



[Moorebank High School](#) Newsletter

2024 September

Principal Mrs. Charara



Dear Parents and Carers,

As we approach the end of Term 3, I am delighted to share some exciting updates and achievements from our school community. This term has been filled with significant milestones and memorable moments, reflecting the dedication and spirit of our students and staff.

We are proud to reflect on the remarkable achievement of our students who participated in the NSW Department of Education's Game Changer Challenge this term, an award-winning design thinking competition. Although they did not advance to the finals, their journey to the semi-finals was a testament to their creativity, innovation, and teamwork. Their efforts were truly commendable, and we are incredibly proud of their dedication and hard work. Their participation has not only showcased their skills but also set a high standard for future endeavours. Congratulations to all involved for representing our school with such enthusiasm and excellence.

Additionally, the Moorebank Community of Schools (MCOS) Concert was a resounding success, featuring a wonderful array of performances from our students and those from neighboring schools. The evening was filled with music, dance, and vibrant displays of talent. We are proud of our students' contributions and the community spirit that this event fosters.

Our recent parent-teacher interviews for Years 7 and 9 provided an invaluable opportunity for parents and teachers to discuss student progress and set goals for the future. Thank you to all who participated and engaged in these important conversations. We also held informative subject selection evenings this term, designed to assist students and their families in making informed decisions about subject choices for the coming year.

Our HSC students had the chance to present their major works at the HSC Student Showcase Event. This event was a fantastic opportunity for students to demonstrate their hard work and creativity. Congratulations to all our HSC students for their impressive presentations and dedication.

The HSC trial examinations have been a significant focus for our Year 12's this term, and our students have demonstrated remarkable resilience and commitment as they prepare for their final HSC exams. We commend their hard work and wish them continued success in their studies.

For our Year 12 students, this term marks their last before the HSC Examinations, and we are excited to celebrate their achievements at the Graduation Ceremony and Picnic Day. It's a time to reflect on their journey and look forward to their future endeavours.

We are also excited to announce a new chapter for our school with the establishment of a Parent and Citizens Association. This new initiative will provide a formal platform for parents and community members to engage more actively in school life and contribute to our shared vision for the future. We extend our heartfelt thanks to the existing Community Focus Group whose dedication and input have been invaluable in bringing this initiative to fruition.

As we move towards the final school term of the year, I want to express my gratitude for the efforts shown by our students, staff, and parents. The support and enthusiasm from our entire school community have been truly inspiring. Let us continue to work together, support each other, and strive for excellence as we approach the end of the year.

Thank you for your ongoing commitment to our school. I wish everyone a restful and enjoyable break before we return for an exciting and productive final term.

HSIE Term 3 2024

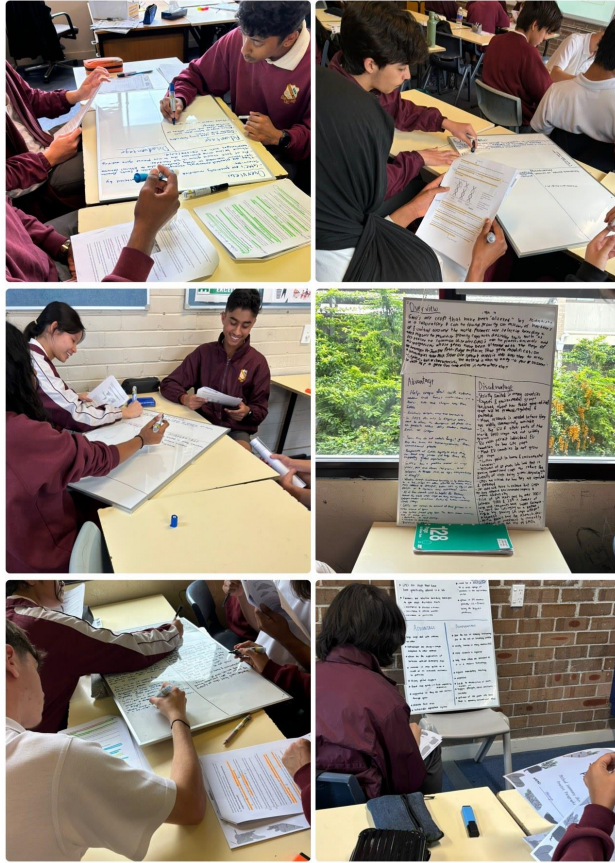
HSIE has purchased new white boards for students to participate in group work activities. Group work enhances students' collaboration, communication, and problem-solving skills by exposing them to diverse perspectives and fostering active learning. It also promotes social interaction, accountability, and prepares students for real-world teamwork.

Year 7

70 History used the small and large whiteboards to develop their writing and literacy skills. They all had to develop ideas for each element of the PEEL paragraph, then discuss with each other to decide the best way to answer the question. The class really enjoyed the group work and developed high quality paragraphs.



10E Geography have used the boards to help them summarize information for their upcoming assessment task focusing on sustainable food production methods. They synthesized the information and then constructed paragraphs as a group.



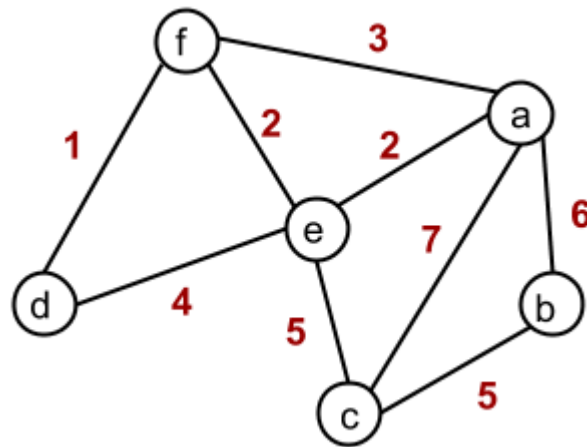
Year 11 Business Studies students utilised the whiteboards to participate in revision jeopardy before their Yearly Exam next lesson. The whiteboards allowed all students to participate and score points at the same time - making it valuable revision for all.



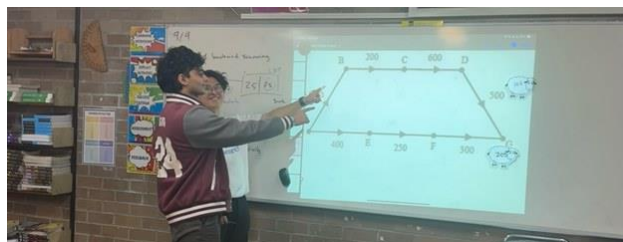
Networks in Mathematics Standard 2

What is a Network?

- A network is a visualisation of objects and how they are connected
- Networks have 3 key features:
 - The Network is the entire visualisation
 - The vertices (singular: vertex) are the objects in the network, represented as points/dots
 - The Edges are the lines connecting the vertices



To consolidate student learning, Mr Phan used sheep as an example to demonstrate the network diagram. Students reported that they understood the question clearly.



Decision Time for Year 10 students

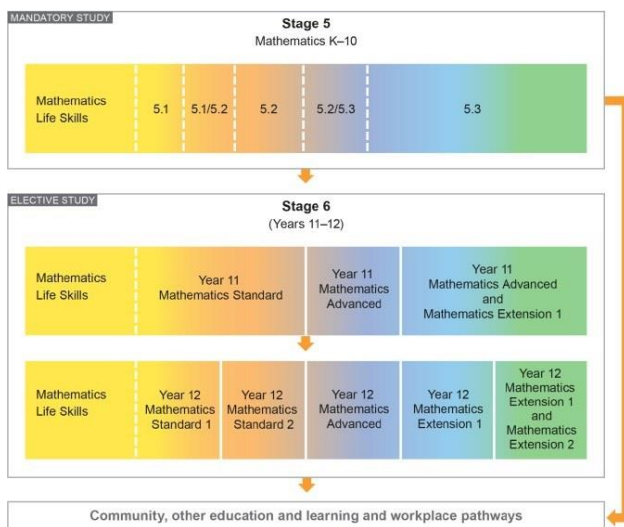
How to choose the correct level of Mathematics?

Students are advised to choose a Mathematics course that is **appropriate** to their interests and abilities and will provide a solid foundation on which to enter the workforce or further education.

The level of Mathematics undertaken in Stage 5 gives an indication of the appropriate course to choose in Year 11. The diagram below shows the progression of courses from Stage 5 to Stage 6.

Students who achieve a C or lower in Year 10 Mathematics are advised to choose Mathematics Standard for the HSC, and those who achieve a B or A are advised to choose the Mathematics Advanced course and consider doing Mathematics Extension 1.

The extension courses should be studied if you wish to continue studying Mathematics, Actuarial Studies, Engineering or Physics at a tertiary level. Advanced Mathematics is the minimum requirement for most universities for the study of Architecture, Economics, Business, Science, Psychology and Urban and Regional Planning.



