



[Moorebank High School](#) Newsletter

April 2024

Principal Mrs. Randa Charara



Dear Parents and Carers,

Positive Relationships, Positive Outcomes. As you know, this is our guiding principle at Moorebank High School and we are proud that this principle informs all of our practices and interactions with our school community. We have had a very positive start to the year which has had a strong focus on student wellbeing and on the delivery of quality teaching and learning experiences for all of our students.

Throughout the term, our school community came together to participate in various events that included welcoming our Year 7 parents/carers and students during our Meet and Greet as well as our wider Moorebank community during the 6 into 7 Open Night. We have also engaged our staff and students in events that celebrated diversity and inclusivity, which have included Lunar New Year celebrations, Iftar and Autism Awareness lessons. These activities are important initiatives which continue to foster a sense of unity and cultural understanding at Moorebank High School.

One of the core aspects of our school's ethos is the emphasis on student voice and leadership. Our students have thrived in taking on roles of responsibility and providing valuable input on school matters. Their participation and contributions have enriched our school environment and reinforced the importance of student agency in shaping the educational experience. We have a strong student Prefect body and are looking forward to formally inducting our Student Representative Council in early Term 2.

Looking ahead, our Strategic Improvement Plan for 2024 remains steadfast in its commitment to key priorities. These include enhancing student literacy and numeracy skills, improving HSC outcomes and teaching and learning, and implementing effective feedback and assessment strategies to support student growth and development. By maintaining a strong focus on these areas, we will continue to build on this solid foundation for ongoing success in the year ahead.

As we move forward into the rest of the year, I am confident that the dedication and resilience of our students, staff, and wider school community will continue to drive us towards achieving our shared goals and aspirations.

Thank you for your ongoing support and partnership in the journey of educating and nurturing our students as future leaders and successful members of our wider school community.

Kind Regards,

Randa Charara

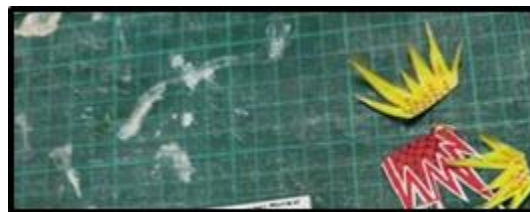
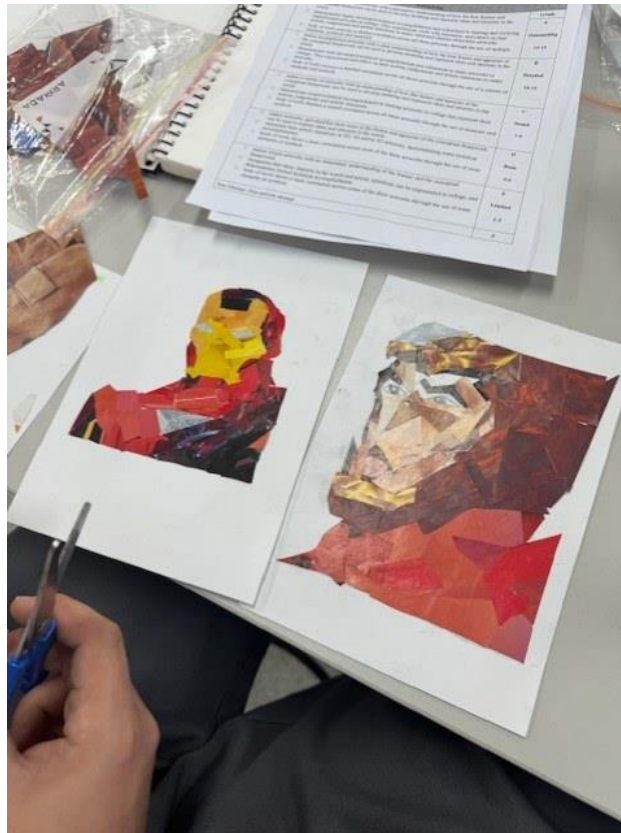
Relieving Principal

Moorebank High School

TERM 1 - CAPA NEWSLETTER ARTICLES

Year 10 Visual Arts

PASTED INTO PIECES: This term Year 10 explored surrealism and pop art styles through the expressive form of collage. The process included students exploring the features of each art style, looking at focus artists' work and brainstorming concepts and ideas that align with their chosen art style and personal inspiration. Students then selected images, textures and colours from recycled materials, magazines, comic books, wallpaper samples and fabrics to create a series of collages with an overarching theme. The students have produced a variety of outcomes inspired by personal interests, popular culture, comic books, juxtaposing environments to depict the surreal and even a combination of both art styles to create their collar series.



