



[Moorebank High School](#)
Newsletter

June 2022

Principal Ms Vally Grego



PRINCIPAL NEWSLETTER TERM 2

PRINCIPAL'S REPORT

We come to the end of another term of teaching and learning at Moorebank High School. I would like to take this opportunity to recognise the tireless work of my staff. Despite the obstacles of COVID 19, Influenza and the additional workload to support absent staff to ensure Moorebank High School continues to be operational, my staff's dedication to their students has remained unwavering. Sacrifices have been made to allow students to engage in extra curricular activities to enhance their understanding and engagement in learning. These have taken the form of excursions, attending performances, sporting opportunities, debating, homework centre, celebrations, presentations, catering, involvement in cultural events and the list goes on.

The Moorebank High School Community Focus Group (CFG) which meets the second Monday of the month have been valuable in providing a voice for the parents. Consultation takes place at these meetings and the minutes are published to the school community. With the support of the parents, we are on the projection of having most classrooms airconditioned by the end of the year; this is a year ahead of schedule. We will keep you updated on this progress.

Another initiative that was ratified by the CFG last year (8/2/2021) and again this year (13/3/2022) was Posiflex Kiosks Biometrics, this is fingerprint recognition. The Posiflex kiosks do not store a copy of your

fingerprint. It stores an alphanumeric representation of the fingerprint, a great big long random string which is unique to each fingerprint. It is a map of 25 -40 unique features of a fingerprint and then puts it into a data format called a template. This data is called Finger Minutia Data or FMD. That specific template can only be interpreted by the biometric engine on the kiosk. If one were to look at the template of a fingerprint, it would not be recognizable, as the information is a set of numbers and typically encrypted. The system will roll out in Term 3 for the external student toilets only. We are introducing this system to monitor students' movement during class time and to reduce the incidents of vandalism. We will then investigate the upgrade to the toilets.

I hope you enjoy reading the newsletter on the learning and experiences that have been offered at Moorebank High School during Term 2 2022.

Moorebank High School Uniform Policy

Moorebank High School is a uniform school. Our school's uniform policy aligns with the Department of Education's Core Rules which state that all students in NSW government schools are expected to "maintain a neat appearance, including adhering to the requirements of the school uniform or dress code policy".

A reminder **from Term 3, all students must be in either maroon (Jnr Girls) or grey slacks (Jnr & Snr Boys & Snr Girls)**. Students who wear maroon or grey tracksuit pants to school will be marked out of uniform from TERM 3 onwards and will be subject to consequences, as per our student management policy. Below are images of the Winter Uniform options we have.

The school can offer uniform vouchers to use at Moorebank Uniforms for families that are in financial difficulty to support them in purchasing uniforms.

Winter options below

1. **Our regular sloppy joe**
2. **A woollen jumper.**



4. A Micro fibre jacket. This is a good winter option that is weather resistant with a lining of fleece on the inside .





Sentral for Parents App Update - Parent flyer content_V02 (Click on image to view)

Important Information: Sentral for Parents App



From **Thursday 23rd June 2022**, versions 3 and 4 of the Sentral for Parents App will no longer be supported. If you are on one of these versions, you need to update your app to continue accessing information and receiving notifications.

How do I check what version I am?

From your app, go into Settings cog in the top left corner of the dashboard screen, then into App Version. (See image below.)

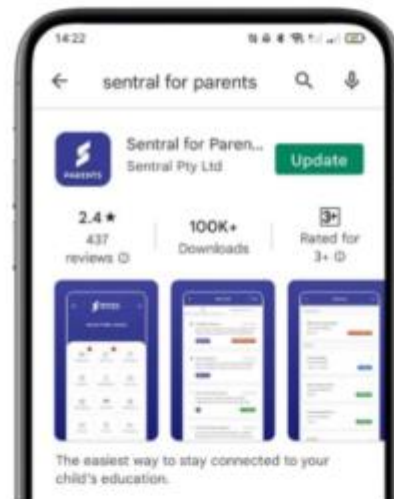


I am on Version 3 or 4

You will need to update your app. Go to your device's app store and search for Sentral for Parents and then select Update (see image below). Or you can access the app store using the QR codes below. After the update, when you go back into the app, you will be required to re-enter your login credentials.

I am on Version 5

You do not need to do anything at this time.



App Store



Google Play



How to get Help

If you require assistance you can email parentapp@sentral.com.au for support.

Mathematics & Numeracy

Numeracy

To continue developing the Numeracy skills of our students at Moorebank HS, the Numeracy team has continued to run the Numeracy raffle and its popularity has picked up even more since the Daily Notices have been announced each morning.



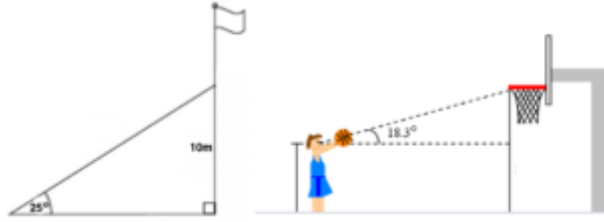


Thank you to the teachers who have supported their students and encouraged them to put their answer into the box outside the Mathematics staffroom.

The Numeracy team would like to remind parents that they can access the Parent Google Drive with numeracy resources. Parents are encouraged to access the drive for resources that may assist them with developing their child's numeracy skills at home.

Mathematics

Trigonometry can be used to roof a house, to make the roof inclined and work out the height of the roof in buildings etc. In Mathematics, we have been exploring the use of trigonometry to calculate unknown sides and unknown angles. Specifically, using the trigonometric ratios to calculate unknown angles. It is particularly important to understand this concept as the world is filled with angles. From the angle of a beam in a cross to the slope of a roof, you need tools to measure those angles with precision. Each profession has its own specialty tool that is used to determine angles, but some are used in multiple trades and in the classroom.



An inclinometer or clinometer is an instrument used for measuring angles of slope, elevation, or depression of an object with respect to gravity's direction. Ms Rafla introduced Year 10 to some of these tools whilst teaching students trigonometry. Students lined up around the semi-circle on the basketball courts and recorded the angles shown. It was a great activity for students to better understand worded trigonometry problems.



In Stage 4 and 5, students are familiar with degrees as the unit used to measure angles. However, in Mathematics Advanced and Mathematics Extension 1, students are introduced to radians. The radian is a unit of angular measure defined such that an angle of one radian subtended from the center of a unit circle produces an arc with arc length 1. Ms Zabakly used chocolate cake to demonstrate the relationship between the radius and arc length of a circle and to consolidate student understanding of the relationship between radians and degrees. Students were very happy with the demonstration as they got to enjoy some delicious chocolate cake after Ms Zabakly's explanation.





ABORIGINAL EDUCATION MOOREBANK HIGH SCHOOL

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

BELONGING PROGRAM

Some of our year 7 to 10 Aboriginal Students are involved in the Belonging Program which brings Aboriginal students from around the area together to participate in cultural activities. Mrs Budden attended the first meeting where the upcoming Symbio Zoo excursion was planned. Students in this program will attend the zoo on 8 August 2022 with Ms Chepe.