Students are advised to speak to their classroom teacher if they are unsure or if they require more information regarding course descriptions.

Careers News

Moorebank High has just received some wonderful news regarding many of our Year 12 cohort as they are rapidly approaching their graduation. 73 of our cohort have received offers (some conditional and some unconditional) from the University of NSW (UNSW) for entry for a range of their courses next year. This represents a marked rise from the previous cohort's 49 offers and prior to 2023, typically gaining around 8 - 10 offers each year. Our school's participation in the UNSW Gateway program has certainly played a major role in this achievement.

Equally impressive was 36 of our Year 12 students have received early entry offers from the University of Wollongong (UOW has a Liverpool campus).

Several of our Year 10 students have been working in different trades, including furnishings, plumbing and carpentry at various TAFE Colleges to gain an understanding what it is like to study in an adult learning environment as well as to sample a trade. This experience can really assist students with applications for future apprenticeships.



Furnishings students at Lidcombe TAFE

One of our senior students successfully applied for work experience with the air force (RAAF). He undertook this placement at the RAAF Fighter Base at Williamtown, near Newcastle. He reported having a very exciting time during his placement.





Some scenes from the RAAF Base in Williamtown

Two of our Year 10 students have undertaken extended industry placements which have directly led them to being offered full time apprenticeships in 2025. This clearly illustrates the benefit of work experience placements. All of our Year 10 cohort have been offered the chance to undertake a work experience placement during Week 4, Term 4. I am pleased to say a majority of our students have organised a suitable placement. Applications for this have now closed however, late applications will be considered on a “case by case basis”.

Finally, I would like to say how much I have enjoyed working with our Year 12 cohort over the past few years and would like to wish you all the very best in the future.

DL newsletter

DL faculty newsletter.

We are delighted to introduce Ms. Mehdi, our new relieving Head Teacher, who has recently joined our faculty. Her experience and dedication have already made a positive impact on our school community, and we are excited about the new ideas and energy she brings to the team. Ms. Mehdi’s presence will undoubtedly contribute to the continued success and growth of our school, and we are fortunate to have her with us.

Our heartfelt congratulations go out to Amelia Heister, a Year 12 student, who has achieved exceptional results at the Moorebank Art Exhibition. Amelia’s creativity and hard work have truly shone through, and her accomplishments are a testament to her talent and dedication. We are incredibly proud of Amelia and look forward to seeing where her artistic journey takes her next.

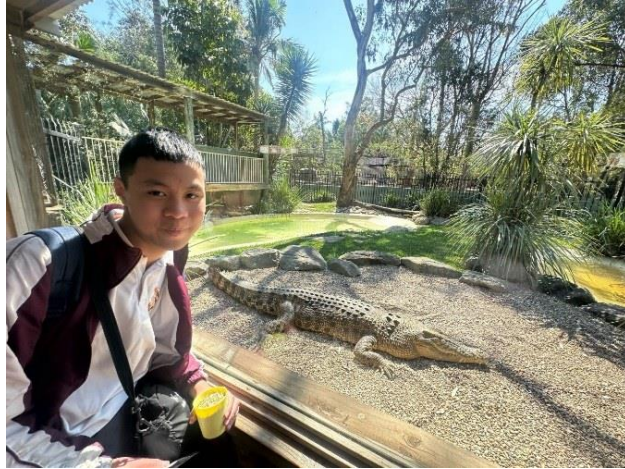
We would also like to extend a special thanks to Ms. Jones for her outstanding efforts in organising the Diverse Learning Gardens. Thanks to her vision and hard work, our gardens are now flourishing with a wonderful selection of salad greens, native Australian flowers, and other plants. The gardens have become a vibrant and educational space for students, providing them with hands-on learning experiences and a deeper connection to nature.

Stay tuned for updates as we continue to celebrate the accomplishments of our students and faculty.

Across various subjects, our students have been excelling with the guidance and support of their dedicated teachers. In particular, the students in Banksia and Wattle classes have created stunning paper-mâché projects under the expert instruction of Miss Blake, producing artwork that everyone in the school can appreciate. Furthermore, students recently had the exciting opportunity to visit Featherdale Zoo as part of a science excursion. During the trip, they were able to interact with and feed kangaroos, wallabies, sheep, and goats, deepening their understanding of animal biology and habitats through hands-on experience. Additionally, students in Ms. Bratic's Serbian class have made remarkable progress in their language studies, with Kevin and Ibrahim standing out for their ability to engage in conversations with their teacher in Serbian. Their hard work and enthusiasm are truly commendable.

As we move forward into Term 4, we eagerly anticipate even more achievements from our Diverse Learning students. Their dedication and progress so far have been impressive, and we look forward to sharing more of their successes in the coming months. Stay tuned for updates as we continue to celebrate the accomplishments of our students and faculty.

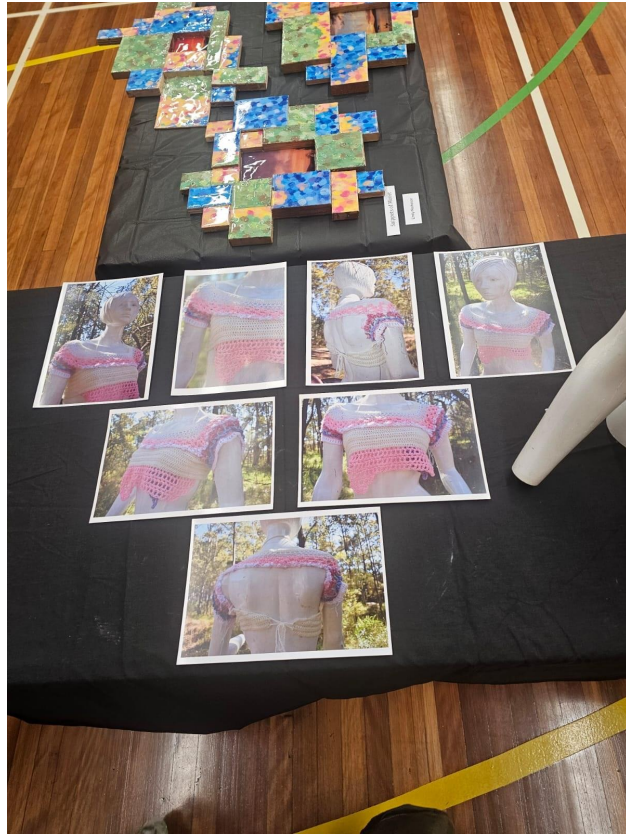
















French Newsletter

Learning French @ Moorebank at Moorebank High School, we believe that learning a language opens doors to new cultures, perspectives, and opportunities. Many of our French language students have flourished so far this year, excelling in academic achievements while mastering vocabulary and putting it into practice through guided dialogues and role-plays. After months of practising the language and refining their accents, they can confidently express numerous things in various contexts. Year 11 French

students have experienced pen pal writing which has assisted in improving their writing and conversational skills while building friendship skills. They have learnt about French daily life while improving their grammar and vocabulary through traveller abroad scenarios. These in class scenarios have boosted the students' confidence in speaking and writing in French! Year 8 French students are currently working on their Personal Interest Projects. Just by looking at their works in progress, it is evident that they possess insightful information and a deep understanding of the language and its cultural contexts. They are looking at selecting various activities to focus on, including making models of their favourite French monuments while also looking into French architecture, painting whilst also analysing French art work of various French artists, delving into French cuisine by recreating traditional French dishes, creating well-researched itineraries and travel journals to various French-speaking countries around the world as well as creating teacher resources inspired by cultural discussions and online research relating to French festivals that are celebrated in the French-speaking world. Additionally, students have been immersed in French songs and French cartoons. They have also acquired additional language concepts through various online apps, making their language learning relatable and entertaining. Many of our students are eager to continue their French studies beyond high school. Some claim that learning French has opened their eyes to the beauty of the language and the rich cultures of the Francophone world and are hoping to use their French skills in their future careers and/or for travel purposes. We commend all students in French who are striving to achieve very high results and praise them for their hard work and dedication. Their achievements reflect their passion for language learning and the supportive environment fostered here at Moorebank High School. Félicitations à Tous! Kind regards,

Artemis Turner

SCIENCE TERM 3

Monday 02/09, the Year 7 cohort embarked on a scientific voyage to Featherdale Wildlife Park, a journey that promised knowledge, kangaroos and an unhealthy obsession with goats. As part of their science assessment, the students were tasked with identifying the adaptations of various Australian animals in their natural habitats. Of course, while some were busy jotting down notes on the survival strategies of wallabies, others were more fascinated by the idea of taking selfies with a drowsy koala. We won't name names.

The excursion wasn't just about fur and feathers, though. The real stars of the show were the adaptations. "Look at that wombat," one student could be overheard saying. "It's burrowing claws are perfect for digging into hard soil. Totally wish I had those to dig out of homework."

