



[Moorebank High School](#)
Newsletter

March 2022

Principal Ms Vally Grego



PRINCIPAL NEWSLETTER TERM 1

Welcome to the start of yet another academic year at Moorebank High School. I wish to extend a very warm welcome to the parents of our Year 7 students, and to parents of our new enrolments. I hope that you and your child enjoy the wonderful learning environment that the staff has worked hard to create, maintain and develop. The year has begun well with students now settled in their classes. This year we commence the year with an enrolment of 1010 students across Years 7-12.

Some Changes and Welcomes to Staffing

Principal: Vally Grego (Mon-Wed) Susan Griffin (Thurs-Fri)

Deputy Principals for 2022: Susan Griffin (Mon- Wed) and Cassie Leong (Wed-Fri) will oversee Years 7 and 9; Alexandra Skelton will oversee Years 8 and 11 and Amina Baghdadi (Mon-Thurs) and Nancy Richards (Fri) will oversee Years 10 and 12.

New staff we have welcomed:

- Kristina Bet Dashto – CAPA
- Helena Chakty – HSIE

- Himansha Khurana - HSIE
- Nidal Zreika – HSIE
- Nicole Burcher - PDHPE
- Emily Reid – PDHPE
- Fiona Jones -DL
- Margaret St Hill – DL
- Philip Merz – TSO

Students absent from school

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

Term 1 has been a very busy time for our school. With the easing of some COVID restrictions, the students have been able to reengage in year group assemblies, sporting competitions, leadership initiatives and excursions. We are continuing with Yondr and will be forging forward with our Guiding Principle "Positive Relationships Positive Outcomes". Parent attendance and involvement in activities have been restricted at school level and externally with specific venue restrictions. As an example, our swimming carnival was restricted to competitors only with no external spectators and this was due to the restrictions on numbers by the venue. We are hoping to be able to welcome parents to upcoming events with the easing of restriction.

The school has also received additional funding this year to continue to support students who have fallen behind in literacy and numeracy learning due to COVID. The money is earmarked for small group withdrawal support and the funds are used solely for the employment of staff to deliver the intensive support. The school has employed a numeracy and literacy specialists to work intensively with the students in withdrawal groups.

The Moorebank High School Community Focus Group (CFG) has met after a significant absence due to COVID restrictions. The meetings take place on the second Monday of the month between 6.30pm – 7.30pm. At this meeting we discussed and agreed to:

- Continue with the Community Focus Group structure. CFG will meet on the second Monday of the month commencing at 6.30pm.
- Continue with the \$20 CFG voluntary fundraising for air-conditioning.
- Email all general business items by the Friday prior to the scheduled meeting.
- Support the implementation of electric doors with finger printing access to toilets during class time and the long-term expansion of this initiative to finger printing for attendance and roll

marking. These initiatives were agreed to by the CFG on 8/3/2021 and reconfirmed at the meeting on 14/3/2022.

Our next CFG meeting will be on Monday 9 May, where we will be electing the President and Vice President. The focus of the next meeting will be our strategic improvement plan major initiatives and a presentation from the English KLA. Please remember that all general business needs to be emailed to the school by 1.00pm on Friday 6/5/2022.

Air Conditioning

“Finally, after many years of SRC and Student Fundraising, we have an air conditioned Library. The system installed is a fully automated system which is also energy efficient as our aim is to be as environmentally friendly as possible.

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

2022 has had the unfortunate weather which has pushed the air conditioning of our classrooms a little out of our planned timeline. But rest assured we are making every endeavour to keep the installations going and depending on what monies and donations we receive throughout the year, we will continue to air condition classrooms until they are all done.

The school matches all donations we receive from the CGF Contributions. So far to date we have raised from donations \$33,779. As the school matches this amount, we have \$67,558 to spend. So far on the first round of installations (early 2021) we spent \$22609 leaving us \$44,949 to spend. Depending on what we continue to receive throughout the year, we are hopeful to have the rest of our classrooms air conditioned within the next 12 months.

Once again, we thank the generosity of our community which has enabled this massive project and with further support, we will continue to air condition all of our classrooms/learning Environments.” Tanya Hilaire Business Manager

I would also like to take this opportunity to remind everyone on school and department of education expectations.

- School Buses. It is really important that students travel with a valid School Opal Card so that Transdev can account for the demand of particular allocated bus. There has been a call for several years for a dedicated M90 school bus; however, many students are not tapping on and off and as such Transdev don't have the accurate numbers of students using these buses. The best way to resolve any issues that you and your child may have regarding the buses is to contact Transdev directly on 02 87000555 or via email tdnsw.schools@transdev.com.au
- I have attached the School's Communication and Behaviour Code for Parents. It is very important that all parents are familiar with this document. Should you wish to speak or meet with any member of staff, it is important that an appointment is made to avoid potential long

waiting times, in particular with COVID restrictions and safety precautions that the school has in place to protect students and staff.

I hope you enjoy this newsletter as it encapsulates our journey in Term 1 2022 across the school.

Attached to this newsletter is some valuable information:

1. Transdev Information
2. The School's Communication and Behaviour Code for Parents [Communicatio and Behaviour Code for Parents v.2 11.5.15.doc](#)
3. Parent's Guide to Supporting Senior Students [parents guide to senior years\(1\).pdf](#)

Vally Grego

Principal

Absence from school for travel reasons:

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

The Moorebank High School's student assessment policy states: "From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered." Where a student is absent from school, a note explaining the absence must be received by the school within 7 school days.

Please be mindful that students have missed a significant amount of face to face learning due to COVID and travel during the school term will be considered for extenuating circumstances on a case to case basis. Only under exceptional circumstances will Year 10, 11 and 12 students be granted permission to be absent from school for travel purposes as they are undertaking ongoing assessments towards an external credential. In practice, if permission to be absent from school is not granted, this means the student will not be given an extension for an assessment task nor permitted to sit the task on an alternate date, either before or after the travel.

Dr Susan Griffin

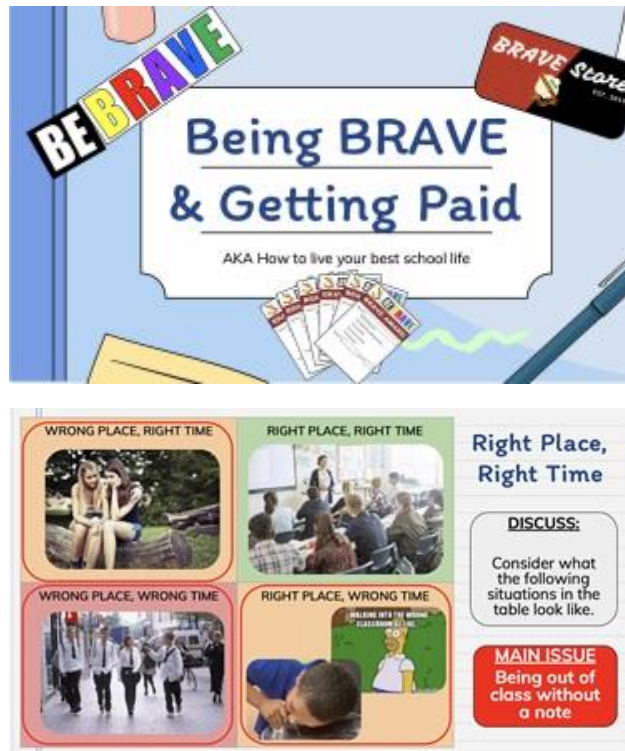
Relieving Principal (Thur-Fri)

Deputy Principal (Mon-Wed)

DP REPORT YEARS 10-12

We have kicked off 2022 with much turbulence, however, despite the COVID waves & flood disruptions, we have still created positive relationships and positive outcomes in Term 1. This term we launched our BRAVE focus, Right Place, Right Time. In Week 1, lessons were delivered to all students about the importance of being in the right place at the right time, which includes arriving to every class on time and using the toilets during break times to maximise students' time in the classroom. We have seen some positive improvements in student punctuality and a positive trend in arriving to class on time!

Right Place, Right Time Lesson



Arriving to school on time

We ask for parent/guardian support with our focus this term and next. You can help us by ensuring that your child/ward arrives to school on time, every day. For those manic mornings, where your child does arrive late, respond to the sms message sent to you, with the reason your child/ward was late. Missing just 5 mins a day has a big impact on student learning. 5 mins every day, is close to half an hour of learning a week and about 5 hrs a term. Every minute at school counts!

Tips that may help improve lateness to school

- Back bags the night before
- Organise lunch the night before
- Set up a morning routine, giving your child/ward responsibilities in the morning including making a good breakfast.
- Encourage your child/ward to get an early night sleep. Getting a good night's sleep has many positive effects on teenagers, including improving focus and concentration in the day.
- Charge devices such as phones and laptops outside of the bedroom, to ensure your child/ward is not on their devices while in bed. This will also allow a better night's sleep.

