

# Blues News



## Gosford High School & Community News

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Issue 04 June 2016 – Term 2

14/06/2016

### Gosford High P&C News

**Next P&C Meeting:**  
**Tuesday 14<sup>th</sup> June at 6:30 pm**  
**Common Room- Everyone welcome**

#### PRINCIPAL'S NEWS

Reporting season has arrived and with it the highs and lows of assessment and exam stress and success as well as the mountain of marking and feedback. I trust that all the hard work paid off? I have had the great pleasure of hosting the Year 12 Celebration morning tea and talking to many families about the success of their children at GHS. There were many conversations held around the nature of the ever changing educational landscape and the new demands of the 21<sup>st</sup> Century workforce. It is an exciting time in teaching.

A large focus of our School Plan is investigating and constructing future-focused Learning Spaces that support the implementation of high quality learning experiences for all students. They take into consideration student voice and allow students flexibility over how they learn. They enable collaboration through the provision of more 'free' space and furniture which can be moved and repositioned to allow for different configurations to suit different purposes, including the flexible use of technology. Future-focused learning spaces incorporate all the elements recognised as contributing positively to student learning such as temperature, light and acoustics. Student self-direction, self-reflection and evaluation is encouraged through these spaces which reflect the environments students will experience as they move into the workplace. I recently held a tour of our first two future-focused spaces prior to our last P&C meeting. It was encouraging to see so many of our parent community attend and share our excitement. I look forward to sharing photos and video footage of the learning that will take place in Term 3.

In conjunction with the construction of the Future Room, we have been working closely with Asset Management on programmed maintenance. We are aiming to have the art rooms water proofed and painted as well as the front foyer to the hall. We have also been advised through our annual tree management inspection that two trees need to be removed. I would like to publically thank the work of our General Assistant Rick Bik and

Groundsman Peter Larnach who work tirelessly to keep our school looking so wonderful. The Secondary Schools Renewal Project tendering process is complete and we should soon hear of the scope of works to begin the refurbishment of the front of the school. It will be a large project that will include adding disability access directly into the administration building.

I would like to take the opportunity to farewell Hilary Wood, our School Counsellor. She is retiring next week after many years of service to both Gosford High School and the wider community. We have two new staff members arriving next term to the counselling service, Genevieve Shivers and Peita Balfe. We also have a baby boom amongst our staff and we farewell Bethany Schirmer next week and Claire Robertson at the end of the term. We wish them well as they welcome their first babies into the world. While they are both on leave we welcome Matt Kelly to the CAPA faculty and Kerry Morgan to the HSIE faculty.

Lastly, I would like to acknowledge our wonderful community in its support of the Orange Visit 2016. The brilliant organisation of Jenny Walker, leadership of Julie Freeman and passion of our coaches is a testament to the Gosford High spirit. I would also like to congratulate our students on impeccable behaviour and sportsmanship and our P&C whose generous support both financially and in the canteen is much appreciated.

**Rebecca Cooper**  
**Relieving Principal**



#### Coming Events

##### June 2016

Thu	9/6	Year 12 Assessment Week (9-17/6)
Tue	14/6	Year 8 Reports issued P&C Meeting
Wed	15/6	ICAS Writing Competition
Thu	16/6	Year 10 Careers Expo
Mon	20/6	Year 7 reports issued. Year 8 Medieval Day
Thu	23/6	Years 7/8 Parent Teaching Evening 4.00 – 8.00 pm in the Hall Year 11 Assessment Week (23-30/6)

Fri	24/6	Regional Cross Country Cabaret Night – School Hall (See page 18 for details and cost)
Mon	27/6	Zone Athletics Carnival
Tue	28/6	Year 8 MAD Day all day
Thu	30/6	Year 9 reports issued.
Fri	1/7	Big Day In – Gossies Got Talent

## July 2016



Mon	18/7	Staff Development Day (no students attend school)
Tue	19/7	Students return to school
Thu	21/7	Year 10 Reports issued.
Sun	24/7	Concert Band 1 competing at UNSW Band Festival
Mon	25/7	Regional Athletics (25-26/7)
Wed	27/7	Opportunity Class Placement Test CHS Cross Country
Thu	28/7	Years 9/10 Parent Teacher Evening 4.00 – 7.00 pm in the Hall.

## August 2016

Tue	2/8	P&C Meeting
Thu	4/8	Year 10 Information Evening

**PARENT/TEACHER NIGHTS**

CUP OF HOMEMADE SOUP & BUN \$4.00  
ALL MONEY RAISED GOES TO THE  
SCHOOL BANDS

### PRIVATE COACHES AND TUTORS Working With Children Check

Parents are reminded that all private coaches and tutors are now required to obtain a valid Working With Children Check (WWCC) number. Parents or carers should ask their child's tutor or coach for their name, date of birth and their Working with Children Check number. They should then go online at:

<http://www.kidsguardian.nsw.gov.au/news-training-and-events/parents-check-the-check>

and check to verify that the tutor or coach is not barred from working with children.