Not content with merely observing, the students also had a chance to pet kangaroos—an activity that quickly divided the group into two camps: the 'This is Amazing!' camp, and the 'Please Don't Hop Toward Me, I Value My Personal Space' camp. Special shoutout to the one student who tried to negotiate with a particularly uninterested kangaroo in hopes of getting a kangaroo selfie. Spoiler alert: It didn't work.

But the day wasn't all about hopping marsupials. The students also fed a charming ensemble of farm animals, including goats, sheep and chickens. One particularly zealous student attempted to become the "Goat Whisperer," and while no official title was awarded, the goats were certainly well-fed (and probably more knowledgeable about Year 7 Science than before).

Lunch took place in the picturesque bird enclosure, a place where exotic Australian birds displayed their full spectrum of colours—and volume. There’s nothing like munching on a sandwich while a cockatoo loudly discusses what we can only assume are its profound bird-related grievances.

After a full day of fun, fact-finding, and one or two near-goat-adoptions, the students trudged back to the bus, tired but triumphant. As the buses pulled back into school, students could be seen stifling yawns, clutching their Featherdale souvenirs, and muttering about how they "definitely deserve bonus points for feeding goats."

By the end of the day, the Year 7 Featherdale excursion was not only a roaring success but also an educational experience - one that left students with both a deeper understanding of Australian wildlife and a newfound respect for the art of kangaroo negotiation!

Mr. Maharaj

Yr. 7 Year Advisor

On behalf of the Science faculty and all of the Yr. 7 students who attended the day, I would like to thank Mr. Maharaj for all of his hard work and many, many hours of preparation and organisation to allow this excursion to occur. I hope that everyone that went along enjoyed the day and came away with a greater appreciation of the adaptations that animals have been through in order to survive in their environments.

Mr Vickers

HT Science

The English Faculty

All Stage 6 English courses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling.

Year 11 English

In each of the courses, Year 11 English students completed two - three modules throughout the year. These modules will provide them with the skills necessary to support them through their HSC year which will commence at the beginning of term 4.

The following modules were completed for each course:

Year 11 English Extension

1. Text, Culture and Values

2. The Rebel and the Non-Conformist



English Extension is truly a course designed for lovers of literature and philosophical thinkers! This course has given students a crash course in tertiary level textual deconstruction and semiotics, prompting them to consider postmodern questions like, “What is truth?”

Through their study of the module, “Text, culture and value,” students focused on the idea of the rebel and non-conformist within the postmodern movement. Students explored the work of Camus, Derrida, Foucault, Nietzsche, Baudrillard and Lyotard and considered the impact these theories would have on works of fiction. Students embarked on a research task to find their own “non-conformist” text and analysed how it featured postmodern ideas and conventions whilst challenging the cultural binaries existing in their context.

Students learnt to “listen to the old brag of their heart” and remember, “I am, I am, I am.” through their critical study of Sylvia Plath’s text *“The Bell Jar.”* They applied a feminist, marxist and psychoanalytic lens to their analysis and developed their own personal interpretation of the confronting text. They then compared Esther’s internal rebellion with Chris McCandless’ external rejection of his society in Sean Penn’s film *“Into the Wild.”* Along with learning to not eat berries found in the forest, students refined their analytical skills concerning the use of film devices to question and challenge cultural values.



Finally, students focused on collaboration as an important skill necessary for success after High School. They worked on joint documents, shared their research and survived the confronting process of a

“writer’s circle.” Although some thought sharing their work with their peers and taking their feedback was akin to medieval torture, all commented positively on each other’s work and the process overall.

Year 11 English Advanced

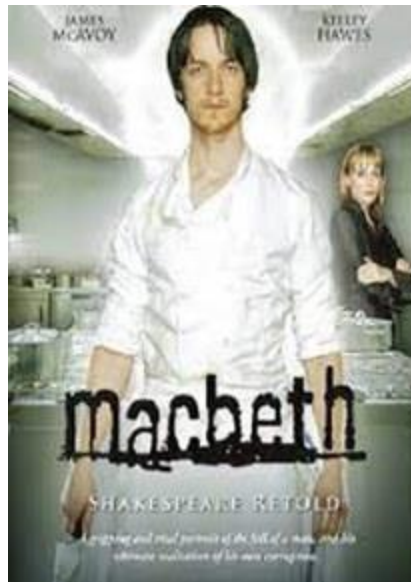
1. Reading to Writing - Set Text: *The Catcher in the Rye*



2. Narratives that Shaped Our World: - *Macbeth* and *Macbeth Retold*

3. Critical Study of Literature – The Poetry of Gwen Harwood

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



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



Finally in the **Critical Study of Literature Module**, students engaged personally and critically with the poetic works of Gwen Harwood. They discussed, analysed and responded to five of Harwood's poems. They used their understanding of the context of the Harwood as well as subsequent critical readings of the poems to extend their own personal responses to the poems.

Year 11 English Standard

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

Students have spent the last three terms working on their skills to best prepare them for their HSC modules. Each module has been programmed to match the skills, content and assessments these students must complete in their final year of English so as to give students a realistic understanding of the workload, text types and expectations for this course.

Students have learnt to "craft" their creative writing skills based on the work of Australian authors such as Trent Dalton, Jane Harper, Oodgeroo Noonuccal and Michael Mohammed Ahmad. Students then explored how digital technology has changed the way we tell stories through the unit "Contemporary Possibilities."

Students had to experiment with digital storytelling themselves by preparing a multimodal presentation about the film and another text.

Along with learning about digital ethics concerning catfishing, privacy and a digital footprint, students looked at how social media platforms are being used to tell modern stories. We changed our prescribed text to Aneesh Chaganty's innovative film "Searching," which told the story of a man searching for his missing daughter entirely through the screen on a laptop. Students had to experiment with digital storytelling themselves by preparing a multimodal presentation about the film and another text.

This short course finished with a close study of Bruce Dawe's poetry, specifically focusing on how he used distinctive voices to explore experiences in war, poverty, unstable housing and of course, AFL football. Some students found his slang and "ocker" language confusing, while others relished the chance to read a poem with accessible language and humour.

Ms Fonseca, Ms Alam and I thank our students for their effort this year, and encourage them to think critically about their engagement with the content this year and consider whether they have made the correct subject choice for their HSC.



Year 11 English Studies

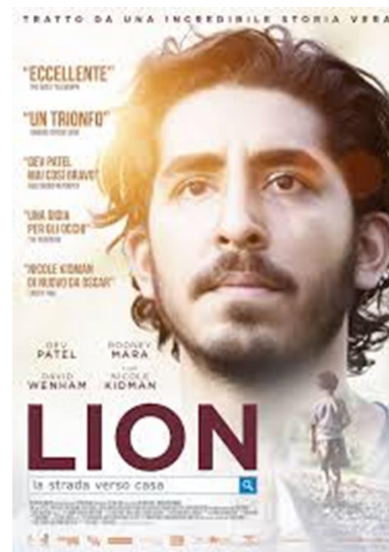
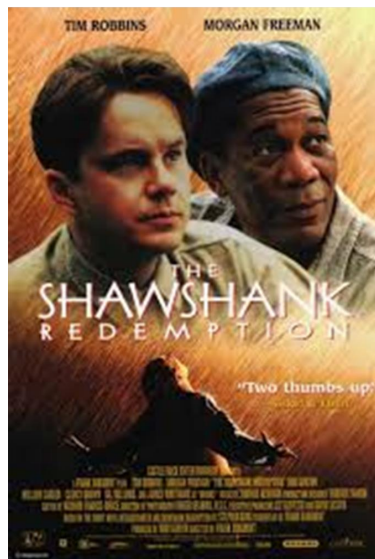
1. Achieving through English
2. Part of a Family
3. The Big Screen



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

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

For their final module, The Big Screen- English in filmmaking students explored the language and techniques of film. They looked at how language is used in productions and promotions as well as critically analysed the films *Lion* and *Shawshank Redemption*. They explored the world of films and filmmakers through various films and documentaries.



Year 12 English

Each Year 12 English course focuses on fostering the intellectual, creative, ethical and social development of students, in particular relating to:

- The application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
- The capacity to manage their own learning and to become flexible, independent thinkers, problem solvers and decision-makers
- The capacity to work collaboratively with others
- Respect for the cultural diversity of Australian society
- A desire to continue learning in formal or informal settings after school

The English Faculty would like to wish all of Year 12 happiness and success as they begin the next exciting chapter of their lives. We wish Year 12 all the very best for their future and we hope that they achieve all their dreams!



Year 12 English Standard

This course provides students with the opportunity to explore and experiment with the ways events, experiences, ideas and processes are represented in and through a range of texts. Students strengthen their knowledge and understanding of language and literature by responding to and composing a wide variety of texts for different audiences and purposes.