Uniform

The severe weather has certainly not helped with getting clothes dry, but wearing uniform is important to allow students to create a sense of belonging to school. As the colder months approach, students are still expected to be in full school uniform. To support & encourage students to wear the correct school uniform in the winter, we have introduced a new unisex long sleeve sport polo. This will be available early next term from our supplier, *Moorebank Uniform & Embroidery*. A reminder that hoodies are not part of MHS uniform and if students want to layer up in the winter, they have the option of wearing our school jumper and reversible jacket.

Image of our new unisex sport polo is below



International Women's Day

The senior executive held an afternoon tea for our student leadership team and staff. Our Captains, Archita Rao & Fareena Orni delivered an inspiring speech about #breakingthebias and sparked meaningful conversations about how changing our attitude and breaking the bias, opens doors for women. Lessons were also delivered to students about International Women's Day and students engaged in discussions and activities about what it means to break the bias for women.



Year 12

This year, the Year 12 Deputy Principal, Ms Baghdadi and the Well-being HT, Mrs Roumanos implemented a Mentoring initiative for all Year 12 students. This process included assigning all Year 12 students with teaching staff who were upskilled in mentoring. 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.



On the 4 April, 2022, we have organised an afternoon tea with **all Year 12 students** and their mentors. The afternoon tea will have guest speakers including MHS Alumni who will provide a short talk to the students on their experience in year 12 and their career pathways. The afternoon will also provide valuable time for students to meet with their mentors and assess their academic and personal goals.

Be sure to sign the permission slip emailed to you. Or click here. <https://forms.gle/FNxuvhqgnZ5uvBzU7>

Growth coaching

Part of our school plan in 2021 is to develop Individual Learning Plans (ILP) for all students. To create an effective ILP, teaching staff conduct student profiles for students. Student profiling is the process teachers undertake to develop a deeper understanding of their students' learning and wellbeing needs.

This includes tracking students' academic progress in their subjects, developing an understanding of strengths and their literacy and numeracy needs. By developing this understanding, classroom teachers are able to create lessons that effectively meet the needs of all students.

We started this process in year 12 and in the coming weeks we will be interviewing all year 8 students using the GROWTH (Goals, Reality, Options, Will, Tactics, Habits) model. Over the next term students in years 8-10 will be interviewed by the Wellbeing team about their performance at school and develop an Individual Learning Plan (ILP) that contains short-term and long-term goals that are academic, social and personal.

As part of the process, you will also be contacted as their parent/guardian and be required to complete a short questionnaire about your child/ward. This will also be used to develop your child/ward's ILP. Once the ILP is finalised, we will share it with you and seek your support in assisting the school to best meet the needs of your child. Below is an outline of the Growth Coaching process.



We hope this will be a meaningful and useful process for all our students which will allow them to meet their social, personal and academic goals and ultimately, assist in creating positive relationships and positive outcomes while at school.

Deputy Principals

Ms Baghdadi (Year 10 & 12 M-TH) Mrs Richards (F)

Ms Skelton (Year 8 & 11)

Ms Griffin (Year 7 & 9 M-W) Mrs Leong (W-F)

School photos update

Our school photo catch-up for absentee students had to be cancelled due to the severe weather conditions. This day has now been rescheduled to **Friday April 29 2022** which is the first week back Term

2. If your child was absent on the main photo day (which was February 18) they will have their portrait taken on this day. Orders can still be placed online via the Advanced Life website using the unique code provided on the order envelope OR by sending the order envelope (with correct money inside) with your child on April 29. Additional order envelopes are available from the School Library.

All Leadership, School service and the Year 12 Muck-up photo will be taken in **Term 3 on August 1 2022**. Information about the organisation and ordering of these photos will be provided closer to the date.

Ms Lisa Tierney

School photo co-ordinator

PDHPE/LoTE STAFF NEWSLETTER ARTICLE – TERM 1 2022

Our Team

This year the faculty will be led by Ms Debreczeni (Monday to Wednesday) and Ms Fedele (Thursday to Friday). We have a great team consisting of our Language teacher Ms Turner and PDHPE teachers Ms Hancock, Mr Dablan, Ms El-Azzi and our new recruits Ms Burcher and Ms Reid. We temporarily farewell Ms Xenakis who has commenced her maternity leave. We wish her all the best for the safe arrival of her baby as she becomes a mum. We would like to recognise and thank her for all her hard work these past few years as Relieving Head Teacher PDHPE. We look forward to having her back in the future.

A big thank you to our incredibly committed Sports Organisers Ms Jones and Ms Burcher who have supported students in trialling for Zone Representative teams and putting together a great Season 1 sport program for Years 7-10. Both teachers, who are new to the role of Sports Organiser, have demonstrated great enthusiasm in providing students with a safe and engaging alternate sports program whilst juggling their roles and responsibilities to their classes.

An additional thank you to Ms Hancock and Ms El-Azzi for their organisation of the swimming carnival. Their ability to restructure the program with such short notice for the school to meet the Department of Education's COVID Safety Measures was greatly appreciated. The carnival was a great success. A huge congratulations to all our competitors on the day who represented the school with outstanding behaviour and sportsmanship. The students that participated demonstrated the school's BRAVE values and contributed to the positive reputation of the school. The school would like to congratulate the following students on becoming Age Champions for 2022:

	Girls	Boys
12 Years	N/A	Aceon Kadir
13 Years	Matisse Hong	Thomas Trainor
14 Years	Alexis Kruger	Michael Giameos
15 Years	Sophie Barber	N/A
16 Years	Katarina Poluga	Kaiser Tat
17+ Years	Kristyn Nguyen	Aiden Lindsay

Our school team did a fantastic job at the Zone Carnival. We are very proud of each of our competitors.

The following students represented the school at the regional Carnival on the Monday 14th March.

Sophie Barber, Alexander Barber, Jack Barclay, Michael Giameos, Jovianne Hong, Matisse Hong, Aiden Lindsay, Grace Mitchell, Kristyn Nguyen, Lauren Phan, Katarina Poluga, Kaiser Tat and Thomas Trainor.

Zone Sport Representatives

We would like to congratulate the following students on their selection into Zone Bankstown sport teams:

- Kristyn Nguyen - Girls Open Basketball
- Atalay Dursun - Boys Open Soccer
- Christian Benitez - Boys Open Touch
- Kye Truman - Boys Open Touch
- Deanah Mamounis - Girls Open Soccer
- Chrissy Vareltis - Girls Open Soccer
- Teagan Parish - Girls Open Soccer
- Lanah Coutinho - Girls Open Soccer
- Olivia Dawes - Girls Open Touch

To be selected into one of these teams is a wonderful achievement and we are extremely proud of their accomplishments. The school wishes them all the best for their upcoming competitions as a member of these zone teams.

Stay tuned for the following events:

- **School Athletics Carnival** – This event will be held at The Crest Athletics Track on Monday 28th March, 2022. Information notes have been distributed to students and are also available on the school's website. We look forward to a great day with our students and staff.
- **School Cross Country** – Our Cross Country will take place in Term 2 on 6th May, 2022. More information will be made available in the coming weeks.
- **Swim School (Years 7 – 9)** – More information will be forthcoming in Term 2 for Swim School. Whilst the program is generally conducted during Year 7, students in Years 8 and 9 will also be involved in the program this year due to missing out over the previous two years because of COVID restrictions.

- **Premier's Sporting Challenge (Year 7)** – more information will be forthcoming as it is made available to the school. This is a great program for Year 7 students to engage in physical activity both in and out of the school environment.

LEARNING SUPPORT

After a successful first year of our new Literacy program called Toe by Toe, MHS Learning and Support Team will again offer these sessions to students to increase reading confidence. Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires only 20 minutes of coaching a day and you'll see immediate improvements in your child's reading confidence.

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

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

Growth Mindset:

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

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

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

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

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

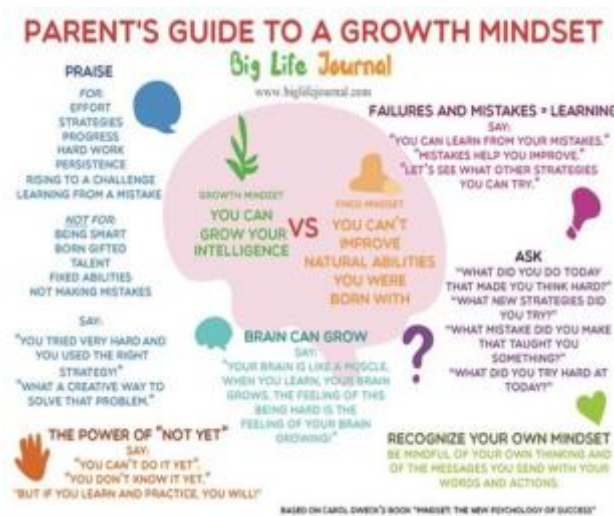
The theory of growth mindset isn't new. It came out of research by psychologist Carol Dweck and her colleagues. Their research focused on kids. But the concept applies to adults, too.

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

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

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

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



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



Career and Transition News

After what was a most disrupted 2021 due to Covid, it is hoped most Careers activities will be able to proceed in 2022. At this stage, work experience is limited to students where it may directly result in the student gaining full time employment. Hopefully, by term 3 when our year 10 students normally undertake work experience, it will be permitted for all students.