## DEPUTY PRINCIPALS

### Train and Bus Travel and Safety

As you would be aware students who catch trains and buses must always carry and tap on and off with a valid School Opal card. Transport staff and police have made the school aware that they are now carefully checking students are using Opal cards correctly otherwise students may be asked to pay the fare. The school is aware that some students' cards are not working correctly and if this is the case for your child we urge you to reapply for a replacement online, print the acknowledgement and return the slip to the school. Students need to carry a copy of this until the new card arrives.

There are large numbers of students catching the train, particularly to and from Hornsby, and it is essential that students are orderly, considerate of others and follow all rules relating to quiet carriages and special seating. The platforms themselves are narrow with so many students and members of the public, we ask that students are aware, patient and courteous when boarding and alighting from the train. Transport staff and transit police have asked us to remind students of always being safe and that it is crucial that students wait behind the yellow line until the train has stopped.

The Red Bus Company has requested the following information be brought to the attention of senior students of schools they service:

*"As from the start of Term 3 Red Bus Services advise any senior student that fails to tag on with either a school opal card, a child/youth Opal card or fails to pay a fare for travel when boarding a bus can and may be refused travel by the driver. If the student is not in uniform a proof of age (if under 16years) or proof of attendance at a school will be required for a child fare otherwise an adult fare will be charged. "*

Please discuss these issues with your children if they catch a train or bus.

### Assessment Week:

Please note Year 11 and Year 12 have been issued with timetables for upcoming Term 2 Assessment Week. The Year 12 timetable runs from 9<sup>th</sup> June to 17<sup>th</sup> June (due to the long weekend) and Year 11 from 23<sup>rd</sup> June to 30<sup>th</sup> June. Students are only required to attend school to when they are to sit a task as per the timetable or to submit any hand in tasks. Students should refer to their respective Assessment Booklets should they be absent from school on the day of a task, contact the school on the morning and get a doctor's certificate (in most cases). This also applies for the day before Assessment Week commences.

### Parent Teacher Night:

It was great to see so many parents attend our recent Year 11 and 12 parent teacher interviews. We believe when we have great partnerships between home and school and work together student outcomes are

successful. If you were unable to attend please feel free to contact your year adviser for appointments.

Bookings are made via the Parent Portal. An email has been sent regarding upcoming parent teacher interviews with Year 7 and 8 to be held on the 23<sup>rd</sup> June. An email will follow regarding details of the Year 9 and 10 interviews to be held on the 28<sup>th</sup> July. We look forward to seeing you there.

Gary Bennett  
**Deputy Principal Year 7, 9 and 11**

Glenda Horner  
**Relieving Deputy Principal Year 8, 10 and 12**

### **ABSENCE FROM SCHOOL**

***Absence from school is notified using SMS on the day of the absence.***

***Parents are reminded that if your child is absent, a note must be provided immediately on return to school.***

***Absences for part of a day, including late to school, are also required to have a note of explanation submitted.***

### **CULTURAL DIVERSITY**

**National Reconciliation Week 2016**  
27 May to 3 June

**OUR HISTORY,  
OUR STORY,  
OUR FUTURE**

On Monday 6th June we hosted a lunch to celebrate and build on relationships between Gosford High School and Aboriginal and Torres Strait Islander students. They were invited to come along with a friend and given the opportunity to share a story with the group. They also explored a cultural space on the school grounds that they will help develop over the coming months.

### **Celebrating cultural diversity**

Mark these dates in your calendar:

6 June-30 July: Matariki Maori New Year

6 June-5 July: Ramadan

19-25 June: Refugee Week

20 June: World Refugee Day

5-12 July: NAIDOC Week



### **CAPA**

#### **Visual Arts:**

As winter approaches and the trees change colour the art students have been out and about recording their world and the changing colours of the seasons.

With only 7 school weeks to go, Year 12 are very busy working in the art studio preparing bodies of work for their final HSC practical exam. Their next practical assessment is due week 10 of term three which should represent 75% of their completed Body of Work. The studio is open Wednesdays period 3 and 4 and after school by appointment. Next term we will be running some afternoon sessions for those students needing the extra time. Studio time allows students to concentrate on their individual projects and work with their teacher uninterrupted. A wonderful opportunity which we hope Year 12 take advantage of.

Year 11 visual arts students are currently creating a guided collection of works based on still life, looking at the works of 17<sup>th</sup> Century Dutch Still Life painting and how this can be viewed in a contemporary world. Preliminary investigations have had them participate in a photographic workshop by acclaimed Sydney photographer Peter Solness. You will be able to see this work at our art annual exhibition in August. Want to know more? Follow the link:

<https://www.nga.gov/kids/DTP6stillife.pdf>

Year 10 are beginning a portrait unit working in the form of printmaking. They have just completed work on a unit "Cell Culture" where students investigated links between art and science. This unit was introduced last year in response to the new curriculum format, allowing students to investigate the links between learning areas at school.

Year 10 PDM students are deep into digital imagery this year having completed a surrealist style image and currently creating a digital film. The use of exciting contemporary mediums encourages the students to develop and engage with visual literacy and communication, both essential 21<sup>st</sup> learning tools.