Year 8 Mandatory Music

This term Year 8 has commenced Topic 1 'The Fundamentals of Music'. Throughout this topic students learn how to read, write and interpret music notation. During the program, students engage in various activities and formative assessment tasks that support their understanding of notational aspects of

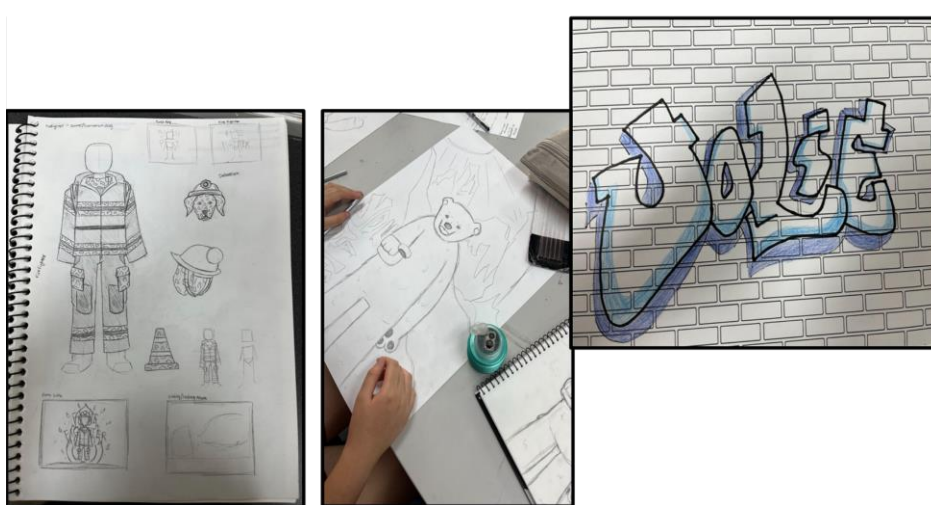
music. Students have responded well to learning about note names and values and have enjoyed using technology as a tool to engage and refine their ability to identify notes using treble and bass clef both visually and aurally. Library computer music sessions allowed students to engage in fun online music games where students were set the challenge to achieve a high score and in return receive a BRAVE award.



Year 9 Visual Arts



This term Year 9 has explored the contemporary movement of street art, creating an arrangement of graffiti style tags and cartoon hybrid animal/human characters in traditional graffiti styles. Throughout this topic students have assessed the question; “is graffiti art or vandalism?”, arguing the artform to be art when used to advocate. During the program, students have researched an array of contemporary issues, selecting one they believe deserves attention and have dedicated their artmaking assessment task to produce a cross hybrid graffiti cartoon figure that represents their selected issue. Students have responded well to the street art unit, engaging with new styles and mediums to develop their practice. Students have actively participated in the use of technology within their lessons to form their subject matter and develop their ideas within their Visual Arts Process Diary. Theory lessons have allowed students to develop artistic independence in their artmaking, effectively building the path for them to become autonomous creators.