A number of our students have been working with our Transition Co-ordinator, Mrs Cazouris, to explore pathways beyond school. Several students have undertaken work experience opportunities, and it is hoped this may lead to permanent employment opportunities for these students.

In May, the University of Wollongong will be holding a “Discovery Day” at its Liverpool Campus. This day is to enable students to experience a day of university life. Students can choose to tailor the day to their own interests by choosing sessions based on their future career aspirations. There is no cost for this day, and it will be offered to our year 12 cohort.

I am currently organising a series of lunch time presentations for our senior students from a number of Sydney based universities to be run during term 2. Students will be provided with dates once the program is finalised.

A major part of my role as Careers Adviser is to ensure all students receive information relevant to their post school destinations. Whilst I use year meetings where possible, all information including important dates and events is always posted in the relevant year’s Careers Google classroom. All students have been provided with the access code to these.

Please take the opportunity, whenever the occasion arises, to discuss with your child their future career aspirations. I am always available to discuss potential careers and pathways. Students can see me in my office at the back of the library to schedule an interview.

WHAT IS THE NCCD?

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

The NCCD is a collection that counts:

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

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

Schools provide this information to education authorities.

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

WHY IS THIS DATA BEING COLLECTED?

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

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS



Students with disability loading

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

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

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

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

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

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

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

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

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

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

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

WHAT IS A REASONABLE ADJUSTMENT?

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

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

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

Schools must make reasonable adjustments if needed.

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

WHO IS INCLUDED IN THE NCCD?

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

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

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

WHO COLLECTS INFORMATION FOR THE NCCD?

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

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

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

WHAT INFORMATION IS COLLECTED?

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

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

- their year of schooling
- the level of adjustment received
- the broad type of disability.

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

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

HOW IS THIS DATA USED?

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

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

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

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

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

HOW IS STUDENTS' PRIVACY PROTECTED?

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

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

FURTHER INFORMATION

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

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

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

Stage 4 English Report:

Year 7 English

The English faculty are excited to welcome our Year 7 cohort into our book loving community. We began the term with a focus on the importance of reading and the excitement of starting a new school by reading poetry, writing recounts and discussing our favorite fictional characters.

All year 7 students wrote personal letters to their teachers, introducing themselves by outlining their personal values, backgrounds and inspirations. Students also reflected on their confidence in English and commented on their favorite learning styles. From avid Dr Who fans, passionate manga readers to students who prefer watching Youtube and video gaming, our new cohort of English students are certainly a diverse bunch!

As part of our Wide Reading programs, students visited our library for a speed dating session with a collection of books, hand selected by our librarian Mrs Tierney. In a romantic atmosphere of roses, candles and love hearts, our students picked a book based on their cover (a usual no-no!) and spent 5 minutes reading the first chapter. When the bell rang, students moved on to meet their next book. After 6 rounds, students decided which book they would borrow for a second date.





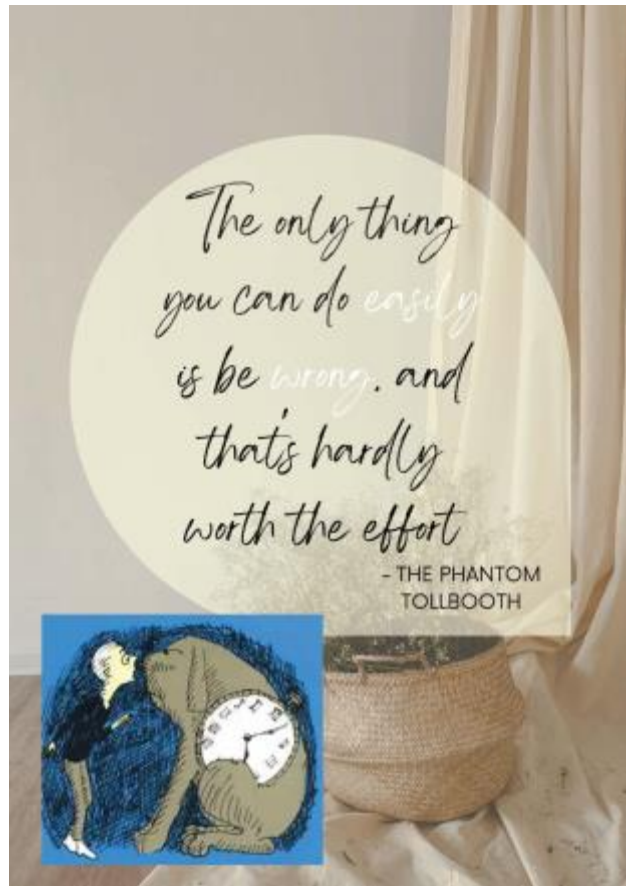
Students have spent most of the term conducting a close study of a novel with their class, with each class reading a different novel that focuses on an engaging character who must overcome adversity, break through barriers or complete a quest by the end of the novel. Our students are learning to write an academic persuasive essay about their novel which is a skill they will need for the rest of their time in high school.



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-THE PHANTOM TOLL BOOTH,
NORTON JUSTER



Inspirational quote posters by 7E students, based on *The Phantom Tollbooth* by Norton Juster

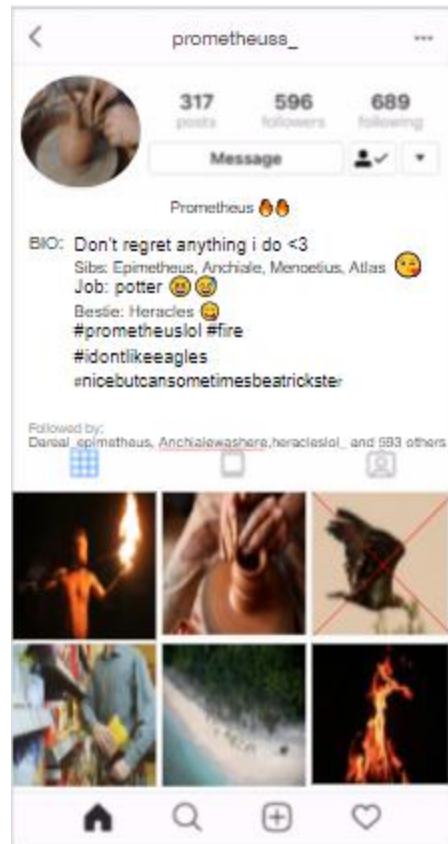
We look forward to continuing our studies with year 7 for the rest of the year as we learn about visual literacy through picture books, the power of poetry and the theatrical world of William Shakespeare.

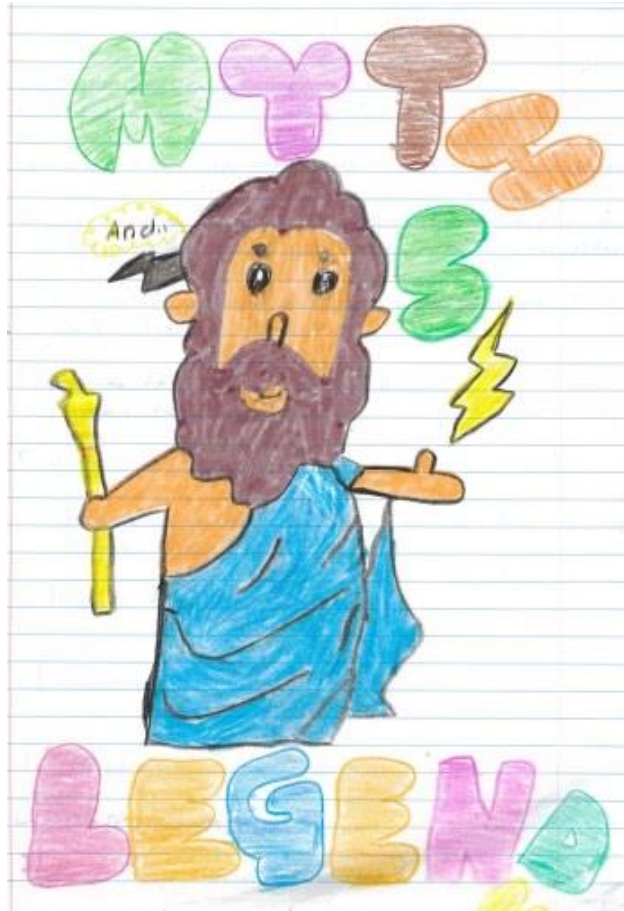
Year 8 English:

Year 8 were welcomed back to English this year with an invitation to journey through ancient myths and legends with their teachers as tour guides. They travelled through Greece where they met the meddling Gods of Olympus, helped Thor find his hammer and laughed with Loki as he tricked the inhabitants of Asgard. Students also developed an appreciation of the significance of the Dreaming and its associated narratives. They pondered the morals taught through these ancient stories and made connections with their own world, exploring the timelessness of topics such as greed, sacrifice, and love.

For their assessment task, students were required to modernise a chosen myth or legend to show their knowledge and understanding of their chosen text with a focus on intertextuality, narrative, and character. Students then reflected on their intertextual piece, contemplating their choices, and evaluating their efforts.