MHS - NATIONAL SORRY DAY FORMAL ASSEMBLY

National Sorry Day remembers and acknowledges the mistreatment of Aboriginal and Torres Strait Islander people who were forcibly removed from their families and communities, which we now know as 'The Stolen Generations'. It is important to note that many governments and politicians of the past and present have rejected the idea of a formalised apology. Kevin Rudd's apology shows one of the greatest moments in human history. The Apology to the Aboriginal and Torres Strait Islander Peoples is seen as an important step towards reconciliation between Indigenous Australians and non-Indigenous Australians. The apology also acknowledged the government's (and past governments) responsibility in policies, practices and attitudes that have discriminated against, isolated and marginalised Indigenous Australians.

MHS delivered a moving assembly that acknowledged the mistreatment of Aboriginal and Torres Strait Islander people whilst signifying the importance of our collective commitment to building a brighter future together as people of Australia. The assembly concluded with a Year 12 music performance of 'Took the Children Away' By Archie Roach.



Learning Support Newsletter Term 2:

What is personalised learning and support?

Personalised learning and support is a process that supports a wide range of students with additional learning and support needs.

Personalised learning and support is underpinned by evidence of four key elements or areas of activity:

- The assessed individual education needs of the student
- The provision of adjustments or support to meet the students' assessed needs
- Monitoring and review of the impact of the adjustment or support being provided for the student
- Consultation and collaboration – of teachers with parents, support staff and other professionals where required.

Consultation and collaboration

Over the past 2 terms the school's Learning and Support Team have worked in collaboration with many parents and carers to establish these important PLASPs.

Teachers and school staff work collaboratively to identify and respond to the additional learning and support needs of students. This includes consultation and collaborative planning between school staff and students and their parents and carers, as well as collaborative planning between teachers, support staff and specialist staff within and outside education where needed to address individual student needs. Examples of ways in which this collaboration is recorded may include:

- records of meetings held at school to plan for and review adjustments involving teachers, students, their parents and carers, other specialist staff and professionals, such as learning and support team meeting records
- records of discussions and decisions about the provision of adjustments for the student
- documented student plans signed by the student and their parents and carers
- records of parent-teacher interviews
- parent-teacher communication books.

School learning support officer

Over the First Semester of 2022, our amazing Student Learning Support Officers (SLSO) have supported the ongoing work of our Learning Support Team to provide additional support, educational care and guidance for students identified as requiring additional learning and support.

But what exactly is an SLSO and what do they do?

School learning support officers work under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs enrolled in Schools for Specific Purposes (SSP), specialist support classes in mainstream schools and mainstream classes. They can provide assistance with:

- school routines
- classroom activities, and
- the care and management of students with disability and additional learning and support needs.

Here is just a small snapshot of how our SLSOs have provided additional support to our students:



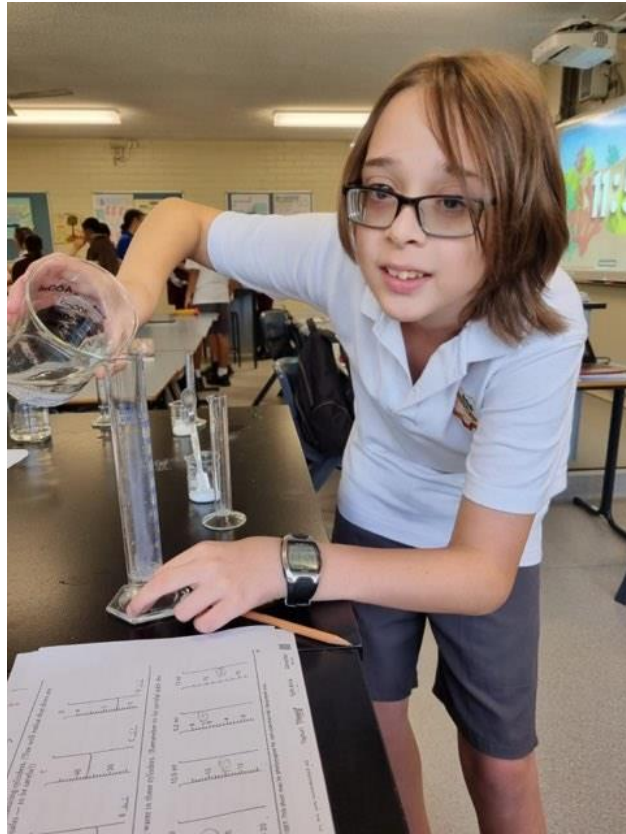


Figure 1 Supporting students develop strong social skills through structured play





Figure 2- Providing support to students on school excursions to enhance their capacity to engage with the whole curriculum and community



1 - Figure 3 Providing assistance in practical subjects to ensure safe practices and increased student participation.

ENGLISH TERM 2 REPORT (click on the link to view) [\(1\).pdf](#)

[MHS Newsletter](#)

TERM 2 IN HSIE

Year 7 History

Year 7 historians have been learning about Ancient Greece. Their assessment task is on the Battle of Marathon. In this task students have analysed historical sources about the Persian Wars for the meaning of each source. Students then used the source information to write PEEL paragraphs that describe the battles of Marathon.

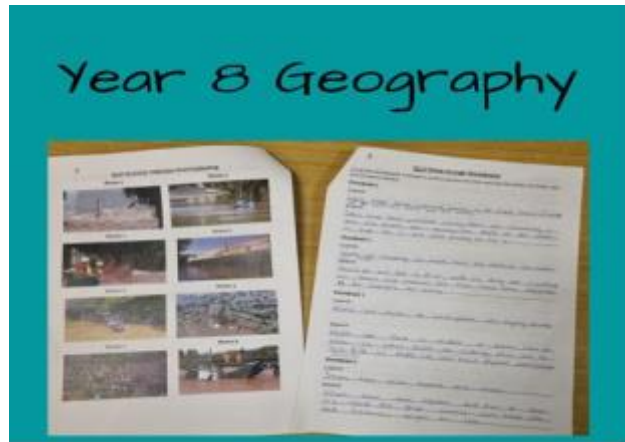
Coming Soon! Term 3 students will be studying Medieval Europe. The HSIE faculty is working hard to organise an incursion so students can experience medieval weaponry and how they were used in battle.



Year 8 Geography

Year 8 geographers have been studying the Water in the World Topic. Through this topic they have completed an assessment task on Floods. Through case studies students have looked at the economic, social and environmental impacts of floods.

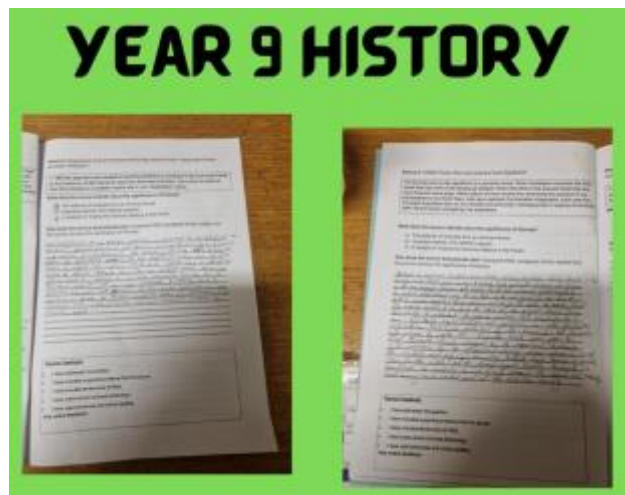
Coming Soon! Students should have received a note for an excursion to Sydney Zoo to complement their study of the topic Place and Liveability in Term 4. Students will actively engage in a range of hands-on-fieldwork throughout the Zoo excursion.