Year 9 are beginning, after weeks of planning and documentation, their farm paintings, again these will be shown at our annual exhibition.

And last, but certainly not least, our gorgeous year 7 cohort have just completed their landscape canvas paintings and are now starting on unit two which investigates the cultural link between humans and animals through time. They have been issued with a written assessment task, due week 10. Look out for the notification in their school bags or visual diaries. GHS online is being updated regularly so if you have any queries you can access most worksheets there, otherwise feel free to call and talk to our teachers, who are happy to discuss class tasks and progress.

In visual arts this term we have been concentrating on book and class work. We are also continuing to ask our students to engage in reflection as a way to develop an understanding of their individual learning. Ask to see your child's visual diary they are insightful works of art in their own right.

### High Achievers in Visual Arts

Congratulations to **Araluen Squires** who has been accepted into the prestigious National Art School's Intensive Workshop. Araluen was recognised for her portfolio from a pool of students across the state. A remarkable achievement.

Representing the high creative calibre of Gosford High School students **Gina Jeon** has won the regional poster design prize for Harmony Day. Gina and her family will attend the awards ceremony with the key note speaker, His Excellency General David Hurley AC DSC, Governor of NSW Governor General at NSW Parliament House to receive her award. A night to remember.

### Building partnerships

In 2016 the GHS P&C generously responded to the CAPA initiative of collaborative communities by providing funds for the faculty to run workshops and master classes. The aim of the policy is to provide GHS students the opportunity to collaborate and work with creative practitioners in the wider community and to respond to the schools current strategic directions:

- To develop in our students resilient successful and reflective learners as a way of developing student potential through expert teaching and diverse opportunities.
- Provide students with opportunities to leave well prepared for the world beyond
- Develop communications systems to enhance the interface with community and create reciprocal, beneficial relationships.

### Fostering and extending creativity

Year 8 students had a visit from the '**ZEAL Theatre Company**' who performed their play '*The Stones*' and conducted drama workshops throughout the day. The play was both hilarious and moving and really got the students thinking about social justice, their own morals and opinions. It sparked excellent discussions with the actors from ZEAL about the true story inspiration for the play. When our kids actively engage with their wider community it encourages empathetic consideration of bigger picture concerns, boosting the development of not only their academic growth but also their emotional maturity and intelligence.

### Photography Master class - **Peter Solness Painting with Light**

In the early evening of the 24th and 31st of May, visual arts and PDM students from years 10 and 11 participated in a light painting workshop, run by professional photographer Peter Solness. Peter Solness uses the media of light to create elaborate photographs that explore shadow, light and imagination to connect with viewers.

Light painting is the process of manipulating light, leaving the camera on long exposure as it captures an image over an extended period of time. The image created takes on a vastly different form from that of what the human eye would see. It is essentially, as the name implies the painting of light, to which the environment around you is the canvas. As Peter Solness puts it, "Light painting explores and celebrates the very essence of photography, which is the recording of light."

The workshop was a very enriching experience for all the students, as everyone left seeing photography in a new light.

### Night Photography



*Annalise Walker Year 11*

### Drama

Term 2 saw us welcome Meg Gatland Veness to drama, as we said goodbye to the much-loved Ms McHutchison. Meg has come to GHS with a wealth of experience, teaching in Australia and overseas, with a particular love and passion for musical theatre. We are lucky to have such an impassioned teacher working with us.

### What's been happening in drama:

Year 11 and 12 drama students were given the opportunity to watch a video recording of the core HSC text '*Neighbourhood Watch*' and participate in a workshop run by 'Illuminate Educate'. This was an invaluable experience for the students as it gave them an insight into the play from an actor's perspective and allowed them to explore the characters and scenes.

Year 11 drama students also attended a hospital interaction skills activity at Gosford Hospital. This was part of the training program for intern doctors. The students had to enact several scenarios and different illnesses. Those who attended found it to be a fantastic experience that allowed for them to apply all the skills they have learnt in drama in a practical situation.

Year 11 and 12 drama students also participated in a physical theatre, HSC Group Performance workshop run by 'Swoop Theatre'. This involved learning skills such as juggling, hula-hoops, poi and tumbles. The students really enjoyed this workshop and it instilled a sense of team-work and cooperation in a safe and fun environment.

## Important drama dates for your diary:

- **On Saturday the 11<sup>th</sup> of June**, all Year 11 and 12 Drama students will be going to Parramatta Riverside Theatre to watch the core HSC text 'Stolen'.
- **On Wednesday the 13<sup>th</sup> of July**, Year 11 and 12 Drama students will be going to Belvoir Theatre to watch a video recording of the core HSC text 'Parramatta Girls'.
- **On the evening of Wednesday the 3<sup>rd</sup> of August**, Year 12 Drama students will be showcasing their HSC group performances and HSC monologues for friends and family in the school hall. All are welcome.
- **On Friday the 12<sup>th</sup> of August**, there will be another opportunity for Year 11 Drama students to attend a hospital interaction skills activity at Gosford hospital.