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





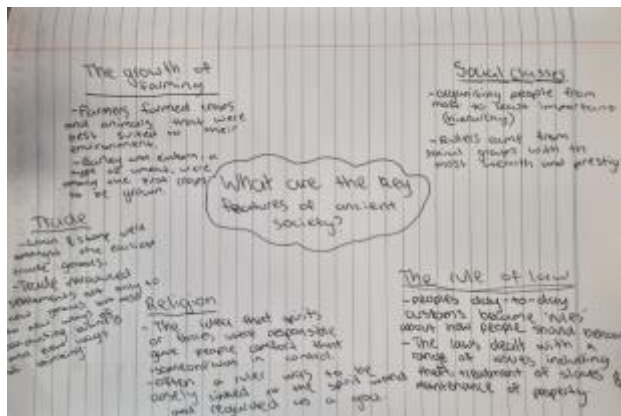
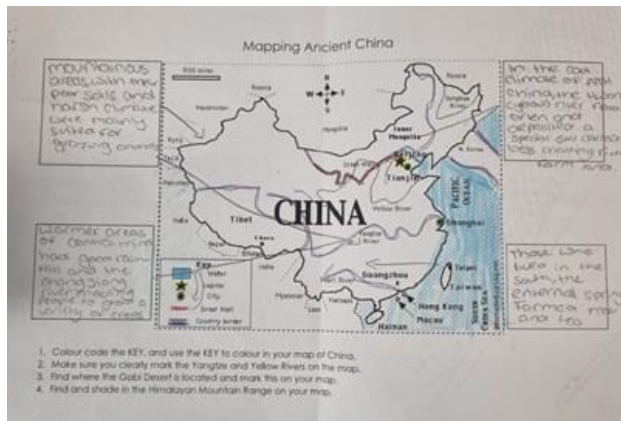
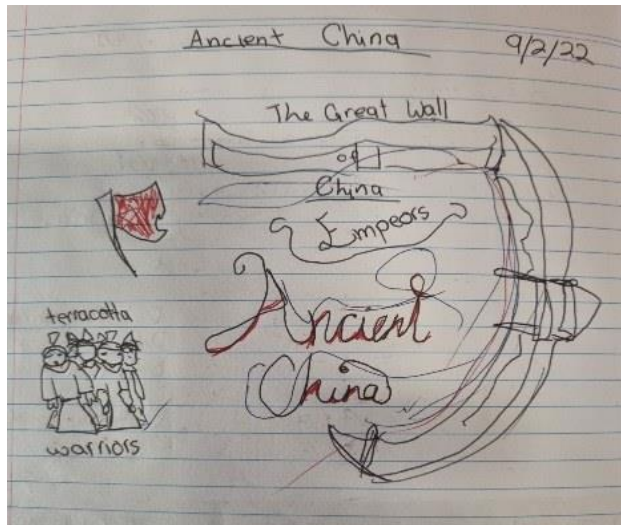
HSIE 2022

Marlisar Budden (Reliving HT HSIE & Aboriginal Coordinator)	Andrea Walters (Assistant Year 11 Adviser & SRC Coordinator)
Nidal Zreika	Leah Barrett (Monday to Wednesday)
Talyn Saleen (Wednesday to Friday)	Jo Tan (Year 10 Adviser & Prefect Coordinator)
Jess Matos (Year 7 Advisor)	Alex Moscovis (Peer Support Coordinator)
David Critchley	Himansha Khurana
Helena Chakty	Komi Pillay (Monday and Tuesday)

1 - Teachers

7 HISTORY

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



8 GEOGRAPHY

This term year 8 have been exploring the topic of Landscapes and Landforms. They started by looking at landscapes that exist across the world before identifying the different landforms that exist within them and the processes involved in their formation. The students are currently completing their assessment

task on volcanoes. Here they are developing their understanding of tectonic plate boundaries, as well as volcanic eruptions and the impacts they can have.

9 HISTORY

This term we have been exploring how the changes brought on by the Industrial revolution has shaped the movement of various groups over the course of one hundred years. We have been studying a variety of sources from the time from diary entries to photographs to better understand and piece together what life was like for those living during the industrial revolution; the struggles and successes as well as how the technology that was developed shaped city life in something that we can still see today. The students were also able to participate in tasks that were designed to replicate what life and work would have been like so that they can get authentic learning experiences. One such task saw the students attempt to beat the clock in creating small boxes using only the tools and methods that their fellow children would have had to use. We also have sought to develop our understanding of the key ideas that shaped the modern world such as the rise of capitalism and socialism. One way we have done this is through class based simulations that see the students conduct a role playing exercise taking on the roles of various groups that made up Industrial revolution British society. Using limited resources they were taken through several scenarios that provided an accurate representation of the lives their characters would have lived and used their decisions to shape the outcome of the simulation. For some classes we have also been able to explore the unwilling movements of people during this period such as the convicts sent to Australia and the slave trade that dominated the transatlantic trade routes, how these things happened, the motivations of those in charge and the experiences of those who lived through these things.

10 GEOGRAPHY

This term in Year 10 Geography, students have been studying the topic Changing Places. The focus of this topic is how cities have changed around the world, and the impact of urbanisation and migration on different places. Students are currently in the middle of their assessment task, which focuses on the impact of international migration. After this assessment task, students will be able to identify where people in Australia have migrated from and will be able to discuss whether migration has a positive or negative impact on Australian cities.

STAGE 5 ELECTIVE COURSES IN HSIE

9 COMMERCE

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

10 COMMERCE

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

STAGE 6 IN HSIE

YEAR 11 ANCIENT HISTORY

In Ancient History, students have been investigating the myth of Homer's Troy. By looking at the myth itself, students were given the colossal task of trying to prove whether the Trojan War was a historical event, or a fantastic myth that spread throughout the ancient world. To do this, students have been learning about the development of archaeology through individuals such as Heinrich Schliemann and Manfred Morfmann as they dig to discover the evidence of a 3,000 year old war. The students have also utilised digital resources, such as the Discovery Tour in Assassins Creed Odyssey to see the palace complex of Mycenae, where Agamemnon was supposed to have launched his campaign of 1,000 ships to reclaim Helen, the most beautiful woman in the world.





11 BUSINESS STUDIES

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

11 ECONOMICS

11.6 Ms Matos

This term has seen students start to investigate Economics. Weeks 2 - 6 were spent learning about the topic "Introduction to Economics", which provided students with basic concepts that will arise over the next 5 topics in the Preliminary course. In Week 7, we started the second topic "Consumers and Business", in which students will learn about how consumers influence the products that are sold in an economy, and how businesses make decisions driven by their own self-interest.

11 LEGAL STUDIES

The Year 11 Legal Studies students have settled into the course and have developed a good understanding of the basic legal concepts that will underpin their study of the law both in Australia and on an international scale. This term, students have been exploring the role of the legal system in achieving just outcomes in contemporary society, as well as the complex nature of the idea of justice itself. To do this, students have been examining a range of case studies in class in order to consider what the role of legal and non-legal responses should be. As part of this, students have been engaging in classroom debates in order to fully appreciate the range of issues faced by individuals in the legal system. They have also been studying the basis for Australia's legal system and the fundamental principles underpinning a functional democratic government. Year 11 is currently preparing for their first assessment task, which will be on international law.

11 MODERN HISTORY

11.4 Mrs Budden

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

11 SOCIETY AND CULTURE

11.6 Mr Zreika

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

12 ANCIENT HISTORY

12.2 Mr Moscovis

In Term 1, students have been learning about the Persian Invasions of Greece from 490- 479 BCE. We have followed the heroic last stand of Leonidas at Thermopylae with his 300 Spartans and other prominent leaders, like Themistokles as they pushed the mighty Persian empire out of Greece. The students have been using historical sources to track the tragic fall of Athens as a powerful advocate of liberty and freedom in the Greek world to a city of power hungry despots that coerced their allies to stay within their empire. The Year 12 Ancient History class have also travelled to Macquarie University to enrich their learning experience. They attended seminars on core learning areas, such as Pompeii and Herculaneum and had the opportunity to handle archaeological artefacts themselves. We look forward to next term, as we will be following the campaign of Alexander The Great as he moves across Persia.

12 BUSINESS STUDIES

This term, students are learning about Financial Management. Students have been learning about how businesses obtain different sources of finance, and the financial objectives that businesses aim to achieve. They are currently learning about the different financial statements that are commonly used in businesses, and how to use different financial ratios to analyse how a business is performing. They are also able to recommend appropriate strategies to respond to issues raised from the analysis of financial statements.

12 ECONOMICS

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

12 HISTORY EXTENSION

Mr Moscovis

This term, our class has been investigating the historians that helped shape history into a science of inquiry. Influential people such as Leopold Von Ranke and the post modernists have helped to establish the correct approach to piecing together an unbiased view of the past through the use of evidence and scrutiny. Students have also started to look at the historical debate which surrounds the famous Queen Cleopatra of Egypt, and her relationships with Julius Caesar and Marc Antony. The students are confronted with the question; was she an ambitious and manipulative woman who took any opportunity to elevate herself- Or was she simply a woman trying to survive in a world that was dominated by men?

The students of History Extension have been analysing her history to determine whether her character has been assassinated over time.