9 History

Year 9 historians have been studying the topic Australia at War. Through this topic students have completed an assessment task on the significance of Kokoda to Australia. Students have worked through sources to write PEEL paragraphs.

Coming Soon! Students will be attending the Jewish Holocaust Museum in Sydney in Term 3. The day will include talks from Holocaust survivors, a guided tour of the Museum and curriculum-linked workshops with expert educators.



Year 10 Geography

Year 10 geographers have been studying the Environmental Change and Management Topic. Through this topic they have completed an assessment task on The Great Barrier Reef. Students have looked at the importance of the reef, the threats to the reef and management strategies used to protect the Great Barrier Reef.

Coming Soon! Students should have received a note for the Bonnie Vale, Royal National Park excursion to supplement the topic Sustainable Biomes. Students will actively engage in a range of hands-on fieldwork throughout this 'Sustainable Biomes' wetland experience. Students are reminded for this excursion to wear Full PE Uniform and comfortable footwear for walking through bushland and wetlands.



STAGE 6 IN HSIE

Ancient History Year 11

The students of Year 11 Ancient History have been developing their historical inquiry skills by choosing a particular area of interest to research and conduct their own investigation. Topics vary from the 'Impact of mythology in Greek society', to trying to prove whether Constantine really was the first Christian emperor. The process of this investigation gives students the freedom to explore topics and areas of history that are of particular interest to them. Student knowledge and understanding has developed through the analysis of historical sources and academic studies linked to their area of interest.

Ancient History Year 12

Students of Year 12 Ancient History have been delving into the career and achievements of Alexander the Great. Starting at Alexander's childhood, students have been developing a psychological analysis behind the motives and personality of Alexander the Great, using historical sources to help develop their understanding. Students have been looking to evaluate the long-term impacts of Alexander to determine, was Alexander really that great?

Extension History

This term, History Extension students have been looking at the representation of Cleopatra throughout history. Was she a power-hungry manipulator who used her sexuality to place herself in a position of power? Or was she a female ruler in a world of men who did whatever she could to help Egypt survive? Students have been looking at the historical debates that exist from ancient and modern sources to

understand the reason why the image of Cleopatra has been villainised or revived. Students have looked at the role of feminism in helping to revise Cleopatra's story and helping to give Cleopatra the voice she never had.

Modern History

Year 11 Modern History students have just finished their historical investigation and have started to learn about the decolonisation of Indochina. This course gives students information that will help them with the upcoming topic in year 12, Conflict in Indochina.

Year 12 are working hard on their plans for the upcoming assessment task. Students are writing plans for 8 essay questions on the topic Conflict in Indochina. These plans will not only help them prepare for the Peace and Conflict Assessment, but also help them prepare for the HSC. Year 12 students are also looking forward to the upcoming HSC Study Day at The University of Sydney.

12 Society and Culture

The year 12 Society and Culture students have been working on their major work, their Personal Interest Project. We visited the State Library for research, which the students found really useful. The students are on the home stretch, with this major work due at the beginning of term 3.

This term we have been investigating our depth study, Popular Culture, with our focus area being the Marvel Cinematic Universe. Students have been learning about the characteristics of popular culture and how it is consumed. We visited Liverpool Westfield to conduct research into the marketing and paraphernalia of Marvel, afterward watching the latest Marvel film 'Dr Strange in the Multiverse of Madness', assessing the film's construction and deconstruction of gender. Students have really enjoyed this topic, having many great discussions during our classes.



11 Economics

Students in 11 Economics completed their first assessment task this term – a review of all the key terms and concepts they learned across the first three topics. They have spent this term investigating the Australian Labour Market and are currently working on their second assessment task where they are investigating the recent trends in the Australian Labour Market.

12 Economics

This term in HSC Economics, students have been studying the topic – Economic Issues. The focus of this topic is the nature, causes and consequences of the economic issues and problems that can confront contemporary economies. We have been learning about Australia’s external stability, environmental sustainability, unemployment, inflation, distribution of income and wealth and economic growth. We have also been looking at policies and management used to address these issues.

11 Business Studies

This term, year 11 have been studying the topic – Business Planning. The focus of this topic is the processes of establishing and planning a small to medium enterprise. Week 4 the students went to Luna Park Sydney to learn about the business and use it as a case study in this terms assessment task. We are currently learning about the last section of the topic, critical issues in business success and failure.



12 Business Studies

This term students have been learning about Marketing management in Year 12 Business Studies. We have studied how businesses respond to different influences such as consumer laws and ethics, why it is important for businesses to have a strong marketing plan, and the different strategies that businesses can use to market their products. We will start Human Resources at the end of this term and begin our preparation for the Trial Exam next term.

11 Legal Studies

This term, Year 11 Legal Studies has commenced their study of law reform and are developing their evaluative skills in assessing whether changes to Australian legislation have always achieved just outcomes for individuals and society. To prepare them for their own research task on law reform, we

explored the development of civil rights in Australia, with a focus on the land rights movement and the High Court decisions of *Mabo v Queensland (No 1)* and *Mabo v Queensland (No 2)* cases, which illustrated the application of the interaction between federal and state law, as well as the role of the Australian Constitution. Students examined the legal reasoning behind these decisions and their impact after having established contextual information about customary law and the diversity of Aboriginal and Torres Strait Islander traditions. Students are currently in the research stage of their assessment task and are investigating a contemporary issue of their own interest – some of the topics include counter-terrorism legislation, bail laws, domestic violence, and alcohol-fuelled violence.

12 Legal Studies

This term, Year 12 Legal Studies has commenced the World Order topic, which explores the legal and non-legal mechanisms in place to maintain a state of global stability within interactions of politics, law, and the economy. We first explored International Crime, which allowed students to garner a sense of the complex principles that govern international law, particularly the issue of state sovereignty. Students then explored the breakup of Yugoslavia in the 1990s through the lens of international law, focusing on the roles of the United Nations, international courts and tribunals, and intergovernmental organisations such as NATO in facilitating peace agreements and promoting order. In doing so, students have examined major pieces of international law, including the Geneva Conventions and the Genocide Convention, and have also explored major crimes against the international community including crimes against humanity, ethnic cleansing, genocide, and war crimes. Students have also explored these difficult issues in the context of the Yemen conflict and will critically examine the decisions of the International Court of Justice and the International Criminal Court in order to form a judgement of their effectiveness. Year 12 are currently preparing for their final assessments before the Trial Examinations and are demonstrating a strong grasp of the content despite the complexity of the international legal system!



Riding on the success of the whole-school online WOW (Word of the Week) initiative last year, we've been focusing on developing subject-specific WOW lists and strategies. All Year 7 students now have weekly or fortnightly WOW for all of the subjects. Vocabulary is one of the main building blocks of reading and comprehension, and is so important to the Literacy of our students.