## MUSIC

It is with mixed emotions we say goodbye to Miss Schirmer as she takes time off to enjoy her maternity leave. We wish her all the best with the birth of her baby. She will be dearly missed by all staff and students.

We welcome Mr Kelly who will be replacing Miss Schirmer for the remainder of the year.

**Year 8** has commenced work on their TV advertisement. This entails writing and performing a jingle, adding background music, dialogue, sound effects and visual aids. The advertisement is to be filmed and submitted week 2, term 3.

**Year 12** will be presenting their final practical assessment in week 2 of term 3. They need to be focused and preparing thoroughly in these final weeks leading up to the HSC.

**Year 7 & 8 Parent/Teacher Night** is Thursday 23<sup>rd</sup> June. The Concert Band families will be selling mugs of hot soup.

**Cabaret Night** is on Friday 24<sup>th</sup> June at 6:30 pm in the school hall. There will be a few changes to the line-up of performances this year, with the Vocal & Chamber Ensembles presenting items along with the Concert & Stage Bands showcase. Tickets are sold at the door. A BBQ will be operating with tea, coffee & cake also available for purchase. This is a fun family night which is always enjoyed by all who attend.

Thank you to **Central Coast Jazz League** who gave a generous donation to our Stage Band when they performed at Sunday afternoon Jazz. We appreciate the support which Jazz League has given to us over the years and their encouragement and nurturing of young Jazz musicians.



There will be a workshop/rehearsal in the holidays for **Concert Band 1** on Monday 11<sup>th</sup> July, 9am – 1pm. Tutorials will be conducted in preparation for them competing at the NSW School Band Festival at UNSW on Sunday 24<sup>th</sup> July.

## The CAPA Faculty

### SPORT

What a hectic term it has been so far. Our athletes certainly have been busy!

#### **Swimming:**

Congratulations to our swim team – we were the top ranked school at the Sydney North Carnival and the 2<sup>nd</sup> placed team at the NSW Combined High Schools Carnival – and only 5 points off first! A really wonderful achievement from a talented group of swimmers.

#### **Cross Country:**

A wonderful team effort at the Brisbane Water Zone Cross Country Carnival last week, where Gosford was once again crowned champion school. Despite the blustery conditions, runners were happy to don the blue singlet and do their best as a team. Special mention to the following competitors who had a top 3 finish and good luck to the 37 students who will compete at the Sydney North Championships at Gosford Racecourse on 24<sup>th</sup> June.

- 1<sup>st</sup> – Zoe Clarke, Caitlin Fuchs, Elijah Ross, Marc Sheather, Zac Martin, Caleb Kepper
- 2<sup>nd</sup> – Annika Hansen, Nuria Olive, Jennifer Kwon, Luke Corcoran

- 3<sup>rd</sup> – Iona Snape, Mackenzie Hildebrand, Michael Tawyer



**Marc, Zoe and Maigon**



**Caleb Kepper**

**Athletics:**

A reminder that permission notes are due back to Mrs Walker for the Zone Athletics Carnival which is to be held at Mingara Athletics Track on Monday 27<sup>th</sup> June.

***SYDNEY NORTH REPRESENTATIVES:***

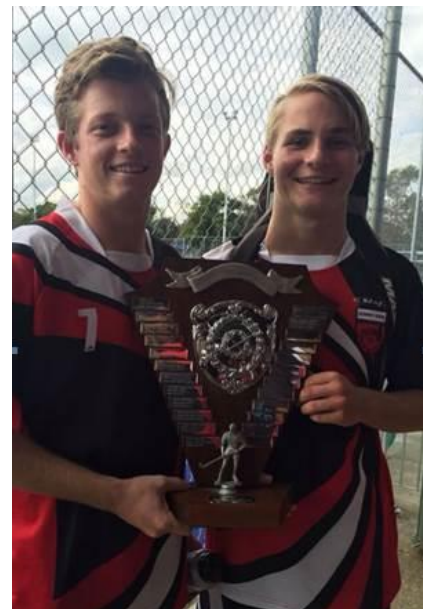
**Sailing** - Congratulations to Annika Hansen (Year 7) who competed at the NSW Combined High Schools Sailing Championships earlier in the year.



**Annika Hansen**

**Basketball** - Jordan McLennan and Aaron Redhead. Aaron gained selection in the NSWCHS side. These 2 boys have played a pivotal role in our boys open side making it to the final 8 series in the state knockout competition.

**Hockey** – Hayden Boyd and Ben Higgins. Their team took out the final at the CHS championships.



**Ben Higgins and Hayden Boyd**

**Futsal** - Congratulations to Josh Medina (year 12) and Tait Johnston (year 11) who have recently returned from a tour of Taiwan as members of the Australian Under 17 Futsal Team.



**Future Stars**



**Open Girls Touch**

## ORANGE VISIT

The 47<sup>th</sup> Orange visit concluded last week – a HUGE THANK YOU to our billeting families without whom the visit could not take place. This is a huge undertaking and it is always very difficult matching up our students with the students from Orange High. Final numbers are never determined until very late as often students from each school have to withdraw from the visit for various personal reasons. This was the case this year, so apologies to any family who missed out on the opportunity to host, as I know it is inconvenient when you don't know how many beds to have ready or how many meals need to be prepared!