Year 12 Visual Arts

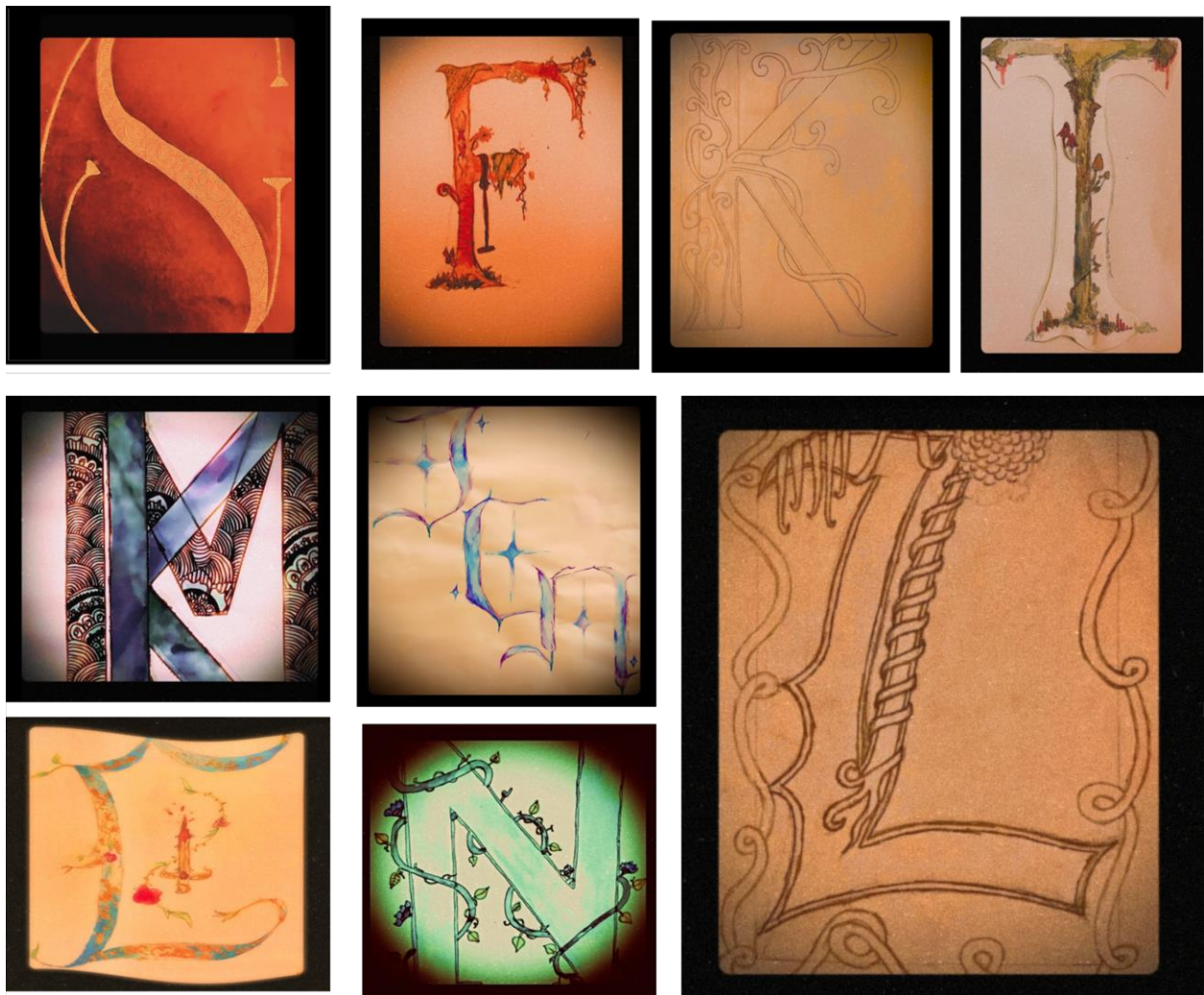
Currently, the Year 12 Visual Arts cohort is fully engrossed in the development of their major artworks, a pivotal component of their academic journey. With the deadline looming at the end of Term Two, students have invested significant time and effort into meticulous research, exploring diverse ideas and experimenting with various materials. Now, as they delve deeper into the creative process, their projects are beginning to take shape, with each stroke of the brush or sculpting of clay contributing to their vision. Despite the challenges inherent in such ambitious undertakings, the students exhibit a palpable sense of enthusiasm and dedication, eagerly embracing the opportunity to express themselves artistically and push the boundaries of their own creativity. As they strive towards the halfway mark of completion by term's end, their passion and commitment serve as a testament to the profound impact of the arts in their lives and education.



Year 10 Visual Design

This term Year 10 Visual Design students have explored the diverse world of **Typography**. Through an in depth discovery of the elements and principles of design, students have studied both traditional and contemporary designers in their exploration of the designed letter. From traditional hand drawn techniques to new technologies used within contemporary graphic design, different cultures and the changing nature of visual design itself within the 21st century, students have been provided with a rich visual imagery source to draw inspiration from in the development of their own unique design making practice.

With a central term focus study of Mediaeval Illuminated Manuscripts, students have created unique personal monograms and illuminated letters, reflective of their own subjective imaginings and identity. Detailed fine drawing, ink work, watercolour, metallic painting, collage, traditional calligraphy pen-work, gold-leaf application and intricate coloured and monotone artisan pen-work are just some of the diverse mixed media techniques students had the opportunity to work with.



PDHPE Newsletter

The PDHPE faculty welcomes everyone back for an exciting 2024. We move into 2024 with a strong faculty consisting of the returning experience of Ms. Burcher, Ms. Cooper, Ms. Kachkach, Ms Reid Hankin, and Mr. Madyski. Joining the faculty in 2024 are Ms. El-Azzi, Mr. Tsikrikas and Mr. Nguyen. With School and Zone Athletics and cross-country carnivals as well as Zone and Regional sports trials quickly approaching, it is important to get the appropriate information and applications for the activities and as students of Moorebank HS, it is important that you get involved to showcase your ability and do your best in every opportunity provided.

School and Zone Carnivals and Zone Gala Days

Hey everyone! What a term it has been for everything sport related! First off, our school's Swimming Carnival was a splash! Students of all grades dove in and showed off their amazing skills, making us proud with their swimming skills and enthusiasm. In saying that, we had a record number of students compete at the Bankstown Zone Swimming Carnival, representing our school with true sportsmanship and skill. Not stopping there, a number of students also participated at the Bankstown Zone Trial Days and Knockout tournaments, showcasing their determination and talent in competitive sport. These events continue to bring our school community together, celebrating the spirit of sportsmanship and achievement. Way to go, Moorebank High!