You can also help your child/ward with their reading and Literacy by encouraging them to read widely and often! More information and assistance can be found via the MHS Learning from Home parent google Site.



Science Faculty

The science faculty has been actively engaged in a variety of activities this term!

Titration Competition

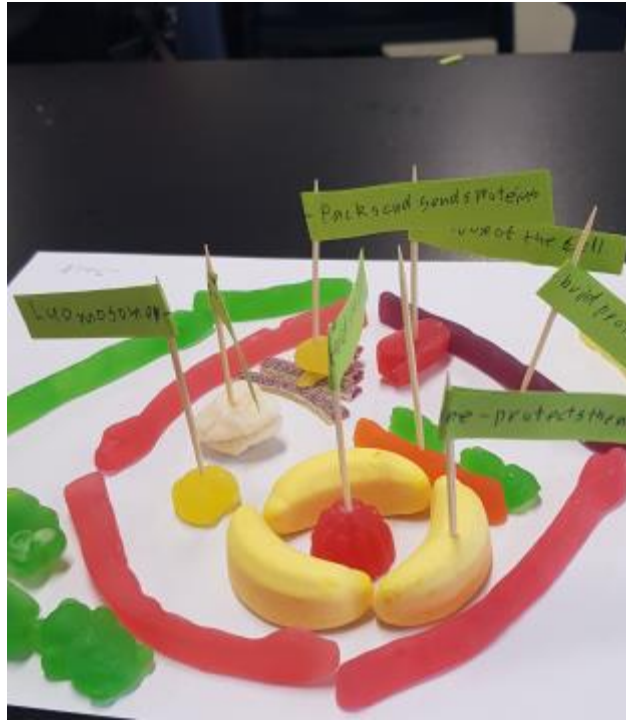
Year 12 chemistry students participated in the RACI National Titration Competition on Saturday 18th of June, 2022. After practising weekly during lunch times, students were expected to determine the concentration of an unknown chemical substance (sodium hydroxide) and use that to determine the concentration of a second unknown chemical substance (ethanoic acid). During their practices, some were able to determine concentrations by a margin of 0.01 mol/L (1% error!). Moorebank High School wishes them well in the competition!

Year 7 Biology

The selective year 7's have been learning all about biology this term and exploring the intricate nature of cells. 7SciE created their own cells made of lollies to demonstrate their understanding of the organelles within a cell. Their diagrams were creative and incredibly detailed with definitions of each of the organelles. The class then went into depth by considering the advantages and disadvantages of their models in understanding cell structure and function.

Coal Seam Gas Debate

Students in 8SciE participated in a lively debate this term looking at the issues of whether coal seam gas should be permitted to occur in the Beetaloo basin. Students were required to fulfil the role of different stakeholders in the community including the federal minister for resources, the SANTOS mining company, the Environment Centre of NT and local traditional landowners. Students performed their speeches well and with a great deal of enthusiasm in front of a panel of guests including Dr Griffin, Mr Cardillo-Zallo and Miss Moon.





Term 2 Review: Diverse Learning.

- **Our initiatives**

The end of last term ended on a high with our celebration of World Autism Day, with all the staff and students working hard to make the day special. Treats were organised in the shape of bright blue slushies and popcorn courtesy of Ms. Kendall – a selfie stand with Ms. Sandra and hair being sprayed blue by Ms. Tamara and the students. We raised some money and we had fabulous new hair as well – blue is the colour of the season!

The students and teachers had also decorated the unit with a beautiful banner celebrating the day as well as blue balloons and decorations everywhere. It was great to see the interaction of DL students with mainstream students and the new relationships that students were forming with each other. Autism Awareness was raised, and fun was had by all the visitors and students who came. We loved the day so much we're planning on doing it again next year – bigger and better!

- **Numeracy and Literacy**

Term 2 has gone past in a blur this year. But this term has been positive, with students getting into a routine of classes, establishing relationships with teachers, and getting stuck into their academic work. As the unit is still so new, we have been buying new equipment for our students. New favourites in HSIE

are the maps and globes, and students love sharing what they know about all the new countries that they've found!

As the unit is still so new, we have been buying new equipment for our students.

In Math, board and card games are a favourite and the older students are enjoying Monopoly and buying up property and building houses. Using dice to play number quizzes and using IXL online to see how far they can improve their math scores.

In Science, Ms Chepe has helped build understanding of the natural environment and students have created their own glass terrariums and explored our outside spaces for plants and wildlife. Students are taking part in an Art competition and students have even been taking over Ms. Chepe's classrooms to carry on painting and drawing to finish their amazing artworks.

Mr Robertson has taken over teaching Japanese and students are embracing the chance to try and write in Kanji script and test themselves using the language program DuoLingo. Again, the competitive nature of our students has some of them racing to complete tasks successfully!

A highlight for many of our DL Year 7 and 9 students was to successfully complete the literacy and numeracy tasks on NAPLAN and come out smiling at the other end. We were relieved to have it completed and their teachers proud that they tried their best to do well. Well done guys!

- Things to look forward to

Again, the competitive nature of our students has some of them racing to complete tasks successfully!

As the term only has a few more weeks to go, Term 3 is already looking busy. The students in Year 11 and 12 TAS are busy constructing our new flower and vegetable beds. We're hopeful we can start planting next term. Although there will be plenty of space for us to plant what we want, students are already in hot debate about what they would like to grow. The hot favourites now are strawberries and raspberries – as well as capsicums and carrots. One student is determined that they will be all potatoes, but I think we might resist that temptation.

In preparation for this Ms. Chepe and Ms. Jones have lots of plans as to how to use this opportunity to plant seedlings and create student diaries to document how the plants grow and develop. We've also roped in Ms. Moon from Science and the students will get the opportunity to work on the school's main garden bed, located in the Year 12 area. And thanks to Ms. Moon we will also have access to equipment and seeds to help us get started finding out which students have the green fingers.

In Week 9 all students are attending an Art Gallery excursion with their teachers and SLSO's. Thanks to Ms. Chepe, we will get the chance to have a day out and absorb some amazing art and culture as well.

We have had a great Term 2 and still so much to look forward to and so much to learn. Here's to a happy and productive Term 3!

“What we learn with pleasure we never forget”. – Alfred Mercier

Wellbeing Team



Term 2 has flown by with the Wellbeing Team implementing a variety of Wellbeing programs and initiatives to proactively address whole school wellbeing areas of focus as well as specifically targeted programs. Our wellbeing programs are all based on data and have been implemented to improve student engagement and/or attendance, connection to school and positive social-emotional wellbeing. The impact of these programs will be evaluated to guide future planning.

ATTENDANCE - BUMP IT UP!

Bump It Up has returned this year at Moorebank High School. It is an initiative that focuses on improving overall whole school attendance. As a school, we wish to work in partnership with our parents and carers to achieve excellence in attendance for every student.

Non-attendance has a variety of detrimental effects on students, both academically and socially. Absenteeism can increase social isolation, leading to emotional and behavioural difficulties.

Students who achieve an attendance rate of over 90% and students who improve their attendance by 10% are placed in a draw where the winners are eligible to win a range of different prizes, such as vouchers, gift packs and hampers. Days absent which have been justified as sick leave do not impact a student's attendance rate in this competition.