**Golf**



**Junior Girls Touch**

Gosford High took out the Malynley Shield winning 32 points to 28. Congratulations to all the players for their fine effort, the spectators for their support and the many teachers who helped give up their time throughout the term to select and train teams. Thanks also to all those families who supported the 47<sup>th</sup> visit to make it such a success and to the very generous P & C who show support financially each year to assist in its smooth running.



**League 9's**



**Rehydration**



**Team Spirit**

## HISTORY

It has been a very busy time in the History faculty this semester. Students have been studying a range of topics and finding their history courses highly engaging and rewarding, producing exemplary quality tasks.

### Kokoda Challenge



Congratulations to Year 11 student William Smith who has been successful in winning the 2016 Kokoda Challenge. William was selected from a strong field of candidates to represent our region.

Many thanks to Gosford RSL who sponsor this very prestigious competition. William's passion for history and the desire to follow in the footsteps of many Australian veterans will come to fruition when he walks the rugged Kokoda Track with other young people later in the year. What an honour for William and Gosford High!

### Staff Changes:

Mr McCumstie is currently on Long Service Leave till the end of Term 2 and Ms Scarr is relieving Head Teacher. He was last seen assisting Estelle Lazer on an archaeological dig in Pompeii ☺ or so he wishes!

Our beloved Mrs Robertson (aka Miss Neville) will commence maternity leave at the end of Term 2. We will greatly miss the vibrant energy and amazing talent that Mrs Robertson brings to our faculty and wish her all the best in her new role as "mum". Mrs Robertson will return in 2017 and will capably be replaced by Mrs Kerry Morgan.



### Year 12 Modern History:

Recently Year 12 Modern History students were privileged to have the benefit of eminent lecturer and author of many history texts, Ken Webb who visited Gosford High. Ken gave a series of lectures relevant to their HSC course on topics such as Conflict in Indo-China, the Cold War, and personalities Leni Riefenstahl and Albert Speer. Students found his presentations an excellent tool to assist in their revision for their upcoming assessments and Trial HSC.



**Modern History teachers:**  
Greg Wright, Claire Robertson,  
Sue Scarr with Ken Webb





Year 10 History have been involved in the project based learning group decade study. This has formed the basis of some extremely innovative presentations on the political, social and cultural aspects of the 1950s, 60s, 70s, 80s and 90s. Some very rich sources of material were found right at home in the wardrobes, photo albums and record collections of parents! Mrs Robertson, Mr McCumstie and Ms Scarr have thoroughly enjoyed teaching their classes this semester. Next semester students will swap to Geography and vice versa.



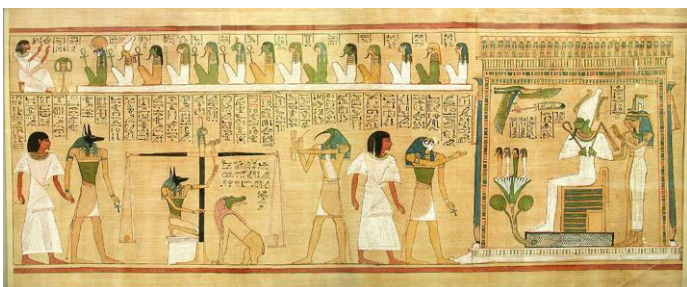
Year 9 History with Mrs Gray, Mr Wright and Mr McCumstie have recently undertaken a study of the Holocaust and are now looking into the history of 19<sup>th</sup> Century Japan and China. Continuity and change with a focus on the concepts of tradition, Western contact and imperialism form the basis of student inquiry. These students will also swap to Geography in Term 3.

*Year 9 students and their China display in the corridor*



Year 12 Ancient History are currently sitting for their assessment task on the historical periods 4<sup>th</sup> Century Greece until the death of Philip of Macedon (Mrs Robertson) and Rome in the time of the Julio-Claudians (Mr McCumstie). On their return to class they will undertake the personality studies of Alexander the Great and Agrippina.

Year 11 Ancient History with Mr Maguire and Ms Scarr have been preparing for their historical investigation research task where students undertake their own independent inquiry an area of personal interest. Other case studies studied have included The Trojan War, Tutankhamun's Tomb and Preserved Human Remains.



Year 11 Modern History are currently working on their individual research task which will form the basis of their assessment. Mr Wright, Mrs Robertson and Ms Scarr have also studied a variety of 19<sup>th</sup> and 20<sup>th</sup> Century case studies including the Indian Mutiny, Yankees and Confederates, the Origin of the Arab-Israeli Conflict, the Suffragettes and the Decline and Fall of the Romanov Dynasty.