Common Module: Texts and Human Experiences

Module A: Language, Identity and Culture

Module B: Close Study of Literature

Module C: The Craft of Writing

As the final days of their Year 12 journey come to a close, it is time to take a moment to reflect on the incredible journey that students have embarked on this year, in the realm of Standard English. In their final semester, students engaged with *The Truman Show* for as their prescribed text for Module B: Close Study of Literature. This text put into perspective the satirical implications of media on their own lives. Further, they completed their Trial Examinations which also tested their ability to revise their notes and work under timed conditions. This year has been a true testament to their dedication, passion and intellectual growth as they have navigated the intricacies of language and literature. We would like to wish Year 12 Standard English the best of luck in preparation for the upcoming HSC.



Year 12 English Advanced

This course provides students with the opportunity to explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. Students strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.



Common Module: Texts and Human Experiences

Module A: Textual Conversations

Module B: Critical Study of Literature

Module C: The Craft of Writing

Our Year 12 Advanced students have been very busy reading, writing and thinking critically in order to prepare for their HSC Examinations!

The Advanced students began the course in Term 4 2022, studying the Common Module, Texts and Human Experiences. In this common module, students deepened their understanding of how texts represent individual and collective human experiences. Students began this year exploring the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts.

They considered the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. For, this module, students studied Shakespeare's *Richard III* and Al Pacino's docudrama *Looking for Richard*.



In the Critical Study of Literature module, students developed detailed analytical and critical knowledge, understanding and appreciation of T.S. Eliot's poetry. Through increasingly informed and personal responses to Eliot's poetry, students understood the distinctive qualities of the poems, notions of textual integrity and significance.

In The Craft of Writing Module, students strengthened and extended their knowledge, skills and confidence as accomplished writers. They wrote for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Ms Carney, Ms Clark and Ms Cazouris have thoroughly enjoyed teaching this cohort of English Advanced students. We wish them all the very best for the HSC and their futures beyond school!





A group of very dedicated Year 12 students completed an English Mock Trial Examination in the July school

Year 12 English Extension 1

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

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



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



2. In the Absurdist play, *Waiting for Godot*, students explored the Cold War period looking at how society searched for meaning but failed to find certainty. Through this text the students explored and evaluated how composers challenge literary conventions to activate the changing values and assumptions in an unstable social-political climate.

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



Year 12 English Extension 2

The English Extension 2 course requires students to work independently to plan and complete a Major Work in the form of an extended composition. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction.

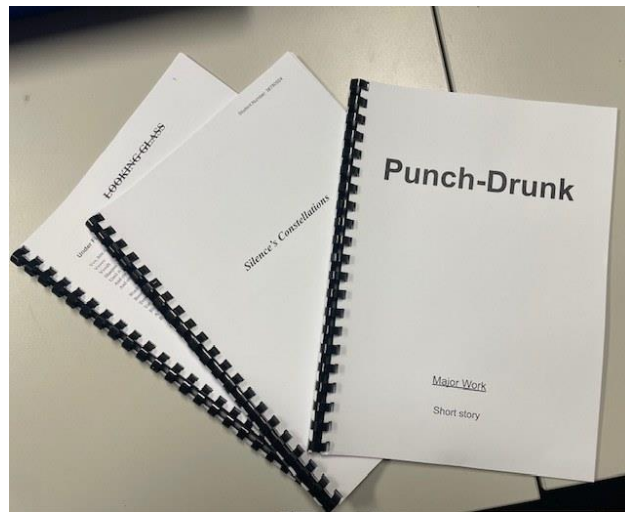
The Major Work is a sustained, cohesive extended composition that demonstrates mastery of the composition process. The Reflection Statement reflects on and evaluates the creative process of completing an original composition. Students engage in extensive investigation of a subject of their own choosing to demonstrate the skills and knowledge developed throughout their Stage 6 English courses.

This year, all Ext 2 students chose to compose a suite of short stories (6000 words). Their Major works communicated ideas that were conceptually profound, insightful and thought-provoking with a clear sense of audience and purpose appropriate to their chosen form and style. These students skilfully manipulated and controlled the language features and conventions of their short stories to create an engaging composition. Their work demonstrated a conscious and purposeful style that was refined to ensure artistry and textual integrity.

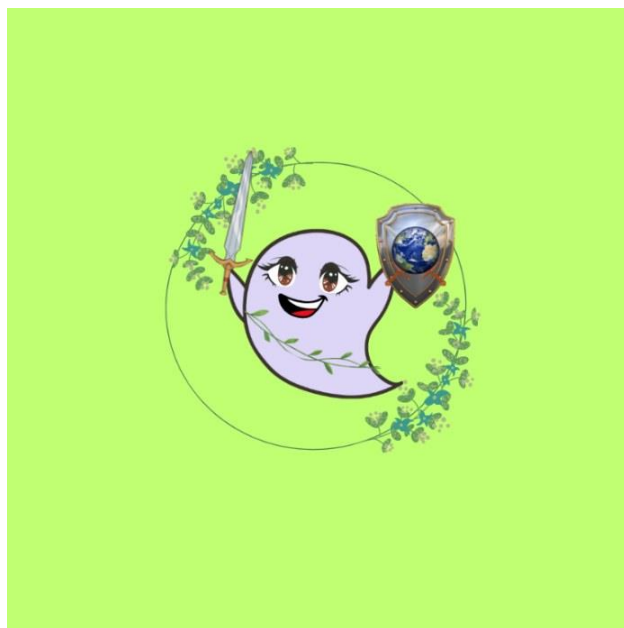
It was a privilege working with this amazingly talented cohort and to be able to guide them through their creative process, resulting in their impressive Major Works.

I wish them all the very best – and hope that they continue to be avid readers and writers throughout their lives.

Ms. Carney



Year 9 English Project Based Learning



In Term 3, all year 9 students worked in groups to complete a PBL project-based learning unit based on marketing and persuasion. This unit was updated from the previous advertising unit to comply with the new English syllabus, and explored how marketing techniques and technology are used to persuade audiences to purchase items or change their behaviour. In addition to traditional print advertisements, students explored current examples of social media, influencer, sponsored content, celebrities and product placement, with a particular focus on Public Service Announcements.

As part of the "Amplifying Voices" Chipping Norton Network initiative, all Year 9 students had to form groups and create a media campaign that would address local community issues, either in our school, or local suburb. Students used multimedia to develop their brand, slogan, logo and a series of deliverables that would target a specific audience. Students used their numeracy skills to decode and analyse data collected from a survey of their own cohort, finding that the most community problems to solve were vaping, messy toilets and littering.

The students produced an amazing variety of products and experimented with a visual and persuasive language in unexpected and interesting ways. There were animations, websites, songs, videos, games, billboards and mascots! We are so proud of the way our students took charge of their learning to impact their community.



Year 9 English PBL Work Samples



2024 Book Week



The English Faculty had so much fun celebrating Book Week. We loved dressing up as our favourite characters and embracing this year's theme of Reading is Magic!



TAS Term 3 2024

It has been an extremely busy term. Some of the events that have occurred in the TAS faculty in Term 3.

Industrial Technology - Timber Year 12 Major Projects were completed and marked by NESA markers. Mr. Akkoui spent quite a few afternoons and lunchtimes supporting students in the completion of their Major Projects.

Showcase - The TAS and CAPA teachers and Year 12 students set up a display of their major projects in the hall. Parents and teachers were impressed by the quality of the projects.

Subject selection evening for Year 10 students - Staff were available to answer parent enquiries around subject selection and provide course information to parents and students.

Course information sessions (taster lessons) were conducted early in Term 3. Year 10 students were provided with detailed information by the course teachers to support them in their decisions for electives in their senior courses. Since the introduction of this initiative, students wanting to change electives in Year 11 have dropped substantially.

The award is presented for outstanding achievement in a VET course.

Our VET Hospitality teachers Mr. Monaco and Ms. Zoras and Hospitality students opened the school cafe at some of these events. Hot refreshments and light finger foods were served. These events help our students achieve the required hours and competencies for the VET food and beverage course.

I would like to thank the TAS faculty's hard-working staff who freely gave their time to organise, set up and supervise these events.

Oliver and Celina attended the annual Rotary VET Youth Awards at Beverly Hills Girls High School. The award is presented for outstanding achievement in a VET course. Oliver received the award for VET Construction and Celina received the award for VET Hospitality - Food and Beverage. Congratulations to Oliver and Celina Deng for their fine achievement.



1 - Oliver receiving his Rotary Award

Technology Mandatory

This term 7Tech2 and 7Tech5 have been enjoying the food and agriculture unit at Moorebank High School. The students have been exploring various food preparation and cooking techniques, the production of staple ingredients and the importance of teamwork and communication in the kitchen. Year 7's most notable recipes include chilli chicken with rice and tacos, both receiving good reviews all round. They researched and created their own recipe for a smoothie including at least 2 fruits, battling design constraints such as what fruit is in season and what combination of flavours would most students like.