BUMP IT UP BREAKFAST CLUB

As a school we uphold the Department of Education's principle of "Every Minute Counts", due to the proven cumulative impact lateness/absence has on students' educational, social and wellbeing outcomes at school. As part of the Wellbeing Team's strategy to support positive school attendance and address lateness, students with numerous incidents of lateness will be interviewed and mentored to improve their attendance habit and be encouraged to attend a breakfast club with Student Support

Officer and Head Teacher Wellbeing. The Bump It Up Breakfast Club will provide a nutritious, enjoyable and supportive start to the day, ensuring students are in the “Right Place, Right Time”, ready to learn by 8.40am. Continued lateness will be dealt with at a disciplinary level.

Parents/Carers are encouraged to contact their child/ward’s year adviser or Head Teacher Wellbeing if there are any wellbeing concerns that are impacting your child/wards’ ability to attend school on time.

RAISE Mentoring



This term, 14 of our Year 8 students have begun the RAISE mentoring program working one on one with their wonderful mentors. RAISE recruits, trains and screens volunteers to become a youth mentor before matching them with a student mentee. Young people who graduate from the Raise program experience growth in resilience, help seeking skills, sense of belonging and hope for the future. It has been lovely to see the students and mentors getting to know one another and the students already developing in confidence. We thank the mentors for the time they give each week in mentoring our students.







SMASHED performance Year 9

During their year group assembly this term Year 9 attended a performance by “Smashed”. Smashed provides hard-hitting interactive education that empowers students to behave responsibly and make informed choices. During the performance students observed the experiences of three credible teenage characters, exploring and reflecting on vital underage drinking themes including: relationships, consent, health, safety and career aspirations. By interacting with the characters the students were challenged to think, what if that was me? Throughout the performance they were provided advice and realistic ways to deal with peer pressure as well as where to get further support.





Heapspace Workshops

This term we have run a targeted program for selected students in Stage 5 and 6 as a series of workshops over 5 weeks. These are not counselling workshops, rather information and skill building seminars for young people who would like to know how to look after their mental health and well being

Year 7 and 8 BeYou & Be BRAVE Wellbeing periods



- Targeted fortnightly program with Years 7 & 8 Delivered by Year 7 & 8 Year Advisors
- Lessons are focused on building pro social behaviours at school & a sense of belonging
- Lessons are developed around BRAVE expectations & positive psychology
- Lessons are modified and adjusted according to the needs of the year group at the time.



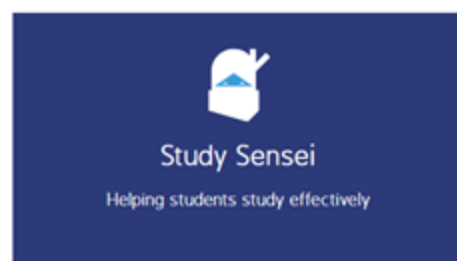
Year 9 & 10 GROWTH Coaching

Early next term, each Year 9 and 10 student will meet with a teacher “coach” (member of the Wellbeing Team) for a GROWTH coaching interview where the student will develop academic and social/personal goals as part of an Individualised Learning Plan.

Through the GROWTH coaching process, student profile data will be used to address areas of underperformance. Research shows that Goal Setting improves achievement and student engagement.

ELEVATE Education Year 11 & 12

- Year 12 students were recently offered the opportunity to participate in Elevate Study Skills workshops. Students who attended reported it to be an invaluable session. All Year 12 students are able to access additional study information and resources through the Elevate portal. Details and password are on the Year 12 google classroom.
- Year 11 will all be taking part in the Study Sensei seminar as part of their Life Ready program next term. The Study Sensei seminar breaks down the study techniques of the students at different levels, providing students with a road-map for what work they need to be doing across the year and how to do it.



Year 12 Mentoring

The Year 12 Mentoring Program started Term 4 2021 and will be repeated again shortly for the Year 11 students as they enter Year 12. This process included assigning all Year 12 students with teaching staff who were upskilled in mentoring and all students were trained in being a mentee.

Currently, all Year 12 2022 students have a mentor and can access their mentor for support about:

- Careers advice
- Academic: Australian Tertiary Admission Rank (ATAR)/TAFE/Uni/gap year/pathways.
- Study timetable and time management
- Mental health issues: Depression/anxiety/panic attacks
- Leading a balanced life: academic/work/relationships/diet
- Personal life: problems or concerns with family/friends/boyfriend/girlfriend





Last term, we held a successful Year 12 Mentoring afternoon tea where all student mentees and their mentors were invited as well as guest speakers. The afternoon was a great success.

We will be hosting another Year 12 Mentoring afternoon tea early next term.

Other student engagement programs

The Stepping Up Program

Stacey our Student Support Officer and Ms Edwards (WEL) have recently worked with a group of Year 9 and 10 students as they participated in the Stepping Up Program, a four day “work readiness” program which includes both *White Card and First Aid certificates*, with a focus on building students’ employability skills.



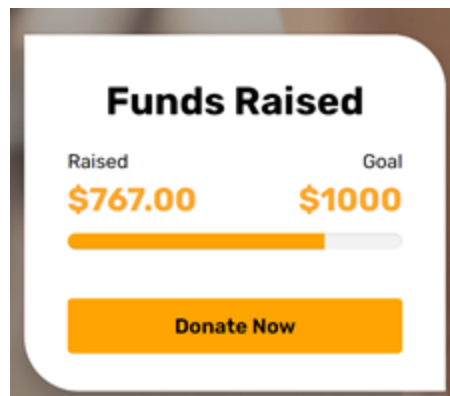
Rock and Water

In addition to working with targeted students, our Wellbeing, Engagement and Learning office Ms Edwards, has also been delivering the “Rock and Water” program to a group of Year 7 students. The Rock & Water program engages participants with skills for physical-social teaching with a focus on body awareness, emotional awareness and self-awareness. We hope to run the Rock & Water program with more students in Year 7 and 8 over the next few terms.

The Push for Better Foundation Pushup Challenge - report from student ambassador Nelda Zakour (Year 11)

Hi Moorebank High school (MHS) community. My name is Nelda Zakour and I am the MHS student ambassador for the Pushup Challenge .

- I have participated in the Pushup Challenge for the past 4 years and this year I was approached by the Push for Better Foundation to be the ambassador and coordinator of the 2022 Pushup Challenge at Moorebank High School.



- The Push-Up Challenge is all about getting fit, having fun and most importantly learning about mental health.
- This year The Push-Up Challenge ran from 1st to 24th June and involves challenging students and teachers to attempt to complete 3,139 push-ups over 24 days, representing the number of lives lost in Australia to suicide in 2020.