Ms. Burcher

Junior Girls Golf Program

This term Year 7-8 students have been engaging in golf under the guidance of professional coaches at Brighton Lakes Recreation and Golf Club. The opportunity was provided through the Australian Sports Commission Sporting Schools grant funding. They have been building their skills and participating with enthusiasm. The students have had a fantastic time, and we hope to continue working with the club in the future.

Ms. Reid Hankin





Yr. 11 VET Sports Coaching

The Year 11 VET Sports Coaching class as part of the delivery of their competency Tournament time has been planning, organising and running a badminton tournament with the House sport badminton students. They have improved the level of competition with the athletes able to progress through a structured competition which has been graded into ability levels and providing a enjoyable learning environment for the participants. Well, done Year 11 Sports Coaching.

Mr. Madyski





Year 12 SLR Resistance Training

Over the course of Term 1, Year 12 SLR have been diving into the world of resistance training. Putting our learning into practice, every Friday we have attended Moorebank plus fitness, immersing ourselves in different forms of resistance exercises. Each session has been a valuable experience for our group, providing an opportunity to master proper form, understand different gym equipment and make real physical improvements through consistent effort over time. Beyond the physical benefits, we've also developed important life skills such as discipline and teamwork. Students have been training with partners or in small groups and have been supporting each other during workouts. Students look forward to their Friday gym session and motivate each other to improve on their efforts from the previous week. These excursions have built a strong sense of camaraderie among the group, and we look forward to utilising these skills throughout a lifetime of physical activity.

Mr Tsirikas

HSIE Term 1 2024

This term in HSIE Stage 4 and 5 students have been working hard on their assessment tasks.

Year 7 historians have been learning about Qin Shi Hung and his role as the First Emperor of China. Students are making judgments using historical sources determining if he was a good or bad leader.

Year 8 Geographers have been learning geographical skills through the Landscapes and Landforms topic. See below a list of skills.

• Topographic Maps	• Distance	• BOLTS
• Mapping	• Contour Lines	• Types of Maps
• Area and Grid Reference	• Latitude and Longitude	
• Scale	• Direction	

Year 9 historians have been learning about the Industrial Revolution. Students have been learning how to analyse, interpret and use sources when explaining the historical perspectives of working conditions and child labour in the industrial period.

Year 10 Geographers have been learning about the Great Barrier Reef including how the reef is threatened and management strategies in place to protect it.

The French Experience

The students of Year 8 French and Year 11 French Beginners have been immersed in their language studies throughout Term One. They seem to enjoy the fact that French is a language with numerous cognates (words that are identical to English but pronounced differently) as well as semi-cognates (words that may be spelt a little differently yet are recognisable). This enables our students to apply their knowledge of English vocabulary to comprehend the main message and supporting details of various French passages. They are also thinking in their own background language to help them make connections and accelerate their learning in French.

The Year 8 Language students enjoyed reading about French Easter traditions. They learnt that “Pâques” (Easter) is an important holiday in France: **a traditional gathering for families, religious or not**. Our students were also given the opportunity to discuss about their own cultural traditions relating to a festival, custom or belief. We are fortunate at Moorebank High School to have so many students who are endowed with rich, diverse backgrounds. These types of activities promote learning language through culture, but also exploring other cultures which promote diversity, acceptance and harmony.

The French film festival schedule has been distributed to the Year 11 students where they may choose a film to watch in their own time as a cultural experience and as a means of enhancing their French. The Three Musketeers d’Artagnan (Les Trois Mousquetaires- d’Artagnan) and The Three Musketeers Milady (2023) based on Dumas’ novel is definitely a film of interest. Then, there is also The Children of Paradise (Les Enfants du Paradis)- a 1946 classic, and so many other films to choose from. Students are always prompted to explore a wide array of venues to enhance their language skills.

The students of Year 8 French were truly impressed when they found out that more than 300 million people speak French on the five continents and that it is the second most widely learned foreign language after English, and the fifth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world. Students have realised that the ability to speak French and English an advantage on the international job market and that it is very useful to know when travelling overseas to France and other French-speaking countries. Furthermore, French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Edith Piaf, Jean-Paul Sartre, Alain Delon and Zinedine Zidane!



These students then submitted a unit of work which they produced, that was assessed by the university.