HT TAS Mr Clark

Wellbeing Team

Term 3 has seen the Wellbeing Team focus on our school's motto of *Positive Relationships, Positive Outcomes* through our various initiatives including Book Week primary school visits, RUOK? Day, Breakfast Club as well as senior breakfasts before Yr 12 Trial Exam and Yr 11 Pre-lim Examinations.



RUOK? DAY

RUOK Day will be celebrated on Thursday 19th September with this year's theme being "#FriendBetter"
- see student resources <https://www.ruok.org.au/friendbetter>

RUOK? inspires and empowers everyone to meaningfully connect with the people around them and start a conversation with those in their world who may be struggling with life. You don't need to be an expert to reach out - just a good friend and a great listener.



Local services and support

School supports – Year Advisers, teachers, SSO, Head Teacher Wellbeing, Deputy Principal

Other local services:

- Speak to your GP/doctor
- Call Head to Health Hub in Liverpool – free service 1800 595 212

These resources will be posted on your google classroom

R U OK? at school

Useful contacts for someone who's not OK

<p>Kids Helpline (24/7) 1800 55 1800 kidshelpline.com.au</p> <p>ReachOut www.reachout.com</p> <p>Headspace headspace.org.au</p>	<p>Beyond Blue (24/7) 1300 224 636 beyondblue.org.au</p> <p>R U OK? ruok.org.au/findhelp</p>
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R U OK? at school

ATTENDANCE - BUMP IT UP!

Regular student attendance is important at Moorebank High School. As a school we wish to work in partnership with our parents and carers to achieve excellence in attendance for every student. Winter has seen an increase in absences but we hope that student attendance will again improve as the weather begins to warm up... Please provide medical certificates where possible and reach out to the Wellbeing Team if you have any concerns about your child's attendance, health or engagement.



Regular school attendance helps students:

- Develop a sense of belonging

- Develop and maintain friendships
- Be more engaged at school
- Progress with their learning
- Be more aware of career and life options



All students are encouraged to attend our Bump It Up Breakfast Club in the Wellbeing Hub as part of the Wellbeing Team's strategy to support positive school attendance and address lateness.

#EveryMinuteCounts@Moorebank - 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.

ATTENDANCE SUPPORT FOR PARENTS - SCHOOL REFUSAL

Getting to school and staying at school

Information for parents and caregivers

What is School Refusal?

School Refusal is a complex issue which can become a source of enormous stress for the whole family. That's why schools want to work with you to come up with a plan to support you and your child.

- Many children and adolescents are reluctant to go to school at some point, but some find it so difficult that they refuse to go.
- The term School Refusal is often used when not going is related to a worry or an anxiety.
- School Refusal can happen at any age, but seems to happen more during major changes in children's lives like beginning kindergarten or the transition from primary to high school.
- There is no single cause for School Refusal, and reasons will differ from child to child.

What might I see?

If your child has missed school twice over two weeks, especially with some of the behaviours below, this may be a pattern of School Refusal.

- Tearfulness before school or repeated pleas to stay at home.
- Tantrums, clinginess, dawdling or running away before school or during drop off.
- Frequent complaints of illness before or during school, like stomach aches, headaches, dizziness or tiredness.
- Difficulty going to school after weekends, holidays, school camps or sports days.
- Long periods spent in sick bay or otherwise out of class.

What are the impacts?

School Refusal is a serious issue and needs to be managed early. Long absences mean that children miss out on both learning and friendships.

- The pattern can very quickly become a habit and very hard to change for children and their families.
- Missing one day of school each week means 2 full months' worth of learning lost over a year. This adds up very fast.
- Missing out on education can impact a child's lifelong learning and their social and emotional development in many ways.

It is important to respond

- School Refusal can also be a sign of an emerging mental health difficulty, so it's important to respond.
- That stomach ache might not be due to a bug, but a real symptom of your child's worry about going to school.
- Research shows that every day absent in high school has an impact on numeracy.
- Frequent absences might also jeopardise your child's relationships with their friends.
- Acting early is the best way forward. Seek help as soon as you are concerned.

Find support

You might find support for you and your child through your family doctor, the school counsellor, a family friend, a community-based support worker, an Elder, or a religious or spiritual leader.

Is your child refusing to attend school?

We really understand that this isn't easy!

Talking with your child's teacher is the best place to start

You might also find it helpful to seek support for yourself



Every minute counts, every day!

What can I do at home?

- Really listen to your child's concerns and fears about going to school - issues can be addressed if they're understood.
- If your child is 'feeling sick', check it out with your family doctor.
- If you're worried about their mental health, then your GP or school counsellor can be a great place to start.
- Being firm and kind in getting your child to school regularly and on time will help, including not prolonging the goodbyes.
- Praise your child's positive behaviours to reinforce their success.
- Keep up family and other activities for your child and the whole family wherever you can.
- Seek professional help for yourself and your child.

Where else can I go for help?

At school:

- Try the class teacher or year advisor, the school counsellor/school psychologist, or the school leadership team.
- If you feel you haven't yet got the support you need, don't give up - try approaching someone else at the school.

In the community:

- Your GP/family doctor, a community-based support worker, an Elder, a religious or spiritual leader, a friend or relative, are all possible options.

Useful links for families

Family Connect & Support www.familyconnectsupport.dcy.nsw.gov.au
Parent Line NSW www.parentline.org.au 1300 1300 52
Kids Help Line (5-25 years) www.kidshelp.com.au 1800 55 1800
NSW Mental Health Line 1800 011 511
headspace (12-25 years) www.headspace.org.au
Raising children Network www.raisingchildren.net.au
Well Mob www.wellmob.org.au

A local contact for support is:

EVERY MINUTE COUNTS!

-  Your child has arrived in time to settle well and has the best start possible.
-  Your child has probably arrived just after most children as the school day starts at 9:00am.
-  Your child is late and has missed the beginning of the school day. Being late often unsettles children.
-  15 minutes late = 8 days lost a year
-  20 minutes late = 11 days lost a year
-  25 minutes late = 14 days lost a year

It's not just the full days off, either - Every Minute Counts!

Sometimes just a few minutes late of a morning can set your child back for the whole day - it's all lost time which they can't get back.

Sometimes children worry about their parents when not with them. Reassure your child that you'll be safe while they're at school.

If they do stay home, don't make it more fun than school. Video games, TV, toys, snacks and parental attention are all high reward items for kids.

This isn't easy for parents and you might find yourself becoming pretty frustrated. Remember, it will take patience and time to resolve this. Be open to getting support, and know that occasionally you might have to change your approach to find what will work for you and your family.

MyStrengths Parent Portal Support

PARENTING TEENAGERS IS HARD.
AND TODAY, IT'S HARDER THAN EVER BEFORE.
SOCIAL MEDIA
PHONES
SCHOOL STRESS
FRIENDSHIPS
ANXIETY
AS A PARENT, IT CAN FEEL OVERWHELMING.

WE HAVE PAID FOR A RESOURCE FOR YOU.

Dan Hardie is a teen counsellor & founder of MyStrengths. In a series of short online courses, he gives clear, practical strategies on the issues you face daily.



How do I motivate my child? How to nurture their strengths
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Why is my teen so moody? How to build RESILIENCE in teens



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FREE \$364 START A COURSE TODAY



MY STRENGTHS
PARENTING

Please see Dan's parent article in which he explains the principle of Delayed Gratification and shows how students who learn to work hard now will get greater rewards later.

PAY NOW, PLAY LATER.

How to get teens to do things now that will benefit them later.

By Dan Hardie

Teen Counsellor

Founder of MyStrengths

Parents are constantly in a battle to help teens do things NOW that will benefit them later. So we tell them,

- Study hard now, and you'll have more opportunities later;
- Save your money now, and you'll be able to buy a nicer thing later;
- Go to bed early, and you'll feel better tomorrow;
- Exercise today, and you'll have better health and fitness later.

But to get the bigger rewards in life, it takes some discipline and pain – which is where the tension lies.

Many teenagers report that they wish their parents would loosen up and let them have more fun and do what they want. Oliver said to me,

“I want to live my own life the way I want to live it and do whatever I feel like. I just want to hang out with my friends, and study when I feel like it, and I just hate my parents always telling me what to do.”

So I asked him,

*“Oliver, do you think playing computer games and just studying when you **feel** like it is going to get you into a great life later? Is it going to get you into that Uni degree that you want, which will bring that job you dream of? It sounds like there’s a battle between what you want to do **now** vs what you want to do **later**.”*

Author John Maxwell says,

There are two paths people can take. They can either play now and pay later, or pay now and play later. Regardless of the choice, one thing is certain. Life will demand a payment

But now in their 30s, it’s hard.

The idea is that you can play and take it easy **today**, but if you do, your life will be harder **later**. However, if you work hard **now**, on the front end, then you will reap rewards in the **future**.

So I have friends who came out of school and decided that they wanted to play first. They worked a bit and travelled a lot, got temp jobs and travelled some more. They enjoyed their 20’s and have amazing memories in Ibiza and Santorini, and they did their best living in their early years. But now in their 30s, it’s hard. They are catching up on study needing a career and a better job, all the while now juggling small kids and renting in an expensive market, wondering how anyone could ever buy a house or get ahead.