- Each day students were informed about a mental health fact that I provided every morning.
- As an ambassador I am required to promote the challenge and provide understanding to what mental health really is, and also raising money for mental health fundraisers.
- In the first 2 weeks of the challenge Moorebank High School has raised \$767.00 dollars out of our goal of \$1000, an incredible fundraising effort by our school community in such a short time. We hope to reach our goal by the end of the challenge!
- I was selected to represent our school and present the Day 3 mental health fact on the Official Pushup Challenge social media pages which was an incredible experience and opportunity ...see the facebook post below



<https://fb.watch/dKxrNzYiwA/>

- The best part of co-ordinating the Push Up Challenge have been the incredible “LET'S PUSH UP” shows that have taken place during lunchtimes...the turnout and involvement has been fantastic with our school community coming together in support of the cause, either by pumping out pushups in the COLA or by cheering participants on! So many people have joined in including some of our amazing staff.
- The challenge is still going and you all still have the ability to donate to support our school and our hardworking teachers and students pushing for the better mental health.
- I also wanted to acknowledge and thank our sponsors for the support you have given to us. It is making the biggest impact.



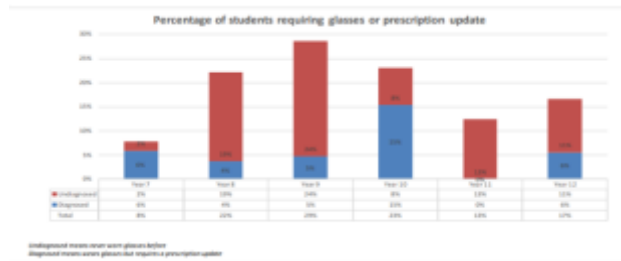




student eyecare

2 - EYECARE

Throughout Term 2 an optometrist, Christina Dinh, from Student Eyecare was able to see 159 students and prescribed glasses to 27 (17%) of them.



This graph shows that it is the junior years who are more vulnerable to eye issues that go undetected. The majority of year 8 and 9 students who were flagged as requiring glasses, have actually never worn glasses before. There was also a significant percentage of Year 11 and 12 students who were prescribed glasses for the first time as well. Parents/carers of students who received a prescription have been informed of their child/ward's eye test report and are encouraged to fill their prescription.

Christina from Student Eyecare will return to Moorebank High School in 3 years time.



Dental Van visit

In the last week of Term 1 the Australian Dental Health Van visited Moorebank High School with many students receiving a dental checkup. Unfortunately due to our emergency evacuation and school closure

because of local flooding, the Dental Van Visit was cut short which resulted in some students not being seen. Unfortunately we have not as yet been able to confirm a rescheduled date.





Family and Community Support

Over the past 6 months, Moorebank High School has connected with Georges River Life Care to provide support to some of our school community's most vulnerable families or those in need at various times. This has been through food hampers, Christmas School Backpack initiative and even donating snacks and supplies for students in need at school. We thank them greatly for their continued support of our families.

Year 12 Adviser Report - Ms Biljana Bratic



Year 12 have had a busy, yet exciting semester as they work their way towards the finish line.

They have raised their studies by taking part in the enlightening study sessions offered by the team at Elevate. These study sessions helped students establish the relevant strategies necessary for positive study and time management habits in preparation for the HSC and life beyond school. These sessions offered students the ability to consider ways in which they can shift their perspective regarding ways to balance their home and school life in a healthy way.

A thrilling couple of months are soon to catch up with year 12 with the upcoming HSC Examinations, Graduation, Year 12 Picnic and the long-awaited formal at Ottimo House in Denham Court.

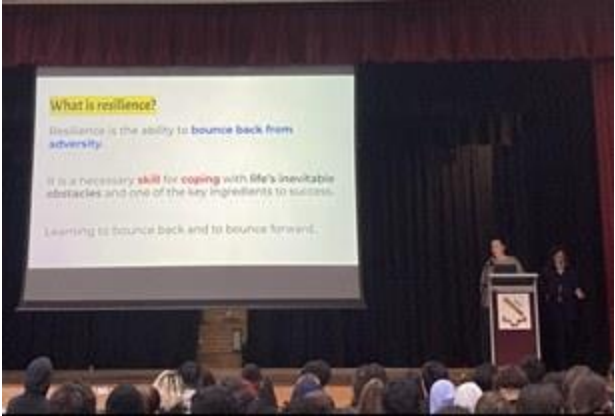
Year 11 Adviser Report - Ms Maria Stamoudis

As always the wellbeing team at Moorebank High school has been working tirelessly to support the students in Year 11 with managing the obstacles they face as they progress through their preliminary courses. Mrs Stamoudis and Mrs Walters conducted an assembly at the end of Term 1 with the focus on building resilience. The presentation was successful, and gave the students strategies to build resilience, and be able to cope with change and the demands of senior school.

As we progress into Term 3, there will be another assembly which will focus on managing stress and time management skills. This will be timely leading into their preliminary examinations at the end of the term. Once the examinations are over, Year 11 will spend a week participating in the Life Ready course. This week of learning will prepare the students for life after school.

Year 11 have been busy learning and completing their assessment tasks as they near the beginning of their Year 12 HSC course in Term 4. Their Year 12 jackets should arrive in time for their transition into Year 12.

Mrs Stamoudis and Mrs Walters look forward to supporting Year 11 as they progress through their senior years.





Careers and Transition news

One of my most important roles as Careers Adviser is to disseminate the vast array of information that I receive from a wide range of sources to the relevant stakeholders. The main way this is done is through my google classrooms and forwarding emails to students via their school email address. Such information includes important cut off dates, University and TAFE Open days, information sessions, apprenticeship / traineeship opportunities, scholarships and jobs available (both full time and part time).

I have developed a google classroom for careers for Year 10, 11 and 12. Students are aware of this but, unfortunately, some still have not joined these classrooms, nor do they check their school emails for notifications. This means they are missing vital information and potential career opportunities. Please check if students in your care are enrolled in the relevant google careers classroom. If they are not, they can join by entering the following codes:

- Year 10 **pgiz5ld**
- Year 11 **bnrh2ow**
- Year 12 **7xngly4**

For the first time, Moorebank High school has qualified for the University of NSW (UNSW) Gateway Schools program. This provides students from our school with an entry pathway to UNSW beyond the normal ATAR entry. UNSW students work with our year 12 students to assist in preparing an application for an early conditional offer to study at UNSW next year. Successful applicants will receive a conditional early entry offer with an adjusted ATAR considerably below the normal ATAR cut off i.e Law ATAR would change from 93 to 81 for successful applicants. Students from UNSW spent a period with our YEAR potential ATAR students recently working with them through a series of preparation activities.



UNSW will work with our Year 11 students during term 3 and selected Year 10 students during term 4.

Our Year 12 students were given a presentation on scholarships available for UTS Accounting degrees during a recent lunch time. Students were most interested and a number have subsequently made applications for these scholarships.



Western Sydney University put on a lunch time presentation for our year 12 students. The presentation was well attended with approximately 40 students in attendance. WSU recognizes our students as "local area" applicants and gives 5 bonus ATAR points to all our students applying for their courses.



Three Year 10 students have been involved in the TAFE Youth Education Strategy (YES) program. This term they have attended Meadowbank TAFE 1 day / week for 8 weeks completing an Introduction to Plumbing course. They will receive a certificate on completion.

15 Moorebank students were involved in a “Try a Trade” day experience in Bricklaying recently held at our school. I was given very positive feedback from all the students involved and a few are now looking at bricklaying as a potential future career. In addition 4 Moorebank students successfully applied to be selected for a “Try a Trade” experience in Automotive Spray painting at Axalta finishes in Marsden Park. Students who exhibited an aptitude and passion for this were selected to attend a second “hands on” experience day at the same venue. To their credit, all 4 of our students were selected to return for the second session.