# Year 8 Medieval Day

Year 8 teachers are preparing their students for the upcoming Medieval Day on 20<sup>th</sup> June. This will be an experiential learning opportunity for all of Year 8 to be held at the Gosford Showground where the "Living History" program will take them on a journey back to life in the Middle Ages. Students will participate in a range of activities to help them consolidate their learning outcomes. Students are encouraged to explore the innermost caverns of their room and wardrobe to create a costume for the day. Thank you to Mrs Gray for the organisation of the day.



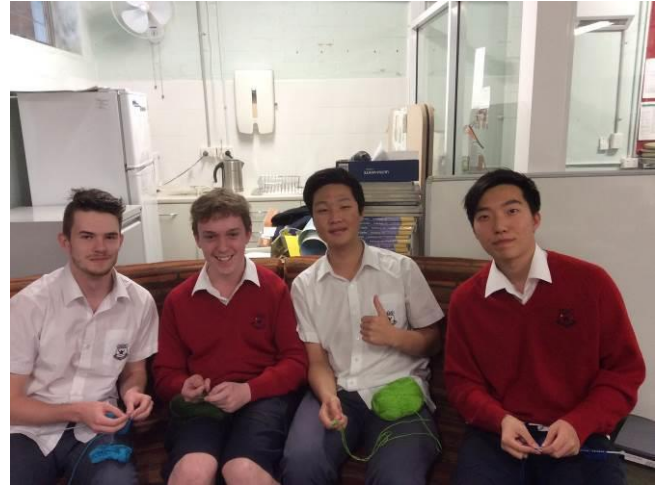
**Sue Scarr**  
Relieving Head Teacher History

## LANGUAGES

HSC students have now been informed of their examination centres, the dates and their allocated times for their Speaking examinations which begin in early August and continue into September. They will receive a printed confirmation advice which must be taken to their oral examination. If this confirmation advice is lost students should access Students Online to download another copy. We encourage all students to practise as much as possible to prepare for these exams. One way is to establish a 'study buddy' – a fellow student with whom they practise questions and responses. It is also very helpful for students to experience communicating with someone with whom they are not familiar, to accustom them to the exam situation.

### 'Rugs for the Refuges' 2016

This year more than twenty-five students are engaged in knitting squares for rugs on Tuesday lunchtimes. The Multi Media Centre hums with chat and sometimes 'Help, I've done something wrong!' Thankfully, Mrs Pointon, Ms Day and Ms Sheehan are giving their time to help, as are many of the more experienced knitters who help out when the 'beginners' encounter difficulties. This project will finish in about Week 4 of next term and already we have a growing number of completed squares.



**Help** is needed to sew up these squares into rugs for Coast Shelter because it is too much for one person to do alone. So if anyone is willing and able to give up a couple of hours it would be great. Free tea, coffee and snacks. Why not form a group and enjoy a chat while sewing? Please contact Judy Heinrich if you can help.



Au revoir! さようなら! valeté ! auf Wiedersehen! from the Languages staff

## CANTEEN

### Volunteers Needed:

We are in urgent need of volunteers especially for Fridays. The more volunteers we have the more choice we can offer and this benefits the school. No skills necessary, we provide all instruction and a cheery environment.

### Lunch Orders:

To avoid disappointment please order your lunch. We provide bags and you can order lunch before school and first and second recess. We offer a priority fast line for lunch order pickups. If you don't order we cannot guarantee your first preference.

Students in TAS apply the design process to create solutions to problem based scenarios. Problem solving allows students to apply their knowledge and imagination and the creative results of designing is the basis for this June edition of Blues News from TAS.

Congratulations extend to Monica Shakeri of Year 12 Food Technology who recently gained recognition for her winning recipe in the 'Design A Dish Awards' as part of the Food Whisperers 'Food Revolution Day 2016' held at Koindah Waters resort, May 21st.

Monica's recipe titled salmon slider and sweet potato fries targeted healthy eating for children. Judges, Chef Daniel and Lyndi Cohen from the Nude Nutritionist from Chanel 9 Morning Show, dieticians from Newcastle University as well as filmmaker Damon Gameau from 'That Sugar Film' judged Monica's submission as, 'a stand out entry' recognising the high level of nutrient value and an on-trend solution to a design problem.

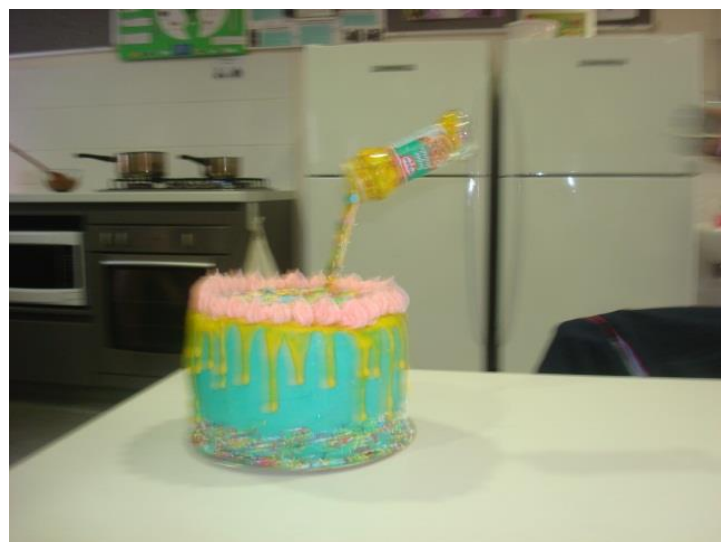
Food Whisperers is an organisation that hopes to shift attitudes and behaviour towards healthier lifestyle choices by engaging the whole community across all demographics and ages and Monica's entry amplified the ethos of this organisation. Well done Monica.