Other friends came out of school and did some hard yards first. They worked, studied, saved, and lived trim. They had bits of fun, but they knew if they could work hard and get ahead **now**, they’ll reap the rewards **later**. And so these ones are in their 30’s with good jobs, got into property when it was cheaper, might have missed a few holidays early but are now able to have great holidays with their kids and live a little more free because they paid first to reap a greater reward later.

This is the principle of Delayed Gratification - resisting an immediate reward now in order to receive a larger, more enduring benefit later.

Teenagers are at the perfect age to understand and implement Delayed Gratification and many of your own children are already doing it:

Perhaps they are training hard in their sport each evening in order to reap the reward of better performance later;

Or they are doing the tough yards of study and discipline now so they reap the reward later;

Or they are curbing their dessert intake now in order to be healthier later.

In our (MyStrengths Parenting) “No Regrets” Course, we explain two ways to help teens grow in this area of Delayed Gratification and make better decisions in their study, exercise, finances and all other areas. The good news? Your school has made this course freely available to you and accessible at

mystrengths.com.au/parent-support/

GAME CHANGER CHALLENGE

This year, 30 students from Years 9 and 10 competed in the Game Changer Challenge run by the Department of Education. In Round 1, they had to do a 2-minute pitch on what “Making the World a Better Place for All, Without Harming the Planet” means to them.

On Friday 16th August, 5 of our Year 10 girls competed in the Semi-Final of the Game Changer Challenge. They were 1 of 20 High School teams to compete in the semi-final which is a massive achievement. They spent the day brainstorming ways to make the world a better place, before pitching a final solution.



RAISE Mentoring



Our 13 Year 8 students who have participated in the RAISE mentoring program are now nearing the end of the program with their Graduation Ceremony to be held on Thursday 19th September. It has been wonderful seeing the individual growth in our students throughout the program and they have enjoyed working one on one with their wonderful mentors. Young people who graduate from the Raise program experience growth in resilience, help seeking skills, sense of belonging and hope for the future. We look forward to this group of students graduating from the program and hope to offer RAISE to more students in the future. We thank the mentors for the time they give each week in mentoring our students.

Year 12 HSC students



We wish our Year 12 students all the best as they near the finishing line and approach their Graduation Ceremony and HSC examinations. They are reminded to access the support of their teacher mentors and the Elevate Study Resources that can be accessed through the Elevate student portal - (use the passcode RONDO provided during the seminars for premium access.)

<https://austudent.elevateeducation.com/>

YEAR 12 ADVISORS MESSAGE:

As graduation gets closer and closer, our Year 12s have continued to work hard whilst moving towards their HSC. There have been some ups and downs, many chats, an insurmountable number of cheese toasties and hot chocolate consumed prior to exams, all supporting the Class of 2024 to successfully completed their trials as we work our way to Team100!

We have watched a handful of our students receive early entries into university, shedding light on just how successful these students will be - it is only the beginning! Our talented group of Music, Timber and Visual Arts students also showcased their amazing major projects during our HSC showcase night. The turn out was fantastic and we would like to thank the parents who attended to show their support.

To Year 12, as your Year Advisors, we would like to say how incredibly proud we are of each single one of you. We have been so lucky to have been able to guide, support and mentor such an amazing group of students. We believe so strongly in you and all the goals you aspire to achieve and cannot wait to see what the future holds for you all. To the parents who have been in the background supporting your children, we also send out our deepest gratitude! We could not be prouder of your children and can only imagine how much you feel the same way.

Let the countdown to graduation begin! Good luck with the HSC and remember Team 100 all the way! We've got this guys!

Until then, MOOREBANK ARE YOU READY



SCHOOL ADMIN STAFF

Friday 2 August was Green and Gold Day, some School Administration staff supported this initiative to show how proud we are of our Aussie Olympic and Paralympic athletes.



School Bytes

Parent App

Available now!

Download on the App Store or Google Play by clicking the image below.



Key Features

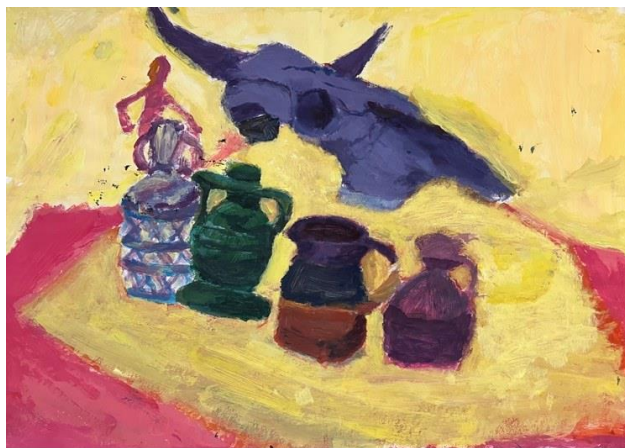
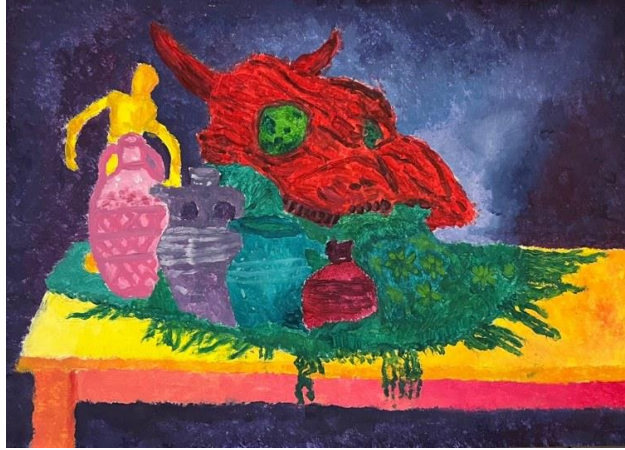
- Get real time push notifications from your school
- Stay signed in and save your card for secure payments for fees and excursions
- Give consent, sign forms and respond to attendance alerts
- View the school calendar and news

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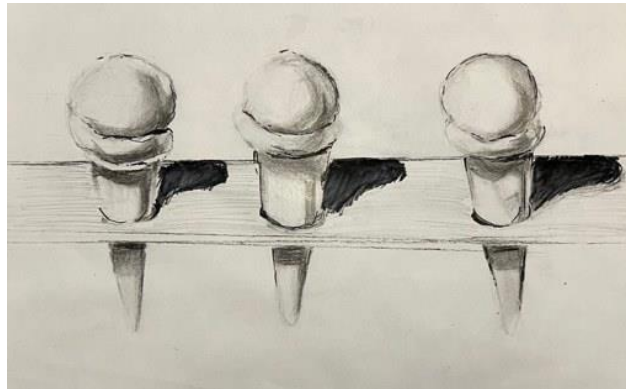
Term 1 Year 11 Visual Arts Still life painting