Early in term 3 our year 12 students will have the opportunity to attend the University of Wollongong’s Discovery day at their Liverpool Campus. UOW’s Discovery Day program helps students by providing them the opportunity to experience a day in the life of a university student at UOW’s SW Sydney campus. Students will enrol in classes/workshops, find their way around the university campus, read a university timetable and attend 'actual' classes in their chosen field of interest.

Work experience will be offered to all year 10 students during term 4.

Classes will be offered in the following disciplines and more: Business, Computer Science & Information Technology, International Studies, Law, Management, Marketing, Nursing, Overseas study experiences, Pathways to UOW, University 101 and Early Admission. This day is free to attend. Permission notes will be issued in the near future.

Work experience will be offered to all year 10 students during term 4. This provides students with an opportunity to try a potential future career. In some cases, participation in work experience has led to job offers. Involvement, in the very least, provides students with referees to use for future employment applications. University of technology Sydney (UTS) recognises the value of relevant work experience and offers students who have undertaken this 5 bonus point for entry to courses directly related to the work experience.

As year 11 students missed the opportunity for work experience due to Covid 19 last year, consideration will be given for year 11 students to undertake work experience on a case by case basis this year. Students will need to arrange it to avoid assessment tasks, and all work missed will need to be caught up.



Languages Greek & French

Half a year into French

French, the language of love and romance...

French is labelled 'the most beautifully spoken and written language'. Whilst I am fascinated with the language, I am intrigued as to why we are so often called upon to learn and understand it at school. I'm only half a year into my journey of learning French, yet I've learnt such a wide variety of culture, language and dialogue. In my opinion, I concur with the idea of students being encouraged to learn a second language - in my case, French.

Although I'm a neophyte who definitely couldn't hold a complex conversation with a native French speaker, I have learnt many common and simple phrases, such as "Je m'appelle Anna" (which translates to "My name is Anna") and "Comment allez vous?" (which translates to "How are you doing?"). There have been many activities we have been given, that enforce and encourage students to communicate with each other - not only does this work towards enhancing our French vocabulary greatly, but it also encourages students to interact, and build strong relationships with each other. An assignment my class was given was to create a brochure, with the intent of persuading other Australian teenagers to study French. Researching for this task gave me a great deal of insight and knowledge on the importance of learning French, such as it being a builder for vocabulary, improving intellect in many other aspects of school, and as a pathway to higher education.

Year 8 French

I actually have a personal motive for wanting to study French further, and that is to be able to read more of a variety of literature. Personally, I am a fan of literature, and learning French is going to give me access to some of the greatest works ever written. I believe that finding a personal reason to learn a language definitely improves the engagement of the mind throughout the learning process. It helps you to love what you learn and forces you to understand it (which is great for learning a language!).

Furthermore, my half year into learning French at school has been a captivating experience in itself. It's been such a wonderful and exciting journey, and I definitely look forward to learning even more French throughout the rest of the year.

By: Anna McDonald

Year 8 French



Why Learn Greek?

Our current Year 11 Modern Greek students wish to learn Greek for numerous reasons:

1. **to travel overseas to Greece, particularly the Greek islands!**
2. **to travel to Cyprus**
3. **to study languages at university**
4. **to get a job that requires being bilingual (so many of these jobs exist, since Australia is a multicultural country!).**

They did some research about the significance of learning Greek, and this is what they discovered:

Proficiency in Modern Greek unlocks the door to a civilization that has evolved from its Classical and Byzantine pasts. This evolution has continued into the Greek Diaspora, leading thousands of Greek and Cypriot immigrants to Australia, England, Germany, France, United States- the list is ongoing!

Learning Modern Greek allows students better access to Greek and Cypriot history as well as a deeper understanding and appreciation of these rich contemporary cultures.

The Language of Philosophy

It's no secret that Greek is the language of philosophy, but it is also the language of science, technology, engineering, art and architecture, as well as mathematics. Learning Greek provides students with a deeper understanding of this terminology by accessing it through its original form.

The Language of Languages

Greek is one of the oldest written languages on Earth, one of the first Indo-European languages ever written, and the language with the longest history of alphabetic graphology on the planet. The Greeks have always been aware of the special beauty and power of their own tongue.

The Language of English Root Words

There are countless words that arrive to English directly from Greek, in addition to those which come indirectly through Latin and other languages. Approximately 35 percent of English words stem from Greek words. Students who learn Greek are better able to learn and identify root words, increasing their English language vocabulary while learning Greek.

The Language of Multiculturalism

Greek has been spoken and used across different civilizations and peoples. Modern Greek history demonstrates that it is the language of multiculturalism, as it is spoken by Greek Orthodox and Catholic Christians, Greek Jews, Greek Muslims in many different countries.

The Language of Literature

Greece has produced two Nobel Laureates in Literature during the 20th century: Giorgos Seferis (1963) and Odysseas Elytis (1979). These Laureates—as well as other poets and writers such as C. P. Cavafy, Yiannis Ritsos, and countless others—have captured the experience of belonging to the Ancient and Modern worlds at once, of being the bearers of this great civilization, and of what it truly means to be human.

Many great works of poetry have also been set to music, which has broadened their reach in Greek culture. Learning Greek opens us to the unimaginable world of this great literature that has influenced countless writers throughout Europe and the rest of the world.

The Language of History

Learning Modern Greek provides access to many opportunities in the fields of history and archaeology. So much is written in Greek, by Greek archaeologists and historians about Greek history, through all its time periods, that is not accessible in English. Learning Modern Greek allows students to immerse themselves in the history, learn from locals, and understand that Greece today—including its culture and its people—is still very much a part of this history.

How Will You Lead with Greek?



Loving Year 8 French!

In French this year, we get to experience what it is like to be a French student - we greet our teacher using French dialogue every lesson! Our knowledge has increased to the highest standard, as we are taught numerous things about the French world and its distinct language. It is extremely beneficial and allows us to explore different aspects of the French language.

When watching French programs, cartoons and news we now have more background knowledge due to learning French and are starting to have a better understanding as we catch onto specific vocabulary or sentence structures. Thus, we study the culture of French people and gain so much information about the different cities of France. We learn how to read and write French which helps expand our knowledge of other European languages (including English!).

When learning French, we learn the different types of cuisine French people eat daily and we are expanding our vocabulary skills in what is a beautiful and romantic sounding language. It is also fun learning French as we get to talk with our classmates and enhance our speaking skills with our friends and people from other French-speaking countries.

Therefore, learning French in Year 8 with our classmates, friends and teacher is the best thing to do as it cures our boredom and exposes us to French society!

By: Mahi K., Jaishna P. & Shreeya P.



SASS - School Office

Students Leaving Early

Due to a large increase in requests by families for students to leave early, let us help you to make the process easier. We understand from time to time there will be circumstances which occur unexpectedly, however, the majority are for events known in advance. In order to make it quicker and easier, please give your student a written note advising student name, date, time they need to be picked up and a brief reason e.g medical appointment. The student can show this to their teacher and no matter where the class may be, they can come to the office to sign out. If a class has moved for any reason from their timetabled area it can take time for the office to locate them. This will ensure a smooth process for all and avoid delays for parents needing to pick students up quickly. On a sport Tuesday students will also need to have the note signed by the PDHPE department in the morning before any early departures also.