Universities Admission Centre (UAC) is where any student wishing to apply for university courses for 2024 must create an account to support the application process. UAC emailed students pin codes to create their account. If a student has not received their pin code, they need to contact UAC on 9752 0200. They will be asked for their NESA number and their date of birth to obtain the pin code over the phone. Students can find their NESA numbers posted in the Year 12 careers google classroom. Whilst students are encouraged to setup their UAC account early, most university courses for Semester 1 2025

will not appear until August 2024. UAC charges a processing fee of \$80 which can be deferred for later payment; however, it is important to set up a reminder to pay the charge, otherwise the charge increases to \$215 from 1st October 2024. Failure to pay the charge means the student will NOT be offered any university places.

Work Experience is again running for all of Year 10 students in Term 4 2024. Students need to arrange their own work placements. I will shortly be explaining the procedures for work experience at an upcoming year meeting. All relevant documentation will be emailed to both students and parents' as well as being placed in the Year 10 careers google classroom in early Term 2. Students wishing to complete work experience in a trade or construction environment will need to obtain a white card prior to the placement. Please be aware, white cards must be completed "face to face" as online white cards are NOT valid in NSW.

If your son / daughter is considering transitioning from school over the next 12 – 18 months, please encourage them to see Mrs. Cazouris (Transition Adviser) or myself so we can begin to create a transition plan. We are both available to speak with parents during school hours (bookings must be pre-arranged).

SCIENCE ...And before we know it, we are at the end of Term 1!

Welcome back to all of our returning families and students to 2024. It has been a very busy start to the year and we have had a few changes as well as the excitement of new and enquiring minds.

In the Science Faculty, we have welcomed Mr Pyne to the staff at Moorebank High School and farewelled Mr Galea for a short period of time as he works on the development of the VALID assessment for Years 6, 8 & 10.

Recently, we had the opportunity to welcome prospective students and their families to the Year 6 into 7 Open Night. On this evening, I had the pleasure of meeting and speaking with many keen and enthusiastic students. I also had the opportunity to welcome our Relieving Principal Ms Charara into the lab and involving her in the demonstration where I lit bubbles from her hand. Although I don't have that image, this is me demonstrating on myself.



1 - Ms. Flower (Lab Assistant) & Mrs. Charara (Principal) in science.



Daily Input of Scientific Reading

Are you the type of person who would like to have a quick read of small pieces of current scientific research or discovery? If you are, you might like to subscribe to "Cosmos". Cosmos magazine is a scientific magazine which reports on a worldwide view of science. You can easily subscribe to a free

subscription by registering at <https://cosmosmagazine.com/newsletter>. From there you can select from different frequencies and depths of content to suit your interest.

On behalf of the faculty, I would like to wish the students a safe a relaxing holiday and look forward to seeing everyone in Term 2.

Mr J. Vickers – HT Science

App flyer for schools to send parents



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



BRAVE STORE

BRAVE STORE

2024 [†] CATALOGUE

REMEMBER
DEPOSIT, THEN PAY!

1 BRAVE AWARD = 1 BRAVE \$

1 MERIT AWARD = 3 BRAVE \$

SMALL CHANGE [†]

 \$2 PING PONG BALL	 \$3 CHUPA CHUP	 \$5 ZOOPER DOOPER	 \$15 SNACK PARTY BAG
 \$3 FREDDO	 \$15 SOFT DRINK CAN	 \$3 BLUE OR BLACK PEN	 \$15 NOTEBOOK (120 PAGES)

*Items and prices are subject to change at any time based on changing economic climates
[†] Purchases made are based on available stock at any given time and may require up to 3-3 business days for shipping and handling. High Stoller items may require an extended time for special handling and preparation of schedules
[‡] May require written/verbal references from relevant teachers and staff
[§] The store owner reserves the right to conduct a background profile check to ensure appropriate use of service and may refuse transaction in exceptional circumstances at their discretion (including but not limited to: request of relevant authority, playground duty, teaching and executive staff, pending existing negative consequences and general historical inappropriate behaviour)
[¶] Purchasing limits may be imposed per term based on supply and demand

ESSENTIALS [†]

 \$20 CUP NOODLES	 \$20 CYCLONE OR GOLDEN GAYTIME	 \$30 TABLE TENNIS RACKET	 \$40 BASKETBALL/VOLLEYBALL/SOCCER BALL
 \$20 CANTEEN VOUCHER	 \$30 POSITIVE PHONE CALL HOME / LETTER	 \$40 METAL DRINK BOTTLE	 \$50 CASIO CALCULATOR

HIGH ROLLER [†]

\$80 POSITIVE PRINCIPAL LETTER HOME [‡] [§]
Get the principal to help you suck up to people at home? PRICELESS!



\$120 PIZZA LUNCH PARTY
Combine your BRAVE dough with your friends (4 max) to get large pizzas with garlic bread and drinks!