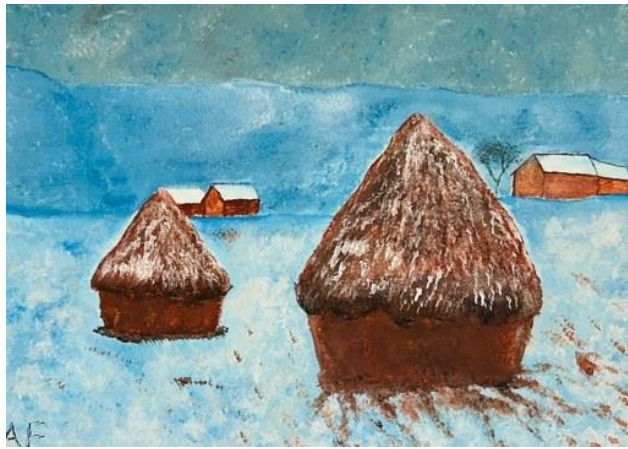


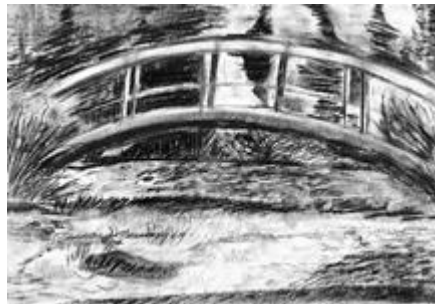
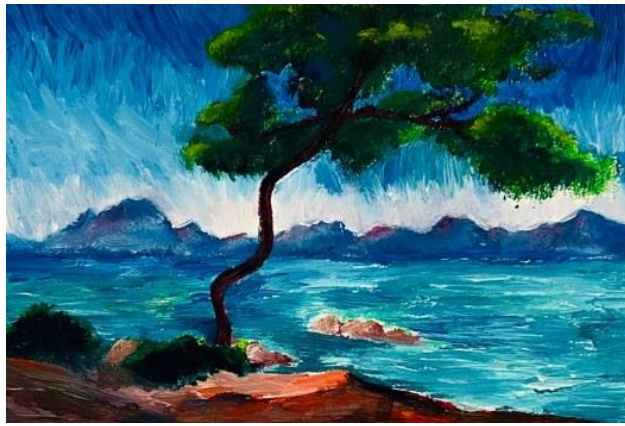
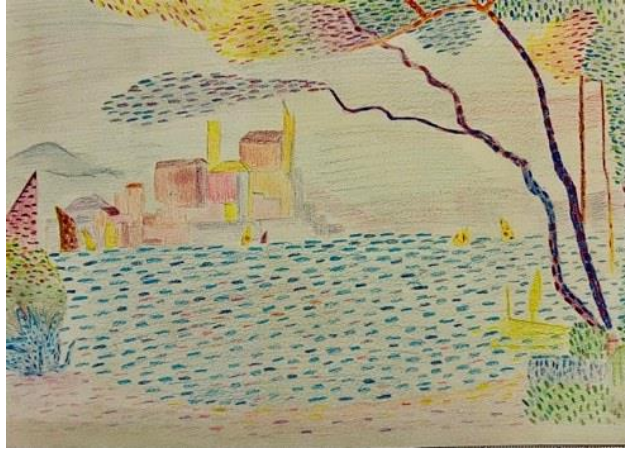


Year 11 Visual Arts students focus on a study of Modernism in art and the development of their art making skills. Students work with a variety of drawing and painting materials and explore elements of design in their work. Mastery of materials and techniques is at the centre of student practice as preparation for the development of an HSC Body of work in year 12.

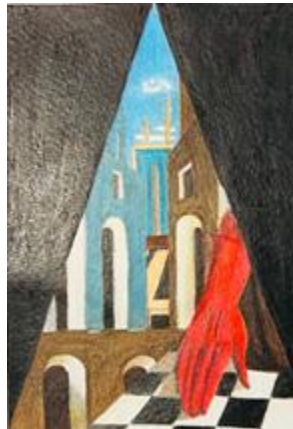
In Semester 1 Year 11 Visual Arts students elect one Modernist artist /art movement to research and then create a body of work based on the study of various artworks from their chosen Modernist artist. Students work on paper and use various mediums to produced a series if resolved artworks.







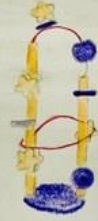






**TASK 1
YEAR 11
MODERNIS
T STUDIES**

3d sculptures





#1
 materials: wooden star, matchstick, pom-pom, #1 button, popsicle stick
 process: ① assembled main bases:

- popsicle stick
- button & star

 ② positioned matchstick to act as a focal point & connect w/ the empty space to the light → manipulates space to bring attention to cut.
 ③ added wooden star & pom-pom to stand out - viewer's eyes are drawn to it.
 choices: altered matchstick's position to add a unique variety & thus engage.



#2
 materials: wooden star, pom-pom, popsicle stick, button, bead.
 process: ① assembled main bases:

- popsicle stick
- wooden star & button
- beads & button

 ② purposefully placed on opposite ends to experiment w/ space & add balance to sculpture.
 ③ added button to equal height to the left base, thus causing imbalance → creating a focal point in the sculpture.
 ④ added popsicle stick → experiment with line as an art element → how can line be used to engage an audience? → line contrasts with circular form consistent throughout the sculpture (button, beads), thus creating overall disharmony in the sculpture → balancing out elements of line & space to create disharmony.
 ⑤ added pom-pom & wooden star to add a focal point.

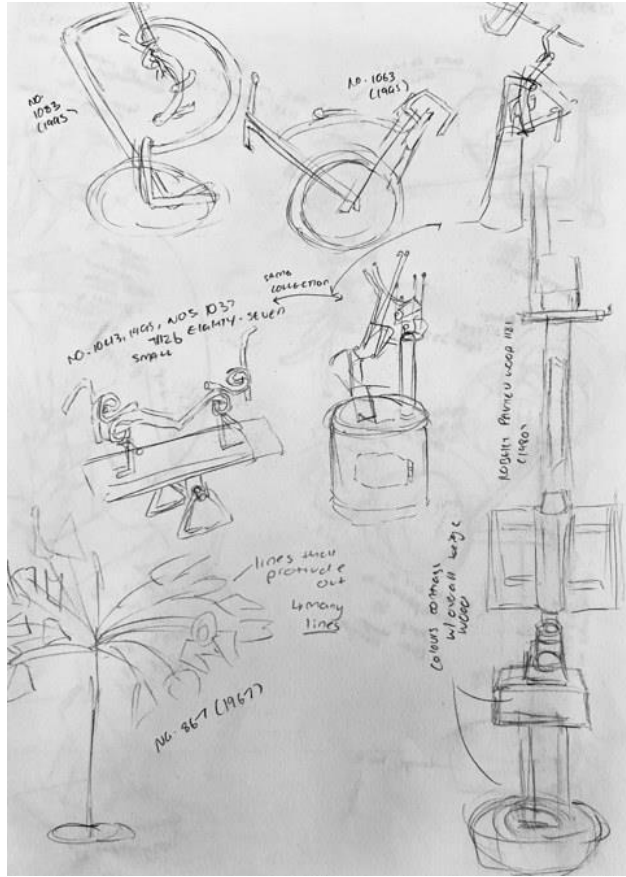


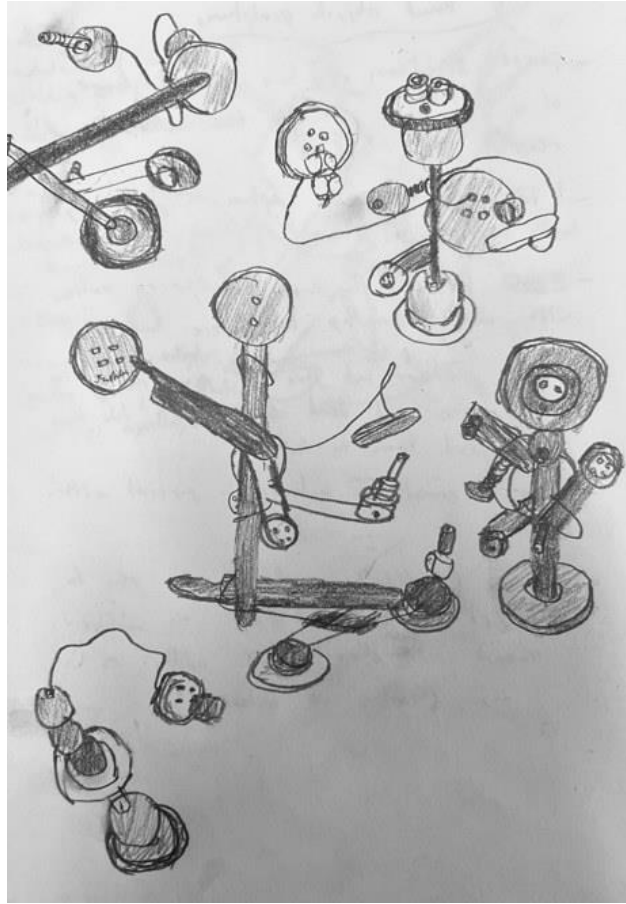
#3
 choices: made base
 materials: plastic heart, wooden star, matchstick, button
 process: ① assembled base:

- button & heart

 ② added matchstick & heart to stay consistent with other (above) sculptures to maintain a common theme within the sculpture set.
 choices: added a gap in between button & star or popsicle stick so the sculpture isn't too disorganized & thus ICC of disharmony.

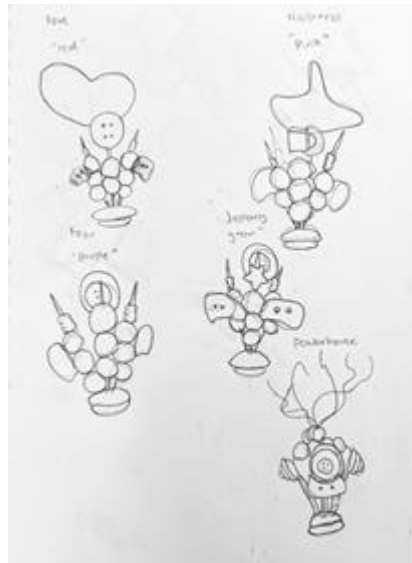
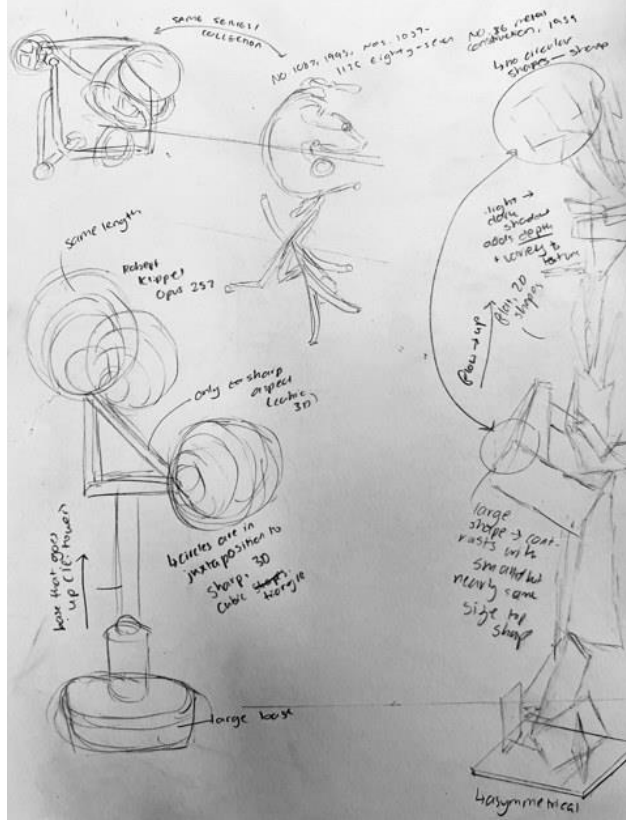
without popsicle stick to create harmony with the other sculptures in the set.