12 LEGAL STUDIES

This term, Year 12 Legal Studies have been wrapping up their understanding of sentencing and punishment in criminal law, and have begun their study of family law. Students have been exploring the changing concept of family, looking at the legal consequences of separation, and the effectiveness of family law in managing issues of domestic violence. They are currently developing their understanding of contemporary issues in family law, including changing parental responsibility, the recognition of same-sex relationships, the rise of surrogacy and birth technologies, and the care and protection of children. This has included discussions in class about the complexities of justice in the context of familial relationships, and the difficult existence of family law in both the private and public domain. As they move through the course, students will explore the way in which the law attempts to respond to the ever-growing changes in the realm of family, with the aim of being able to effectively communicate the effectiveness of family law in Australia.

12 MODERN HISTORY

12.3 Mrs Budden

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

12 SOCIETY AND CULTURE

12.6 Mrs Barrett

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

Aboriginal Education

This year Moorebank High School has 11 identified Aboriginal students from years 7 to 12. The Aboriginal Education team will be working on creating meaningful Personalised Learning Pathways for

all these students. With covid restrictions easing, the year 12 students will be continuing their mentorship meetings with Robyn Pell from NRL.

SCIENCE FACULTY



2 - Year 9 Science excursion to Luna Park

“MANY” years ago, in my university days, I used to have a part time job of Industrial Window cleaning. After doing that job for a while, I could not but help see and acknowledge all of the windows that exist in society and how dirty they all were. I’m sure that for many of the parents reading this at home would have a similar view of their occupation and its influence in society, whether that is a Civil Engineer analysing every bridge or structure or a Panel Beater seeing all of the cars that have had a minor incident and are not perfectly aligned or many other examples that exist.

Throughout my teaching career I have come across students who have queried or questioned where in life “Science” is applied. As a scientist who has worked in many fields, it is easy to make the connections, but what about as a Year 9 Student? What better way to demonstrate the application of physics in society and life than to take the whole year group to Luna Park!

On Friday, 18th March we headed to Luna Park as part of the current Year 9 Topic, Fun Fair where the students investigate the applications of motion, sound light and energy. This excursion included some direct learning goals that were linked to their assessment task. There was a lot of excitement and energy that was consumed through a highly enjoyable day.



In the past I have had students get very frustrated with me by the end of their schooling because they claim that they cannot look at “life like a normal person” without viewing things through their scientific eyes. I hope that all the students who attended the Luna Park excursion, not only had a great day on the rides, but are moving towards that perspective and are able to link the fun and joy that they have experienced with the science that was behind the energy conversion with the roller coasters, enjoying the lack of friction in the Coney Island slides or the laws of reflection on the warped mirrors.



A Massive thanks goes out to Mr Chan and the Yr. 9 Science teachers for their organisation of the event and facilitating that day.

Well Done to all involved.

Mr Vickers (HT Science)

Numeracy

To develop the Numeracy skills of our students at Moorebank High School, the Numeracy Team has been running fortnightly competitions for students. Students have a chance to win a canteen voucher if they correctly answer the Numeracy problem and place their answer in the Numeracy raffle box outside the Mathematics staffroom.



The competition is quickly gaining popularity as the number of students participating has doubled over the last fortnight.

Additionally, on Tuesday 22/2/22, the Numeracy Team ran its first Numeracy Live Webinar. The aim of the webinar was to address the importance of numeracy, discuss what numeracy is and how to help students with numeracy at home.

As part of the information webinar, Ms Zabakly, Ms Nguyen, Mrs Richards and Mrs Grego provided examples of how to embed numeracy in everyday practice and how to distinguish between Mathematics and Numeracy.

During the webinar, parents were able to interact with staff through Slido and create word clouds to share their understanding of Numeracy and Mathematics.

Year Group	Year Adviser	Assistant Year Adviser	Deputy Principal
7	Ms Matos	Mr Lahey	Ms Griffin/Ms Leong
8	Mr Theodorou	Ms Truong	Ms Skelton
9	Mr Chan	Ms Waters	Ms Griffin/Ms Leong
10	Ms Tan	Mr Dablan	Ms Baghdadi/Ms Richards
11	Ms Stamoudis	Ms Walters	Ms Skelton
12	Ms Bratic	Ms Rafla	Ms Baghdadi/Ms Richards
Head Teacher Wellbeing	Ms Roumanos (M-T & Th-F) and Mr Theodorou (W)		
School Counsellors	Sam Cooper (M-T & alternate Fridays) and Lilian Katselas (W-Th & alternate Fridays)		
Student Support Officer	Stacey Hurst		
Wellbeing, Engagement and Learning Support Officer	Suzy Edwards		

3 - The 2022 Wellbeing Team

It has been an unusual start to high school for our **Year 7 students** however through their week long Year 7 transition program led by their Year Advisers, Jess Matos and Alex Lahey, they quickly began settling into Moorebank High School. As part of their Transition Program students learnt about our BRAVE values, how to thrive as a high school student and how forming positive relationships can help them feel connected.

They also participated in the My Resilience program with guest speaker **Dan Hardie** and the My Strengths team. The My Resilience program allows each Year 7 student to discover and grow through identifying their top 3 personal character strengths. Using a strengths based approach helps equip students to face inevitable challenges as they start high school such as changing relationships, organisation/academic difficulties and identity formation. The program helps students learn strategies to build resilience and overcome challenges. Students will continue to learn about their strengths and how to draw upon them within their fortnightly Be You lesson which provides important social-emotional learning and wellbeing education. An important aspect of these lessons is a strong focus on our BRAVE values that are central to the school's Positive Behaviours for Learning (PBL) approach; so students understand how they can contribute to a positive learning environment and school community. Year 7's also participate in **Peer Support** sessions with their peer support leaders from Year 10 and 11 building positive relationships to assist their transition into high school.



Unfortunately Covid put a stop to our usual Year 7 camp at the start of the year however we are currently planning a camp, or alternative, for later in the year. More information to come!

We also welcomed other members to the Wellbeing Team this year with Ms Tan and Mr Dablan now the Year Advisers for Year 10 who are doing a wonderful job supporting the wellbeing of the students in their cohort and preparing them for the future demands of the final years of high school. We also saw changes in Year 11 with Ms Stamoudis and Ms Walters the Year Advisers for Year 11. **Year 11** students participated in the AIS Mental Fitness Challenge earlier in the term and will be attending the My Future workshop with the My Strengths team. With 72% of students reporting a level of stress and anxiety about their future which often leads to loss of motivation, the Year 11 program leads students to discover their best future in light of their strengths. They have the opportunity to develop a plan and purpose statement to help them discover their passion and motivation. They will learn to take ownership of their future through goal setting and strategies to reach their target.

We also saw changes in Year 11 with Ms Stamoudis and Ms Walters the Year Advisers for Year 11.

These skills are then built upon with our **Year 12's** benefitting from the opportunity of having a teacher mentor to guide and support them through their HSC year. We will be hosting **an afternoon tea for the Year 12 students, their mentors and guest speakers on Monday 4th April**. Other wellbeing programs implemented by the Wellbeing Team this term have been the **Year 8** Be You Lessons, targeted programs such as SELFY (social emotional learning for youth) with **Year 9** students and next term Moorebank High School will be bringing in RAISE to offer mentoring to a select group of students over a period of 20 weeks.

We will be offering more exciting, evidence based wellbeing programs to our students next term as we understand the importance of student wellbeing to positive learning outcomes. These will include coaching and goal setting programs and as well as study skills sessions with **Year 12 students** being offered the opportunity to participate in Elevate Study Skills workshops next term. The Study Sensei seminar breaks down the study techniques of the top students, providing students with a road-map for

what work they need to be doing across the year and how to do it. Skills covered are working consistently, note taking, conceptual learning skills and standing out on assessment.



Wellbeing, Engagement and Learning Officer:

Another targeted program is 'The Year 7 Early intervention Program'. This Pilot Program has been implemented in term one 2022 for our current Year 7 cohort. Every fortnight a group of targeted students, work together with the Wellbeing Engagement and Learning officer (WEL) to develop their understanding of the expectations and requirements of being a high school student at MBHS. The program focuses on the BRAVE expectations, PRPO and positive wellbeing factors to ensure all participants feel supported and confident in their learning at MHS. The WEL is also continuing to implement the "*Empower Me!*" program this year with individuals and small groups. This program saw positive change and outcomes for the students involved during 2022. The *Empower Me!* program has been developed as a preventative mental health (wellbeing) initiative focused on the explicit teaching of strategies and tools for promoting self-awareness, empathy and self-regulation of emotions. It is intended to support the implementation of Positive Behaviour for Learning (PBL) in secondary settings, and has been developed around a framework for working with students: Reflect, Resolve, Restart.

This program saw positive change and outcomes for the students involved during 2022.

Focus areas in the Empower Me! program include:

- Equipping students with tools for understanding their emotional world and basic neurophysiology (how our brains work).
- Supporting students to reflect on their thoughts, feelings and actions (self-awareness), especially in terms of their own personal triggers as well as their personal strengths.