\$120 KRISPY KREME (x24) [¶]
Decorates big time school days with a Krispy Kreme Double Chocor Signature Pack!



Wellbeing Matters @ Moorebank

As we reach the end of Term , the Wellbeing Team would like to wish our students, families and staff a safe and restorative break.

Term 1 has flown by, particularly for our new Year 7 students who are settling into high school and making new connections amongst their peers. Their Year Advisers, Krishneel Maharaj and Christine Zabakly, have enjoyed getting to know them throughout the term, particularly during their Transition Program at the start of the year where students learnt about our BRAVE values, how to thrive as a high school student and how forming positive relationships can help them feel connected. Year 7's connect with their Peer support leaders from Year 10 everyday in Roll Call and participate in Peer Support sessions assisting their transition into high school.





Year 7 Camp



The Year 7 Orientation Camp and the Day-Camp excursion earlier in the term provided an excellent opportunity to build connections and resilience. Here students 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. We encourage students to continue to draw upon their strengths throughout the year.





BE BRAVE

In their Wellbeing Lessons, Year Meetings and Assemblies, Year 7 are continuing to focus on our school's 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.

They are also working with our WEL (Wellbeing, Engagement and Learning Support officer, Ms Suzy Elbahou Edwards, who is running Rock and Water Training to assist students in their socio-emotional regulation, negotiation of difficult social situations using "rock" or "water" verbal approaches, and to also improve their self-esteem and social acceptance. The Rock and Water program decreases bullying behaviours.

NSW Department of Education



Every Day Matters

If your child misses as little as **1 day** per fortnight

they will miss **4 weeks** of school per year

which adds up to over **1 year** missed over their school life



Make sure your child doesn't miss out on the important things like:

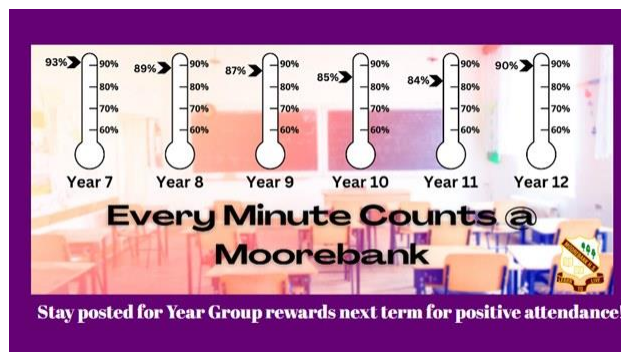
-  Learning
-  Strengthening friendships
-  Emotional development

 Scan the QR code to learn more

Attendance - Every Day Matters at Moorebank

“Every day matters at Moorebank” with positive attendance behaviour crucial for student’s learning, wellbeing and social development.

Congratulations to Year 7 who are currently leading in overall attendance for Term 1, closely followed by Year 12. Students should stay posted for termly Year Group awards as part of our “Every Minute Counts”. We would also like to remind students about our “Bump It Up” Breakfast Club which runs from 8.00-8.30 every morning in the Wellbeing Hub.



Bump It Up BREAKFAST CLUB

Breakfast Club provides an opportunity to connect, coach and mentor students and address attendance and other wellbeing concerns.

The Breakfast Club will incentivise students to arrive to school on time and enhance their overall wellbeing through ongoing support. It is a way we can send a clear message to the School Community that going to school everyday is a priority. Students will be coached to set attendance goals and will be provided regular recognition and rewards for good and improved attendance.

Breakfast Club will also provide an opportunity to bring in guest speakers or run other engaging wellbeing activities for students.



Our Year 11 and 12 students participate in Elevate workshops that focus on study skills, motivation, wellbeing, and exam preparation. Parents of students in any year group can access free parent webinars offered by Elevate Education via the following link: <https://go.elevateeducation.com/auschoolwebinars>



Term 2, 2024 Webinars *

- ✓ How To Get (And Keep) Your Child Motivated
May 8, 6:30-7:30pm (AEST)
- ✓ How You Can Help Your Child Prepare for Exams
May 22, 6:30-7:30pm (AEST)
- ✓ How You Can Support Your Child During Exams
June 5, 6:30-7:30pm (AEST)
- ✓ Ask Me Anything (Live Q&A)
June 19, 6:30-7:30pm (AEST)

Family Case Management

Georges River Life Care is a local Not for Profit organisation that provides support to families facing hardship. Family case management can now be accessed fortnightly at Moorebank High School. This service works with families, alongside the school, to provide advocacy, financial counselling, disability support and family wellbeing. They can also assist with navigating agencies such as centrelink and housing as well as with practical needs such as food hampers and social connection.