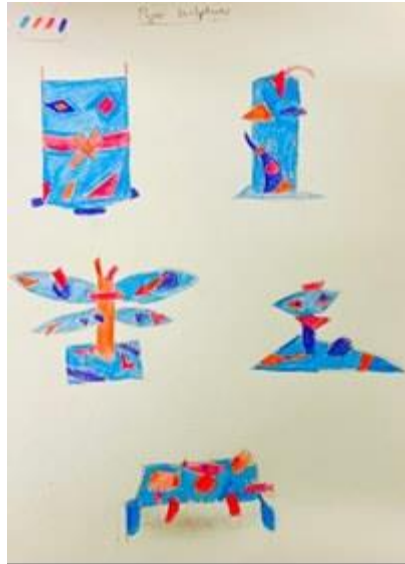




ROBERT KLIPPEL ANALYSIS 513

10/19





YEAR 11 TASK 2 – ROBERT KLIPPEL INSPIRED SCULPTURE DESIGNS

In semester 2 students explore sculpture and working to create 3D forms. They study the conventions of sculpture through figurative to abstract forms and focus on Artist Robert Klippel. Students work in clay learning to model forms and then move and work with found objects to create abstract constructions . Design is integral to the art making process and students work in their artbooks to develop concept drawings which they then created for task 2.





Examples of Year 11 experimentations in clay.

Students learning how to model a clay portrait using white earthenware clay and hand building techniques

2024 MCOS Biennial Combined Schools Concert

We are thrilled to share the success of our recent MCOS combined schools concert 'Proud to Belong', featuring an impressive collaboration between Moorebank High School and our local primary schools, Chipping Norton PS, Nuwarra PS and Newbridge Heights PS, occurring in *Education Week* this year. The event included a Matinee and Evening concert. This major event showcased the exceptional talent and teamwork of our students, making for an unforgettable experience for all. We thank all parents for their support and appreciate all the hard work of our talented performers and technical crew including: sound/light operators, backstage crew, camera operators and compares. Congratulations to all our students for their outstanding achievements and contributions to our vibrant Creative and Performing Arts community!









CAPA/TAS HSC Senior Showcase Evening

This event highlighted the incredible creativity of our Year 12 students. Year 12 HSC students showcased their Visual Arts Body's of Work, Industrial Technology Timber had their projects on display and Music 1 students captivated the audience with their skillful renditions of their HSC pieces. A special thank you to Mr Monaco & Mrs Zoras from the TAS faculty along with Year 11 Hospitality students who provided delicious refreshments on the night.

As our Year 12 students prepare for their HSC exams, they are finishing up their performances with remarkable skill and dedication. We wish them the best of luck as they approach this pivotal moment in their academic journey.







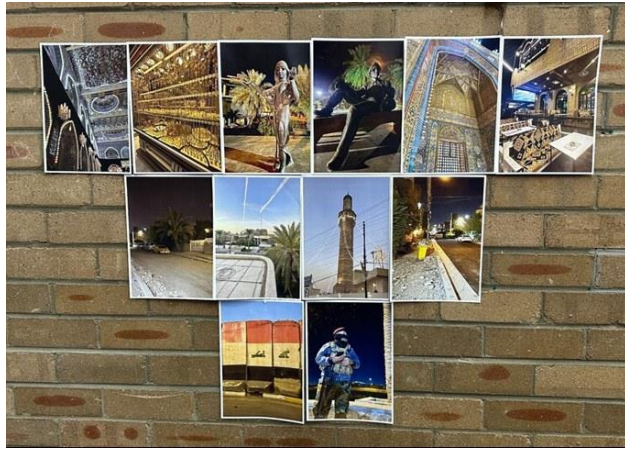






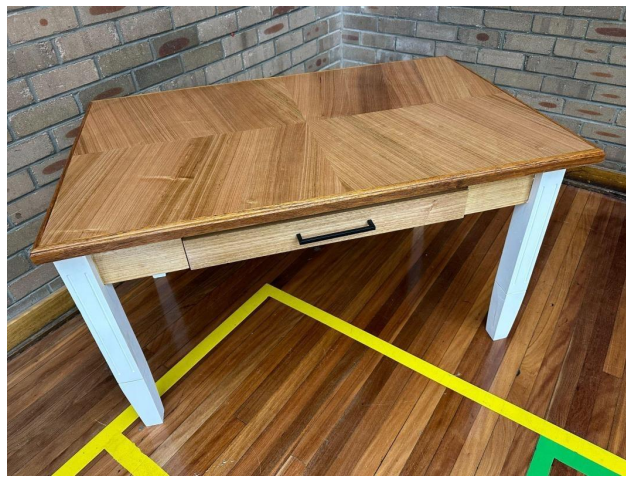
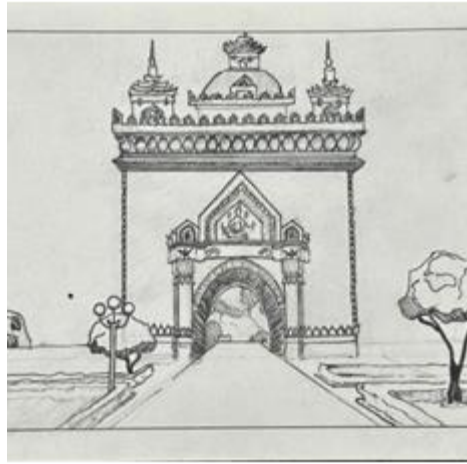












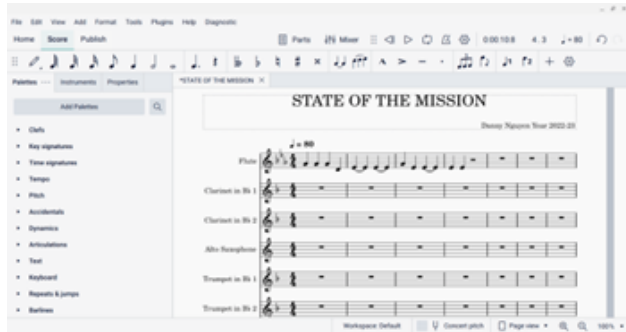






Music Composition Task

Our Year 8, 9, and 10 music students have been hard at work, creating and performing impressive pieces in class. They are now channeling their talents into composing original music, and we can't wait to hear their future compositions.



Textile Terrain

Some excellent works were submitted this term from the students in yr 10 visual arts. Exploring textile art and surface decoration techniques such as embroidery and cyanotype also known as sun printing, some students even experimented with applique and beading. Inspired by the plants, places and spaces we are surrounded by, Yr 10 has explored the importance of our natural environment and preserving its beauty and the memories made there. We undertook an intentional nature walk whereby foraging for leaves and natural artifacts assisted in the students finding inspiration and highlighted the beauty of nature here at Moorebank High School.



- Ms. Morgan

This term, year 7 Visual Arts students in Ms. O'Loughlin's lessons have created some beautiful artworks as artistic reflections of nature. Students have been studying native Australian flora and fauna for inspiration in their own subjective artmaking practice. In theory studies, students have studied the distinctive woodblock print-works of the famous Australian artist Margaret Preston and her refined use of the art elements. One artmaking lesson was taken outside of the classroom plein air, as students examined the beautiful Australian native flower and plant species they have growing around them within the school environment. Students created delicate shadow sun-prints of collected flowers, seed pods, fern fronds and feathers. Students then collected a selection of skeleton leaves and textured gum leaves and used charcoal to create natural rubbings or frottage works. Artworks in the mediums of photography, charcoal, foam-board printmaking, pencil drawing and tonal inkwork have been completed so far this term and it will be a joy to see the final resolved lino print-works submitted at the end of the term.