Year 12 Engineering Studies students defied gravity testing their partially laser cut and CREO design with the Power Anchor.

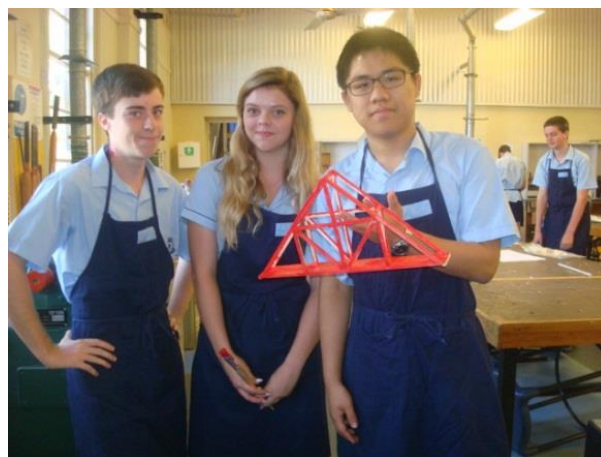


Monica being recognised for her achievement by the operations manager from The Good Guys, Tuggerah

**Year 10 Food Technology** students experimented in our test kitchen to defy gravity to design and make a creative and individual 'gravity cake'.



**Year 10 Industrial Technology Engineering** students load tested their chosen truss bridge design and calculated bridge efficiencies.



By Alistair Rye

The bridge when tested was put under forces of torsion, tension and compression. The tension acted along the diagonal supports of the bridge and it was stretched out attempting to hold the load, torsion acted upon the top of the bridge as the uneven top of the bridge could not support the uneven distribution of weight, finally, tension was along the horizontal sections of the bridge as the support applied to hold the weight was resisting the downwards force. The overall forces proved to be too much for the bridge as it collapsed at a low weight.

Bridge weight in kg = 0.029

Weight held in kg = 6

Bridge efficiency = weight held/weight of the bridge

= 206.89 efficiency

## Stage 4 in TAS

**Year 7 Location, Location** I enjoyed seeing the completed lantern. It looked great after all the designing and editing and this was very satisfying. I have learnt about designing using Adobe Illustrator to create an effective lantern design. I have also learnt about what kind of design to choose based on my research of a chosen location. I also learnt about the necessities you need for your design to laser cut and how much goes into the design and creating process. I enjoyed this unit. *Amy Paterson*

**Year 7 Location, Location** The most enjoyable part about our unit was definitely making the lantern on Adobe Illustrator. Everyone would agree that Adobe Illustrator made it so easy and fun to make a good-looking lantern that we could put in our homes. In our unit of work we learnt how to use both Adobe Illustrator and the laser cutter. Illustrator at first was difficult to use but after a while it seemed like everyone was an expert. The laser cutter was the coolest thing to watch when it was in action. *Calvin Truswell.*



Year 7 students working in the 'Design Studio'



Laser cut bamboo lanterns made by Year 7 in the unit of work, 'Location, Location'

**Year 7 FitBit4Life** The most enjoyable aspect of FitBit4Life was when we got to cook each second week. The most fun thing was cooking the delicious banana muffins. I also had fun watching and learning during the demonstrations, which the teacher explained really nicely. I have learnt many new skills such as how to cook with gas and how to prepare and cook healthy food. I was able to learn all that I needed to create my design solution. *Nandini Sahai.*

**Year 7 FitBit4Life** For the first trimester we did food technology. The most enjoyable part of this was of course the cooking. We made a few delicious recipes but my favourite recipe was the apple crumble. Although it took a little bit of practice, the end result was amazing. Through the trimester I have learnt how to actually cook different types of foods, safety issues and what I need to remember when cooking. I learnt about food nutrients as I grated vegetables, fried meat and boiled noodles safely. *Bella Choi.*

By Arjuna Edirisinghe

**DIFFERENT RECIPES SUITABLE FOR ADOLESCENTS AND THEIR NUTRIENT CONTENT**

**Cumin-spiced beef skewers with tahini cauliflower**

THE EQUIPMENT AND INGREDIENTS ARE IN THE WHITE BOX TO THE RIGHT

**Step 1:** Combine garlic, lemon juice, cumin, olive oil and paprika in a large glass or ceramic bowl. Season with salt and pepper. Add beef. Toss to coat. Thread beef evenly onto 8 metal skewers. Cover. Marinate in the fridge for 20 minutes.