- Empowering students with specific strategies to more effectively regulate their own emotions and to help keep them at their best.
- Empowering students with tools for building positive relationships, especially through strengthening empathy.

As a part of the program attendees develop goals, immediate, short and long term with reward-based initiatives. A monitoring card is used as a visual cue to remind students of what they are working towards, as well as a way to gather important feedback from teachers on progress and achievement of the goals.

Positive Behaviours for Learning (PBL)

We started the year with all students receiving a PBL lesson to aid them in a successful transition back to school after the disruptions and challenges of the previous year. This transition lesson reminded students about school expectations of Be generous; Respectful and Responsible; Act safely; with a particular focus on being in “Right Place, Right Time” to ensure students are in class learning when they are meant to be as “every minute counts”. They were taught about the catastrophe scale which helps us to build our resilience when bad things happen and prevents us from blowing things out of proportion and were also reminded about the appropriate ways and times to access the many levels of support available to them.



Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...



education.nsw.gov.au

How to seek support...

YEAR ADVISORS - are students first point of contact for most wellbeing concerns.

Students can send an email or message on Google Classroom to arrange a time to talk or see them directly via their staffroom during break times.

STACEY (Student Support Officer) - Students can use the new self referral box outside the SSO Office/Dance Room or send an email or contact through the Microsoft Teams Student Support chat

COUNSELLORS - Lilian and Sam

Students can use the self referral box outside of the counsellors office or speak to their Year Advisor, SSO or Head Teacher Wellbeing about a referral.

HT WELLBEING - Ms Roumanos & Mr Theodorou Email or see directly in Student Wellbeing Office during break times

DP-Email or see directly in DP Office during break times

Between now and the end of term we will be running PBL student focus groups as an opportunity for student voice on the schools BRAVE expectations and in updating our anti-bullying policy.

- If you would like to express interest in taking part in a parent focus group on our school's PBL framework please complete the form using the link attached.

[https://docs.google.com/forms/d/e/1FAIpQLSedn54UEMBr07gNSSQNQImvLWXaSAvYeSOXWUFVQqV69b1c4Q/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSedn54UEMBr07gNSSQNQImvLWXaSAvYeSOXWUFVQqV69b1c4Q/viewform?usp=sf_link)

Bump it Up

As a school we wish to work in partnership with our parents and carers to achieve excellence in attendance for every student. Continuing on from the success of our bump it up initiative last year we will again be running a series of "name draw" competitions rewarding students for increasing their attendance by 10% during the competition period or for exemplary attendance of over 95%. This year, we will also be rewarding students who improve their punctuality. We will be rewarding students who decrease their late arrivals to school by 10%.

Students will be in the running to win various prizes benefitting the whole family! Our first draw will be held at the end of the term on Wednesday 6th of April, based on student attendance in Week 7-10, with lots of prizes to be won including vouchers from family restaurants, entertainment venues and home improvement stores to name a few. We will be releasing more information about the initiative shortly. Please follow our Facebook Page to see the winners of each draw as they occur throughout the year:
<https://www.facebook.com/moorebankhighschool/>



The National Day of Action gives schools the chance to take action and empower young people to be part of the solution in addressing bullying in our school communities. It provides an opportunity to focus on bullying and the big changes we can make to create safer communities for everyone.

To recognise the National Day of Action and promote an inclusive, kind school culture all students were involved in anti-bullying lessons during their BE YOU or PDHPE classes helping students understand what bullying is, the impact that bullying can have on an individual and the importance and power of being an up-stander. The SRC also ran a National Day of Action Breakfast in the morning where students were encouraged to “pay forward” random acts of kindness.



At lunch time the Wellbeing Team and Prefects invited the students and staff to take part in contributing to a mural that promoted a shared responsibility in preventing bullying and promoting a positive, kind and inclusive school culture at Moorebank High School. Students were also asked to enter a competition via their Wellbeing Google Classrooms to select a quote/s to be added to the mural representing our school's vision for a positive school culture and anti-bullying messages.

Harmony Day

On Thursday 24th March, Moorebank High School will be celebrating Harmony Day to celebrate the diversity within our community, and to promote inclusivity, respect and belonging. Students are invited and encouraged to come in **multicultural dress** or wear **orange**. There will be a gold coin collection and (pre-ordered) cultural food will be sold by the Prefects in addition to other celebrations in the playground at lunchtime.

Vaccinations:

At the start of term Year 7 students received their first vaccinations (Dose 1 HPV vaccine/Gardasil) as part of the NSW Health Schools Vaccination program. Year 8's who had participated in the program last year also received their second vaccination that had been postponed due to Covid. The nurses will be returning on Thu 13 Oct for the Year 7 Dose 2 of HPV vaccine as well as a single dose of dTpa (Diphtheria, Tetanus and Pertussis-Boostrix).

On Friday 19 Aug Year 10 will be offered a single dose of Meningococcal ACWY vaccine - information packs will be sent out next term. Outstanding Year 11 (2021 Year 10) Meningococcal ACWY consent forms will also be caught up at this visit.

Dental Program:

In Week 10 starting from the 4th April, the Australian Dental Health van will be coming to Moorebank High School. Students wishing to take advantage of this opportunity will receive a full checkup, preventative and general dental care. If your child requires further treatment you will be called for consent but there will be no out of pocket expenses. This service is also available to families who may not have access to Medicare.

Student Eyecare Program:

The Student Eyecare Program will be running in Term 2 where an optometrist will be onsite during school hours to provide students with a free comprehensive eye examination that is covered through Medicare Australia.

Please see the link below for more information and complete the google form if you would like your child/ward to take advantage of this opportunity.

<https://forms.gle/x3cN2XUrYxcQQbp38>

Families in need due to floods

Last week we reached out to our school community asking them to complete an anonymous referral form for any Moorebank High School family that has been directly impacted by the recent local flooding who might require support.

https://docs.google.com/forms/d/e/1FAIpQLSdqhmgyZupjPsZwSnzSKGGOjc923AGkbKbySsmCGkgfjztzvQ/viewform?usp=sf_link

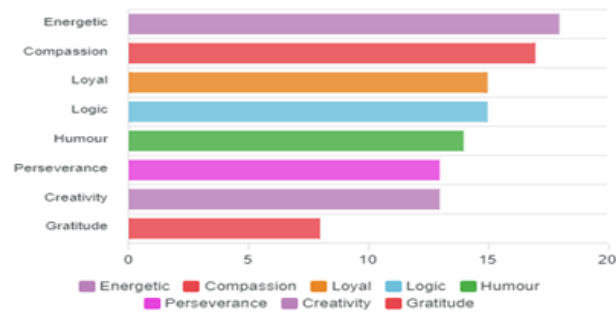
Year 7 Advisor Report - Miss Matos and Mr Lahey

Congratulations to Year 7 who have almost finished their first term of high school. You have all done so well adapting to your new high school environment, and it has been awesome to see you all thrive and start building Positive Relationships with your fellow classmates and your teachers.



Year 7 started off the term with the MyStrengths program, where they completed a survey to determine their top 3 strengths.

Across the Year Group – our top strengths are Energetic, Compassion, Loyalty, Logic and Humour.



Year 7 have also been participating in Wellbeing Lessons with Ms Matos once a fortnight. These lessons have focused on getting to know one another, how to be Respectful and Responsible at Moorebank High School, and they will be learning about the importance of Harmony Day. These lessons also allow Year 7 to spend time with their Peer Support Leaders, creating positive relationships to build their support network and ease their transition into high school.





These days, you haven't experienced High School if you didn't have to experience some form of online learning. Year 7 rose to that challenge like absolute legends because of flooding –and even participated in some online gaming challenges and a meme competition. Definitely gave their Year Advisors some laughs!



Who are the Year 7 Advisors?

Ms Matos – Year Advisor

Ms Matos is a HSIE Teacher who primarily teaches Business Studies, Economics and Geography. This is her 5th year of teaching at Moorebank High School and is her 3rd year as a Year Advisor. M

s Matos loves her Pop Culture – particularly Disney, Marvel and Harry Potter. She also loves to make really terrible jokes and puns.

Mr Lahey – Assistant Year Advisor

Mr Lahey is a Science Teacher who specialises in Physics and Chemistry. He started at Moorebank High School in 2018 and helped Ms Matos as her Assistant Advisor for Year 12 in 2021. Mr Lahey also loves Harry Potter and is a big fan of Pokemon. He enjoys puzzles and brain teasers and having a good laugh with his students.

PEER SUPPORT

Peer Support has made a strong start in 2022! No amount of pandemic or floods could prevent our young and enthusiastic Peer Support leaders from meeting our brave new Year 7 cohort. The year has started with our Peer Support leaders getting to know their Year 7 with fun but challenging games aimed at facilitating positive relationships. Our Peer Leaders have also helped Year 7 identify their own personal strengths, whether it was academic, social or personal. Our Peer Leaders have also been working with Year 7 to identify positive and negative interactions in our friendships, and how to navigate through these issues lead the most positive life in Moorebank High School with friends that support them.

Peer Support is looking forward to continuing the great work that was started this year!

Sincerely,

Mr Alexander Moscovis

SRC

Greetings from the SRC and welcome to the 2022 school year!