To Self-refer please scan the QR code [Georges River Life Care](https://forms.gle/wUyq7oVdcVegZ84S9)



2 - <https://forms.gle/wUyq7oVdcVegZ84S9>

Parent Resources on mental health and wellbeing




The screenshot shows the NSW Education website interface. At the top, there is a navigation bar with the NSW Education logo and a search bar. Below the navigation bar, there is a main menu with categories like 'Early childhood education', 'Schooling', 'Skills NSW', 'Teach NSW', 'Teaching and learning', 'About us', 'News', and 'Policy library'. The 'Mental Health and Wellbeing' page is highlighted in a dark blue banner. Below the banner, there is a breadcrumb trail: 'Home > Schooling > Parents and carers > Mental health and wellbeing'. The main content area shows a heading 'Mental health and wellbeing' with a left-pointing arrow, and a sub-heading 'A-Z parents guide'. Below this, there is a brief description: 'Practical advice and information to learn more about mental health, help your child and care for your wellbeing.'

<https://education.nsw.gov.au/schooling/parents-and-carers/mental-health-and-wellbeing>

[Wellbeing and mental health services for parents and families](#)

Local supports for students and school holiday activities:



The poster features the logos for Liverpool Women's Health Centre and The Junction Works at the top. Below the logos is the title 'Youth Group' in a large, bold font. A descriptive paragraph follows, stating the group's purpose and target age range. An illustration of seven diverse young women in various styles of clothing is positioned in the middle. The bottom section of the poster, set against a dark purple background, provides the schedule and contact information.

LIVERPOOL WOMEN'S HEALTH CENTRE **the Junction Works**

Youth Group

A safe & supportive social group that aims to empower the future generation of our young women (Ages between 15-21)
Co-facilitated with The Junction Works

Term 2 2024
Dates: Wednesday 22nd May (Week 4)
Every Wednesday Afternoon
Time: 3:30pm until 5:30pm

Light refreshments provided.
All Walk in's and registrations accepted.
Contact us on 9601 3555 to register



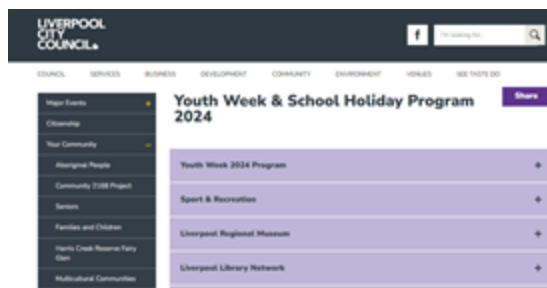
The poster has a vibrant, colorful background with geometric shapes. The title 'YOUTH WEEK' is written in large, bold, purple letters with a white outline. Below the title, a yellow starburst contains the text 'ALL PROGRAMS ARE FREE!'. An illustration of three young people (two women and one man) in casual clothing is shown in a celebratory pose. The bottom of the poster includes the dates, website, and logos for NSW and Liverpool City Council.

YOUTH WEEK

ALL PROGRAMS ARE FREE!

11-21 April 2024
www.liverpool.nsw.gov.au/youthweek

NSW **LIVERPOOL CITY COUNCIL**



3 - <http://liverpoolcouncilyouthweek/>

The Street University - is designed to provide young people with a safe space, social support and life skills development opportunities. They can also assist young people with therapeutic AOD (alcohol and other drug treatment) and mental health interventions.

The Street University run free programs for young people (12-25) after school. Please see the link provided and timetable below for workshops offered at the Liverpool/Moorebank campus (403 Newbridge Rd Moorebank). <https://streetuni.com.au/programs/>

The Street University also deliver workshops and performances at schools, as well as providing outreach counselling services for students at-risk. If for any reason you would prefer your child/ward not to participate in these programs please contact the Head Teacher Wellbeing, Louise Roumanos.

