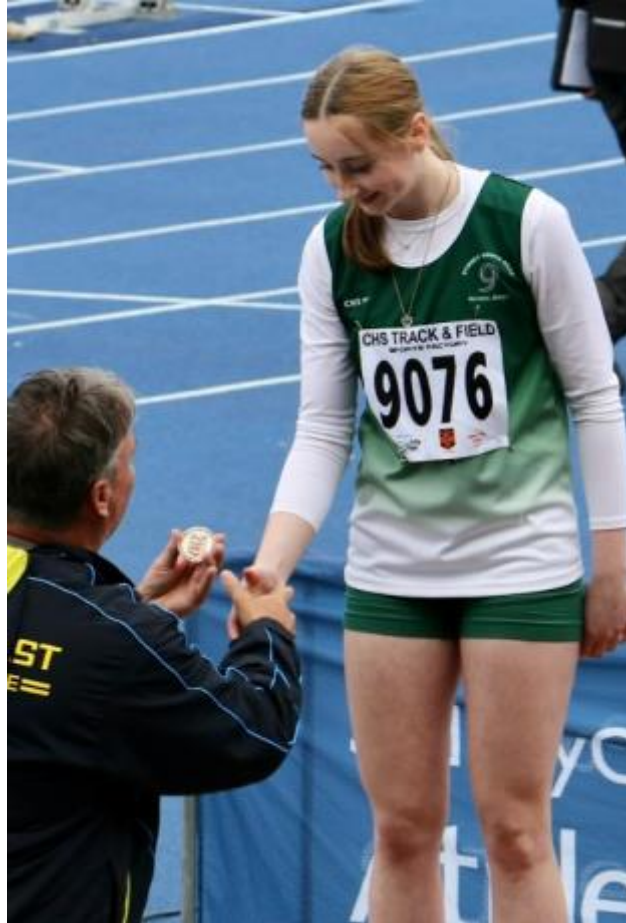
During Term 3, Moorebank High School sent students to both the state cross country and athletics carnivals.

Four students – Thomas Trainor, Phoebe Foster, Aleksa Cvijanovic and Katarina Poluga - competed at NSWCHS Cross Country, braving the rain in the middle of July to participate.

At the NSWCHS Athletics, the following students completed in the listed events:

- Olivia Haskew – U16 Girls Javelin
- Kaiser Tat – U16 Boys 100m
- U16 Boys 4 x 100m Relay Team:
  - Kaiser Tat
  - Brix Belen
  - Gregory Parzakonis
  - Christian Isaac

A big congratulations to all these students for competing at such prominent levels. Congratulations to the Boys Relay team for making it through to the final, and an extra congratulations to Olivia, who is the State Champion in Javelin – recording the longest throw of 41.12m!





### Languages at Moorebank High School – Term 3

During Education Week, French and Modern Greek students reflected upon their future and communicated their dream professions using the target language and artistic skills.







[Well being Newsletter Sept](#) [To view the Well being newsletter article please click on the line below.](#)

## School Admin Information



### Early leavers

Parents / Carers are reminded that if their child is leaving for an appointment during school time, please provide your student with a signed note and student can present it to the front office to sign out .

Proof of any appointment will remain as an unjustified leave until a medical certificate is provided.

On Tuesday's, the PDHPE faculty must sign and authorise the letter to leave early.



School Admin Office is open from 8.30am – 3.15pm

Payments are open from 8.30am until 1.45pm. Online payments are encouraged.

***SASS staff would like to wish everyone a restful Spring break.***

## TAS Newsletter

### Y12 HSC major Projects

The HSC major projects for Industrial Technology – Timber & Graphics have been submitted and marked by the HSC markers. A big congratulations to all of the students and Mr Akkoui, Mr Anand and Mr Lewis for all of their hard work. All of our Y12 Industrial Technology students completed their major works. This is a significant achievement considering this particular cohort has lost 6 months of access to the workshop, practical experience's and teacher demonstrations and instruction during the last two years due to Covid restrictions and floods.



A sample of HSC Industrial Technology – Timber Projects

### Year 12 VET Construction – School Project

Each year the Year 12 construction class participate in a school improvement project or community project. Students are required to work in teams to manufacture and install items or equipment. In the past the students have constructed garden seating for the Georges River Environmental Education Centre for outdoor lessons. At Moorebank HS over many years, they have manufactured and installed all of the outdoor beaches and pergolas. This year's project is an ambitious project. It is a landscaped garden and seating area for the Diverse Learning Unit. It consists of 18 l/m of garden retaining wall, two 3m x 2m concrete slabs and two table/seating benches. The completion of this project has been disrupted due to sever weather conditions and a very wet 6 months.



Y12 Construction Project – Diverse Learning Unit

## Year 12 VET Hospitality – Industry Visit

Prior to Covid restrictions, the VET Hospitality students would undertake an industry visit to Centrepoint restaurant to get a better understanding of the operations but of a hospitality business. We were able to resume this excursion this year. Students would normally have a tour of the kitchen and back of house operations, this was not possible this time due to Covid restrictions. Students spent 15 minutes with a chef where they were given a description of roles and responsibilities in the kitchen (chefs, cooks etc) and had access to front of house staff who explained the operations that they are responsible for (waiters, bar attendants etc). They also enjoyed a very nice buffet lunch and 360° panoramic views of Sydney.



Y12 Hospitality students at Centrepoint

## CAPA Newsletter

### 2022 MCOS CONCERT

The Moorebank Community of Schools (MCOS) Concert was held on August 3rd during Education Week. This event occurs biennially, however due to the pandemic it was postponed for several years. This was a combined schools' concert with Nuwarra PS, Newbridge Heights PS, Chipping Norton PS and MHS. Students across all schools prepared their performance items for months leading up to this event that was held at the Revesby Workers Club. MHS are so proud of all our talented students and would like to thank them and all parents and family members for their support. Thank you to the amazing stage and

technical crew for your hard work behind the scenes and a special thank you to the Senior Executive, SASS and all teachers involved to make this event possible.











## HSC SHOWCASE EVENING

On Tuesday 23rd August CAPA and TAS collaborated to present the Year 12 HSC Showcase Evening. The evening included a display of the major projects from Industrial Technology Timber in the Library and a Visual Arts Bodies of Work exhibition in the hall. The exhibition was followed by the Year 12 Music 1 performances on stage. This annual event is a celebration of the achievements of our HSC students in CAPA and TAS. A huge thank you to all family members present and to the senior exec and all teachers who attended to support our very talented students and our MC's Prefects Aiden and Travis. A special thank you also to Mr Monaco and his amazing Hospitality students who catered for this event.