Our first event of the year in week 4, saw us collaborate with the Prefects for the school Valentines Day. Students enjoyed giving and receiving roses, cards and gnomes, while raising funds for the school.

In week 8, Friday March 18th the SRC hosted a special breakfast for a gold coin donation in aid of the National Day of Action Against Bullying and Violence, just one of the many of planned activities throughout the day.

On Thursday March 24th week 9, the SRC and Prefects collaborated again to host an extended lunch where students were able to purchase a selection of foods to celebrate Harmony Day.

As you can see, this year has already gotten off to a strong start with a variety of events taking place during Term 1.

2022 PREFECTS

The Prefects of 2022 have had a busy start to the term, and have started to make strides towards their goal of supporting the school by increasing the sense of school spirit and connectedness. This term, we have worked on celebrating International Women's Day through the implementation of a lesson delivered to all students about the historical and cultural significance of the day, while also presenting a speech at a staff afternoon tea. We will also hold a Harmony Day event this term, encouraging the recognition and celebration of the diversity and multiculturalism in our school. To do this, we will be hosting stalls of food from different cultures, playing music, and inviting students to dress in their cultural clothing or wear orange to celebrate Harmony Day. Throughout the year we aim to plan a variety of events to make Moorebank High School a welcoming place with a culture of kindness. We are looking forward to what 2022 brings and we thank the community for their ongoing support!

I just attached the photos from Facebook - they haven't had any really nice photos yet (though hopefully we'll be able to get those done soon). Hopefully the resolution isn't too awful!



Library News Term 1 2022



Welcome to our new students and their families!

The mission of Moorebank High School Library is to support the learning needs of the students and teachers, and to promote a positive reading culture within the school.

The School Library is available to all students for the purpose of research, reading and study. We house an extensive collection of resources (over 10,000 items) that includes Fiction, Manga, Non-Fiction, eBooks and Senior reference. The majority of these resources are available for student use and/or loan. In addition, we have 68 networked computers with access to the internet (20 are reserved for Senior students) and Library enquiry terminals to assist with research.

The School Library is available to all students for the purpose of research, reading and study.

Unfortunately, due to restrictions in place the Library was not open for general student use during the first half of Term 1. However, students were encouraged to keep up their reading by borrowing eBooks (we have a subscription to Wheelers eBooks with 1000+ titles available) and to reserve Library books they wanted to read using the online Click & Collect system. Once a book became available they were delivered to students in their classroom. It was pleasing to see that many new Year 7 students took up this method of borrowing. The Library staff are hopeful that normal use of the Library at recess and lunch will resume before the end of term.

[NSW Premier's Reading Challenge 2022 : Home \(det.nsw.edu.au\)](http://det.nsw.edu.au)

Students from Years 7-9 are encouraged to enter the Premier's Reading Challenge.

The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature.

It is not a competition but a challenge to each student to read, to read more and to read more widely.

2022 Challenge dates:

Challenge opens: Monday 28 February 2022

Challenge closes for student entries: Friday 19 August 2022

See Mrs Tierney in the School Library for more information.

Term 1 Review: Diverse Learning

With the start of 2022 we started the year off with a BANG! A new group of Year 7 students joined the unit and began their new classes with us. They immediately made an impact with their bright personalities and enthusiasm in their new classes. All our other year group students were equally happy to be back and were excited at what great activities we had planned for them.

There were also new faces, in the form of new teachers. All the new teachers were keen to build on their student's enthusiasm and created some fun and interactive classes for their students.

Our new Science teacher introduced the students to work in the science labs in school and were given new experiments to carry out. Students had to analyse and understand their experiments and interpreting the data. Kite flying and online projects were just some of the activities students took part in. PDHPE also had pupils running through their paces with shot put and playing basketball. Unfortunately, a great many activities were cancelled due to poor weather -but even the frisbee throwing challenge under the Cola was a great success.

In History the students have enjoyed learning about Medieval Europe (also known as the Dark Ages). They have been analysing different medieval characters, diseases and their final term project is on crime and punishment. The students also practiced their archaeology skills outside with a dig site that was created in the garden outside. The students were interested in how much preparation it took to start digging and how grimy the activity was. They discovered shells and fossils, as well as cooking implements and squeeze toys! Students then had to analyse their finds and explain why the objects could be used as evidence to describe a historical event or way of life.

A new group of Year 7 students joined the unit and began their new classes with us.

The unit has also introduced a unit on Japanese Culture (with some language thrown in). Students have learnt how to greet someone in Japanese and why it is polite to bow. Many of students have taken to

bowing and saying hello to their teachers in Japanese when they pass by. They have been learning how to use chopsticks properly (using lollies), trying on parts of a kimono and practicing Japanese writing and painting symbols with their Art teacher. In English we've been teaching the students all about Myths and Legends and encouraging them to think about amazing stories and ideas. Lots of fun activities and creating their own mythical creatures and stories as well.

We have now successfully transitioned from 2021 to 2022 – knowing that this year will bring on amazing new opportunities and we're ready to face those challenges together. A massive thank you to all the parents and carers of the Diverse Learning students, all your support has been invaluable to the successes we've all got to share this term so far. The Diverse Learning team are all looking forward to what's ahead in the coming terms this year

Don't Forget World Autism Awareness Day on April 2nd



On World Autism Awareness Day we speak out against discrimination, celebrate the diversity of our global community and strengthen our commitment to inclusion for people with autism – Antonio Guterres: United Nations

















School Administration Support Staff - SASS

The SASS staff would like to welcome everyone back to 2022.

The Moorebank High SASS staff consists of:

Administration: Ms. Nicholls (Manager), and Ms. Ticchio (2IC)

Enrolment Office: Ms. McCann, Ms. Karabacak,

Front Office: Ms Lockwood, Ms Griffin-Simpson

TAS: Ms. Thompson

Library / Office: Ms. Aulsebrook & Ms. Jones

Print room: Ms. Eid

Science: Ms. Flower, Ms. Ornelas (also Office)

School Office Hours 8:15 to 3:15

Making Payments:

The Cash register is open every morning at 8:30am until 8:45am, recess and lunch, no payments will be accepted after lunch, as the cash register is closed.

Payments are strongly encouraged to be made online via the Moorebank High School website, select Make a Payment. Click on the link below.

[Home – Moorebank High School](#)

Home Page

moorebank-h.schools.nsw.gov.au

by selecting: 'MAKE A PAYMENT'.

Emailing Parents / Carers

Every fortnight we email Invoices to parents for Subject Fees, Excursions etc through School Bytes. If you have a query, please do not hesitate to ring or email the school.

TAS Newsletter Term 1 2022

I would like to start this article by expressing the TAS faculties deepest thanks for all of your patience and understanding during the last 9 months. It has been a difficult time for parents, students and for teachers. Most of our courses are practical based in workshops, kitchens and technology room; the restrictions on use of equipment, shared workspaces, social distancing and remote learning have limited the learning opportunities for students and have had an impact on our student's ability to successfully complete projects.

I would like to thank the TAS staff for all of their hard work, dedication and commitment for going above and beyond during remote learning, creating new resources and providing online content where normal lessons would be practical activities in a workshop, kitchen or technology room.

Remote learning: All of term 3 2021 (10 weeks) and 5 weeks in term 4 2021 and a further 3 weeks of workshop/kitchen restrictions. That is almost 5 months of learning.

Most of the Y12 Industrial Technology – Timber class were able to complete their projects. This took a great deal of commitment from the students to catch up on the time they had missed due to lockdown. Mr Akkoumi and the students spent many long hours after school and during lunchtime to make up for lost time. Congratulations to all of these students. We achieved a couple of band 5's and special mention to Tyrone Sutch on achieving a band 6.

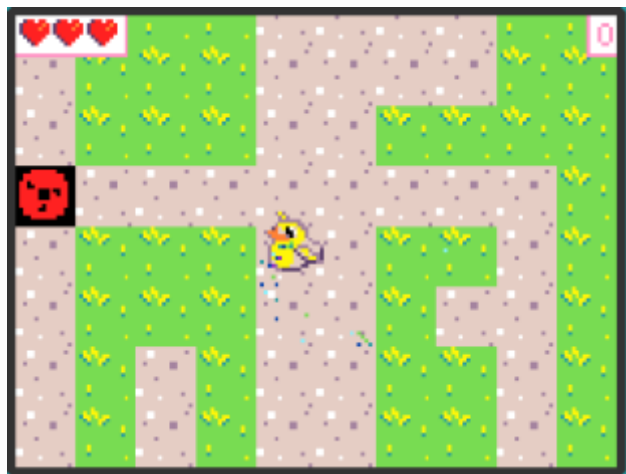
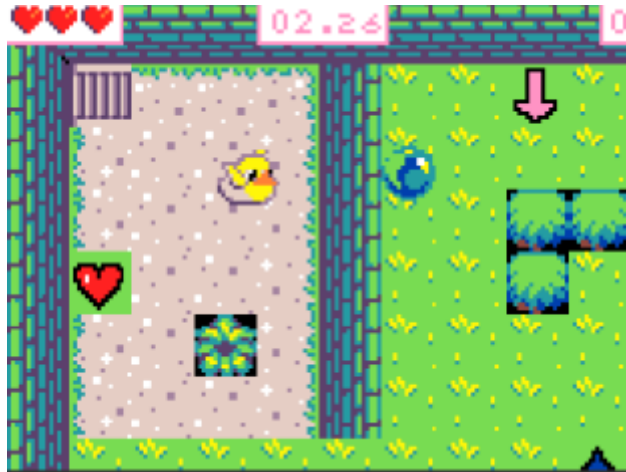


Tyronne Sutch – Band 6



Jamien Driene – Band 5

Our Year 7 Technology Mandatory students have been developing their coding skills. They have been using the Makecode software program to create simple arcade style games. With this specialised software, students have been uploading their video games onto a website they have designed and created.