THE STREET UNIVERSITY		LIVERPOOL PROGRAM TIMETABLE TERM 1 2024		
MONDAY 9PM-10PM	TUESDAY 9PM-10PM	WEDNESDAY 9PM-10PM	THURSDAY 9PM-10PM	FRIDAY 9PM-10PM
DANCE STUDIO BOOKINGS AVAILABLE (9PM-11PM)	DANCE STUDIO BOOKINGS AVAILABLE (9PM-11PM)	DANCE STUDIO BOOKINGS AVAILABLE (9PM-11PM)	DANCE STUDIO BOOKINGS AVAILABLE (9PM-11PM)	DANCE STUDIO BOOKINGS AVAILABLE (9PM-11PM)
RECORDING STUDIO BOOKINGS AVAILABLE (9PM-11PM)	RECORDING STUDIO BOOKINGS AVAILABLE (9PM-11PM)	RECORDING STUDIO BOOKINGS AVAILABLE (9PM-11PM)	RECORDING STUDIO BOOKINGS AVAILABLE (9PM-11PM)	RECORDING STUDIO BOOKINGS AVAILABLE (9PM-11PM)
STREET EATS COOKING & NUTRITION (9PM-11PM)	STREET ONE RADIO PRESENT & PRODUCE OUR WEEKLY RADIO SHOW (9PM-11PM)	STREET SUPPORT ACCESS TO HOUSING, LEGAL, FINANCIAL & HEALTH SERVICES (9PM-11PM) <i>BY REF OF AGENCY/PROVIDER</i>	STREET WR2 FINANCIAL LITERACY & BUDGETING SKILLS (9PM-11PM)	STREET HARVEST FOOD HAMPER PROGRAM (9PM-11PM)
STREET STRENGTH HEALTH & FITNESS (9PM-11PM)	STREET ART GIVE AWAY, SCREEN, PRINT & DIGITAL (9PM-11PM)	GIRL TALK SUPPORT & SOCIAL GROUP FOR FEMALE IDENTIFYING (9PM-11PM)	STREET FEMALE LITERSHIP SUPPORT/SOCIAL GROUP (9PM-11PM)	STREET EATS COOKING & NUTRITION (9PM-11PM)
BOYS GROUP SUPPORT & SOCIAL GROUP FOR MALE IDENTIFYING (9PM-11PM)	BREAKDANCE AN INTRODUCTION TO BREAKDANCE (9PM-11PM)	STREET STRENGTH HEALTH & FITNESS (9PM-11PM)	RESULTS TO PRO MUSIC BUSINESS SKILLS TECHNIQUES (9PM-11PM)	STREET JAM OPEN JAM FOR ALL MUSICIANS & MUSICIAN ENTHUSIASTS (9PM-11PM)
	BREAKDANCE TRAINING FOR BOYS & GIRLS (9PM-11PM)	DETAILS DIY MIXING & SCRATCH TECHNIQUES (9PM-11PM)	STREET WEAR GRAPHIC DESIGN SKILLS AND CREATES YOUR OWN APPAREL (9PM-11PM)	
	BALLROOM SESSIONS TRAINING FOR BALLROOM (9PM-11PM)	AUDIO ENGINEERING RECORDING & MIXING TECHNIQUES (9PM-11PM)	STREET DANCE LEARN SKILLS & CHOREOGRAPHY FLASK, HIPHOP, JAZZ & MORE (9PM-11PM)	

GROWTH COACHING UPDATE by Head Teacher Engagement - Joanna Tan

This term, Years 8, 10 and 12 participated in Growth Coaching, a process in which our students sit down with a Growth Coach in order to set academic, personal and pathways goals that are specific to themselves. We worked with all our students to create a personal growth plan, which guided students through the process of setting a SMART goal, identifying obstacles and opportunities, and planning a way forward. We will be checking in with our students on their journey this year at various points to help keep them on track and to make sure they're getting the support they need! Families are encouraged to check in with their children about their goals and work with them in achieving what they're aiming for.

What evidence is there of this working?

- **90% of people perform better with relevant and challenging goals** - Locke, E. A., Shaw, K. N., Saari, L. M., & Latham, G. P. (1981). Goal setting and task performance: 1969–1980. *Psychological Bulletin*, 90(1), 125–152.
- **Setting more challenging goals leads to achieving more, and receiving feedback is a good motivator to goal success** - Becker, L. J. (1978). Joint effect of feedback and goal setting on performance: A field study of residential energy conservation. *Journal of Applied Psychology*, 63(4), 428–433
- **Setting specific, challenging goals over “do your best” goals leads to approximately an 18% increase in the value of output** - Schmidt, F. L. (2013). The economic value of goal setting to employers. In E. A. Locke & G. P. Latham (Eds.), *New developments in goal setting and task performance* (pp. 16–20). Routledge/Taylor & Francis Group.
- **Committing to action steps and support by the network allows for the best chance of goal attainment** - Harkin, B., Webb, T. L., Chang, B. P., Prestwich, A., Conner, M., Kellar, I., ... & Sheeran, P. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence. *Psychological bulletin*, 142(2), 198.

What happens after that?

- We use the **feedback** that students give during their initial survey to inform our focuses as a school.
- We **invite** parents and family to be a *part of the process* by accessing the goals set by your child, and supporting them.
- We check in throughout the year to **support** students in achieving their goals, with the aim of helping students develop healthy goal-setting habits.

John Whitmore's GROW Model Coaching for Performance



LEARNING SUPPORT



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Dear Parents and Carers,

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au). If you have any questions about the NCCD, please contact the school.

Kind Regards,


Relieving Principal

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