Lost property / Label clothing

Could you please ensure that your child's name is clearly labelled on all pieces of their uniform - especially jackets. We have lots of lost property but are unable to find their owners.

CREATIVE & PERFORMING ARTS

8 VISUAL ARTS 1

8 Visual Arts 1 have been developing their understanding of the artmaking practice of Vincent Van Gogh and Pablo Picasso. Students have explored a range of strategies to apply the artmaking conventions of post-impressionism used by Vincent Van Gogh and cubism used by Pablo Picasso.

Students depicted two overlapping portraits of Van Gogh - one from the front and one from the side. Further added are lines that cross from different angles of the artwork, which reflects the artmaking practice of Picasso. Lastly added to the background is the infamous Starry Night by Van Gogh. Overall, these vibrant watercolour paintings display a fusion of the conventions used by two of the most iconic artists in history.



YEAR 12 VISUAL ARTS - MUSUEM OF CONTEMPORARY ART AND ART GALLERY OF NSW (EXCURSION)

In term 1 Year 12 Visual Arts students attended the MCA & AGNSW as part of their studies for HSC Visual arts course. At the MCA, student engaged in a series of Educator led workshops centred around the works featured in the Sydney Biennale Exhibition. This study formed part of the case study students were undertaking in the study of "Contemporary artists and Postmodern practice". At the AGNSW, year 12 continued to engage with works from the Sydney Biennale and attended the ART EXPRESS Exhibition, gaining insight and inspiration for their own HSC BODY OF WORK.







MHS STAGE PRO-LIGHTING COURSE (INCURSION)

Student representatives from 7-10 participated in a professional lighting program organised by the CAPA Faculty. The incursion included a 4-hour training course run by Showtime Productions. Students learnt how to manipulate industry standard LED lighting fixtures set in our school hall, creating scenes (light sequences) for concerts or special event scenarios.

All students learnt about the specifics of different lighting fixtures and their functions then had hands-on experience with operating the lights through industry standard software 'ShowXpress'. The students involved can utilise their skills at assemblies and future concert events such as CAPA Night.







YEAR 10 VISUAL ARTS SEMESTER 1 – PAINTING UNIT

Students in Year 10 Visual Arts have been studying the works of Contemporary Australian Artist Sarah Fordham and have created painting designs based on the development of personal signs and symbols, incorporating Text with images. Year 10 students have used a number of painting techniques including Stencilling, Spray painting and use of various Posca markers to create vibrant multi layered works about the “Self”. Included are a few examples of the works produced by Noorr Osta, Olivia Haskew, Sharlene Kirpal and Eric Canales.





DOBELL DRAWING SCHOOL- YEAR 11 VISUAL ARTS

This year the Dobell Drawing School at the National Art School offered 75 Year 11 students from government schools the opportunity of a unique experience – to work in a tertiary institution in programs conducted by NAS staff, all of whom are practising artists. The criteria for selecting students included a demonstrated high-level of knowledge and skills in visual arts; a commitment and involvement in studying visual arts; and a capacity to work independently and with others over extended periods. Moorebank students Timothy Gauld, Annita Chieng and Joycelyn Vu were successful in being selected to take part in this experience.



YEAR 11 VISUAL ARTS MUSEUM VISIT (EXCURSION)

Year 11 students had the opportunity to visit four exhibitions at the Art Gallery of New South Wales. Each exhibition explored different aspects of the art world. Students completed analytical worksheets enabling them to develop a deeper understanding of conceptual concepts. Students thoroughly enjoyed the experience.









Term 2 Library news

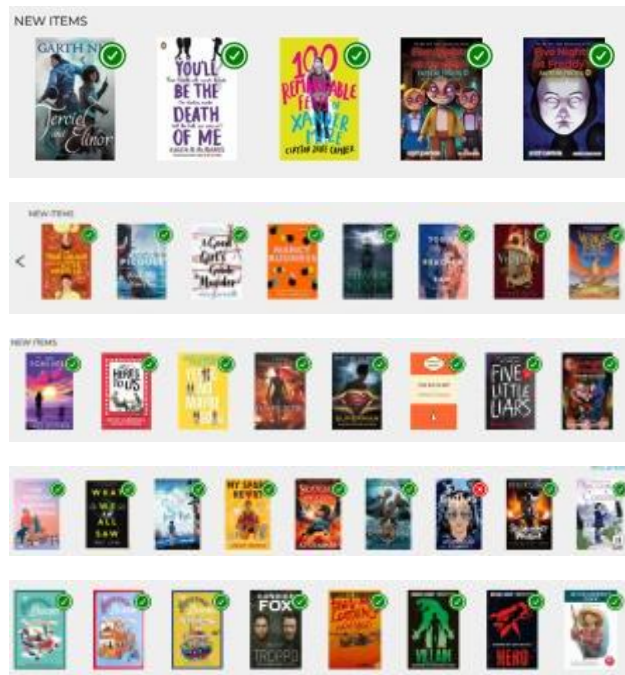


The Library is open again to all students during break times. Students can book to use the computers, choose a book to read quietly and/or borrow, and complete schoolwork. Chess Club is also running again during lunchtime on Wednesdays. (See Mr Lahey for further information about the Chess Club).

Manga is still proving to be the most popular type of book to be read by students, so a number of titles have been added in favourite series including -



New Fiction titles added to the collection include -



Remember, if the title you want is already out on loan you can always login to OLIVER library through the student portal and RESERVE these books (or speak to the Library staff).

Students are also encouraged to join the MBHS LIBRARY google classroom to keep up to date with the latest Library, Books and Author news (ask Mrs Tierney for the code).

Mrs L Tierney

Teacher Librarian



3 - Holiday borrowing. Now is the time to stock up on extra books to borrow over the school holidays. For something completely different why not try a graphic novel? Check out the display of popular graphic novels available to borrow now.

VET Hospitality

The year 12 hospitality class has been successfully running the school cafe every week during lunch times on Thursdays and Fridays. The cafe gives the students valuable real world employment skills in dealing with customer requests, handling money and multitasking to ensure they serve their customers within industry expected time frames.

They make a variety of milkshakes, coffees and hot chocolates that are very popular with the students and staff, while learning to work as part of an effective team.

The year 11 and 12 students also take part in a range of functions to meet their course requirements. The year 12 students below have prepared an awesome high tea that the HSIE staff enjoyed as lunch.



DIVERSE UNIT

Students from the diverse learning unit have been given an opportunity this year to participate in technology mandatory lessons in specialty rooms with specialised staff. This gives the students the opportunity to access equipment and be involved in project making the same as their peers. This semester students have been developing their skills food preparation, hygiene, and knowledge on healthy eating. They have designed a healthy fruit smoothie suitable for teenagers which could be sold in our school cafe. Students next term will be designing a fabric monster developing their design and fine motor skills and later in the year we will be working with the program Adobe to design a plastic key ring. Students have been enjoying the opportunity to be creative and develop some lifelong skills.