Our new Roland BN-20 printer and heat press have finally arrived. They have been on order for a few months and we can't wait to try out all of the new project ideas that this technology will allow us to manufacture. This technology can be used in all of the courses we deliver to create items such as stickers, iron on transfers, posters and other merchandising and promotional material.



CREATIVE AND PERFORMING ARTS

A NIGHT AT THE OPERA - SENIOR MUSIC



On Monday the 14th of March, our senior music students were invited to attend the opera *"Turandot"* by Puccini, performed by Opera Australia at the Sydney Opera House. This piece was Puccini's final masterpiece, filled with decadent costumes and masterful staging. Students experienced a powerful performance of the orchestra, full choir and lead soloists to tell this dramatic fantasy tale of violence and love. Preliminary music 2 students are currently studying the topic 'music from 1600 to 1900'. As the operatic form was created and flourished in this time period, being able to see a live performance was instrumental to their understanding and development of deep knowledge of the genre. HSC students were able to witness the demonstration of virtuosic performance technique and ensemble awareness, inspiring ideas and ideals for their own upcoming performances.





VISUAL ARTS - DIVERSE LEARNING UNIT

Class Art C studied the unit of work titled 'Altered Environments'. This is a postmodern exploration of site-specific and installation art practices that interact with the environment. In the artwork below, students have created a piece inspired by Robert Smithson's artwork titled 'Spiral Jetty, 1970'. Smithson states he is interested in art "...that takes into account the direct effect of the elements as they exist from day to day apart from representation". Our students have created a beautiful piece using sand and watercolours that take into account the elements.



YEAR 12 VISUAL ARTS EXCURSION

On Thursday 17th March, Mrs Matic, Mr Cardillo-Zallo and the Year 12 Visual Arts class went to the Museum of Contemporary Art (MCA) and the Art Gallery of NSW (AGNSW) for a HSC Visual Arts Study Day structured around the SYDNEY BIENNALE & ARTEXPRESS. Our students enthusiastically participated in the workshop activities and discussions. This opportunity is part of their term 1 case study and will provide students with inspiration for their HSC body of works.







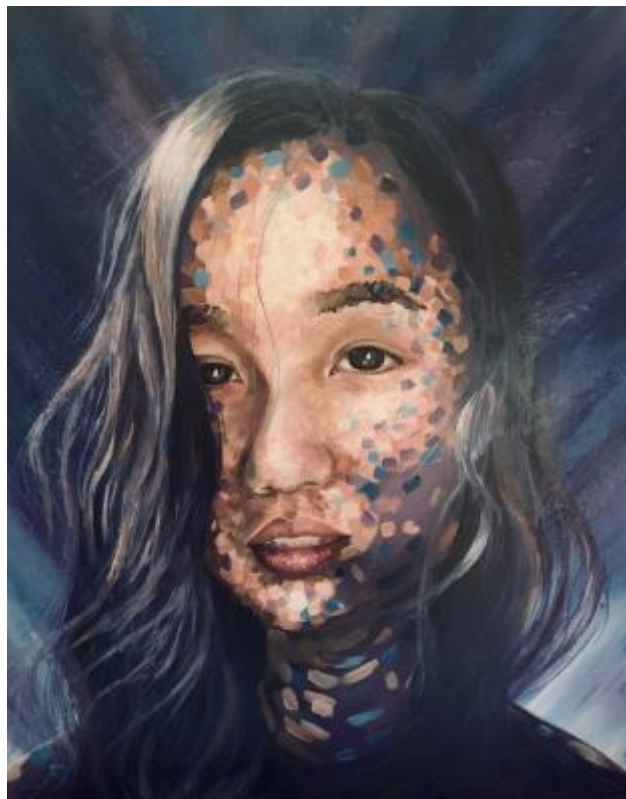
YEAR 8 VISUAL ARTS

Our Selective Year 8 students have been studying the theme of PORTRAITS in term 1. They have been learning about how to draw portraits, practicing drawing facial features and have been exploring the mediums of drawing & painting and will be working with Lino later in the term. Year 8 have also been learning about The Archibald Prize - An Annual Portrait competition held at the Art Gallery of NSW which has been the focus of the written component of the terms theory assessments. The first works created were portraits of their classmates and a study of INK drawing techniques as used by Vincent Van Gogh. Students are now moving onto the "SELF-PORTRAIT" which will be the subject of their LINO prints. Students have started to create pencil drawings of themselves as the first step in the art making process for their lino prints.





Lucia Guo Visual Art



Lucia Guo – Year 12 Visual Arts student has submitted her portrait of her friend “CANDY” to the Art Gallery of NSW for “THE YOUNG ARCHIES” exhibition which coincides with the Archibald Prize exhibition. Lucia’s painting is created in Acrylics and is part of the development of her HSC Body of work she completed in term 4 2021.

The Art Gallery of New South Wales invites budding artists between the ages of 5 and 18 to submit a portrait for the Young Archie 2022 competition. The competition requires that *The portrait must be of a person who is special to you – someone who is known to you and who knows you and plays a significant role in your life.*

MOSQUITOES

We are aware that mosquitos in our area are a problem both at school and in general. We have included NSW health fact sheets about managing mosquitos and information about Japanese Encephalitis, a mosquito borne disease that has recently been found in Australia, for your information.

NSW health.nsw.gov.au

Mosquitoes are a Health Hazard

Communicable Diseases Factsheet

Mosquitoes aren't just a nuisance - they can transmit serious diseases. To protect yourself, wear up with a loose fitting long sleeved shirt and long pants when outdoors. Apply mosquito repellent to exposed skin, take special care during peak mosquito biting hours, especially around dawn and dusk, remove potential mosquito breeding sites from around the home and school, windows and doors. Take extra precautions when travelling, especially in areas with a high risk of serious mosquito borne diseases.

Avoid mosquito bites

Mosquitoes can transmit a number of serious human diseases. In NSW, some types of mosquitoes can transmit viruses such as **Bass River** and **Burnett Forest** and, rarely, the virus that causes **Murray Valley encephalitis**. Some parts of northern Queensland have a type of mosquito that can transmit **dengue fever, chikungunya** and **Zika** infections.

Overseas travellers may be at risk of mosquito-borne diseases such as **chikungunya, dengue, yellow fever, chikungunya** or **Zika**. While vaccines are available for some diseases (e.g. **yellow fever** and **Japanese encephalitis**) and chemoprophylaxis medicine can help prevent **malaria**, all travellers should also use repellents and other general protective measures to avoid mosquito bites.

Wear appropriate clothing

Minimising the amount of exposed skin reduces the risk of mosquito bites by wearing loose, light coloured clothing with long sleeves and pants. Also wear socks and shoes where possible.

Some mosquitoes will bite through clothing. Consider using clothing pre-treated with insecticides but remember that repellent must still be applied to exposed skin.

Apply mosquito repellent to exposed skin

Use a mosquito repellent on all exposed skin areas.

Reapply the repellent according to instructions or when you notice mosquitoes biting.

Avoid putting repellent near the eyes and mouth, or over open wounds, broken skin or abrasions. Always follow the product label instructions.

The most effective mosquito repellents contain Diethyl Toluamide (DEET) or Picaridin. Repellents containing oil of lemon eucalyptus (OLE) (also known as Extract of Lemon Eucalyptus) or para menthane diol (PMD) also provide adequate protection.

The strength of a repellent determines the duration of protection with higher concentrations providing longer periods of protection. Always check the label for reapplication times. Note that botanical-based products (such as Eucalyptus or Citronella) provide limited protection and require frequent reapplication.

Use just enough repellent to cover exposed skin. After returning indoors, rinse off repellent with soap and water.

Mosquito repellent needs to be reapplied after swimming. The duration of protection from repellent is also reduced with perspiration, such as during strenuous activity or hot weather so it may need to be reapplied more frequently.

If you're using sunscreen (and you should), apply the sunscreen first and then apply the repellent. Be aware that DEET-containing repellents may decrease the sun protection factor (SPF) of sunscreens so you may need to re-apply the sunscreen more frequently.

And for children - most skin repellents are safe for use on children aged 3 months and older when used according to directions, although some formulations are only recommended for children aged 12 months and older - always check the product label for recommended age use.

Never allow young children to apply their own repellent. Infants aged less than 3 months can be protected from mosquitoes by using an infant carrier draped with mosquito netting that is secured along the edges.

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