**Step 2:** Meanwhile, make Tahini cauliflower. Preheat oven to 220C/700F. Rin-Forest. Line a baking tray with baking paper. Place oil, cumin and salt in a large bowl. Stir well to combine. Add cauliflower. Toss well to coat. Place cauliflower, in a single layer, on prepared tray. Bake for 25 minutes or until golden and tender.

**Step 3:** Meanwhile, heat a large non-stick frying pan over medium-high heat. Cook skewers, turning, for 4 minutes for medium or until browned and cooked to your liking.

**Step 4:** Combine tahini, lemon juice and boiling water in a heatproof bowl. Stir until smooth. Transfer cauliflower to a serving dish. Drizzle with tahini dressing. Serve skewers with cauliflower, Lebanese bread and diced tomatoes, sprinkled with coriander.

**Ingredients**

- 2 garlic cloves, crushed
- 1/4 cup lemon juice
- 1 tablespoon ground cumin
- 1/4 cup olive oil
- 2 tablespoons flat-leaf parsley leaves, chopped fresh
- 800g beef rump steak, trimmed, cut into 2cm pieces

**To serve**

- Lebanese bread
- Tomatoes, sliced
- 1/4 cup fresh coriander leaves

**Tahini cauliflower**

- 1/4 cup olive oil
- 1 teaspoon ground cumin
- 1 teaspoon sea salt
- 1 head cauliflower, cut into small florets
- 1/2 cup tahini
- 1/4 cup lemon juice
- 1/4 cup water, boiling

**THE BIG QUESTION**

**To what extent does knowledge impact on responsible food choices for self and society?**

I believe that knowledge makes a massive impact on responsible food choices. If you don't have enough knowledge about food choices, then how can you make responsible food choices? This is the case for me. I don't have enough knowledge about food choices. So I made up a menu that contained so much unhealthy food. But since I do have a slight amount of knowledge, I am able to chuck in a few healthy foods to balance it out.

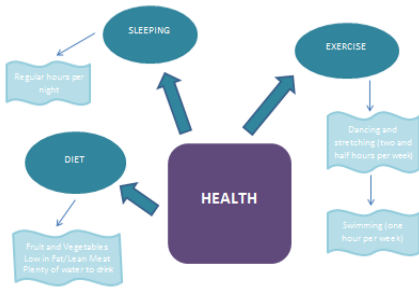
This impacts the society much more than yourself. Everyone needs to have some knowledge on what food choices they have to make. Diet programs like Lite-and-Easy need to be able to:

- a) Capture the attention of a weight-loser
- b) Make it cost-effective
- c) Make it healthy in some way

This is how diet programs flourish. However, any weight-loser needs to be able to know what foods they are meant to eat and not eat unhealthy foods. There are so many people in Australia with obesity by eating excess amounts of food. They need to be more careful because eating too much can cause some diseases which, if not treated properly, can cause death.

Knowledge impacts responsible food choices a lot and I believe that everyone should have this knowledge to make better food choices.

Mind map - energy expenditure for an average week



**Reflection from 'THAT SUGAR FILM'**

'THAT SUGAR FILM' is one man's journey to discover the truth about sugar. Damon Gameau embarks on a unique experiment to document the effects of a high sugar diet on a healthy body, consuming only foods that are commonly perceived as 'healthy'. Through this journey, Damon highlights some of the issues that plague the sugar industry, and where sugar lurks on supermarket shelves.

Even small changes to our diets can help prevent many health problems like high blood pressure, obesity and diabetes.

THAT SUGAR FILM will forever change the way people think about 'healthy' food.

Recipe suitable for adolescents & PMI

**Recipe 6 - Vegetable hotcakes/Greek salad**

Ingredients - between 2	Equipment
<ul style="list-style-type: none"> <li>• ½ cup of flour</li> <li>• ¼ of onion</li> <li>• 1 potato</li> <li>• 1 carrot</li> <li>• ½ cup cooked mashed peas</li> <li>• 1 egg</li> <li>• Salt and pepper</li> <li>• 2 tablespoons of oil for frying</li> <li>• 2 teaspoons of sweet chili sauce for serving</li> </ul>	<ul style="list-style-type: none"> <li>• Electric fry pan/frypan + handle</li> <li>• Grater</li> <li>• 3 mixing bowls</li> <li>• Measuring cups</li> <li>• Measuring spoons</li> <li>• 1 egg</li> <li>• Fork</li> <li>• Paper towel</li> <li>• Aluminium plate</li> <li>• Wooden spoon</li> <li>• Whisk</li> </ul>

**Procedure**

1. Whisk egg yolk in a bowl.
2. Grate the carrot, potato and onion.
3. Warm the peas in the microwave for 1 minute. Once they have been in the microwave, mash them with a fork.
4. Mix carrot, peas, onion, potato and egg in a mixing bowl.
5. Once combined divide into 8 equal pieces.
6. Pour oil in the frypan/electric frypan and place the patties in the pan for 5-8 minutes.
7. Once cooked remove the patties from the frypan and drain them on paper towel.

**Procedure - Greek salad**

1. Mix the salad leaves, cherry tomatoes, Spanish onion, cucumber and feta cheese in a mixing bowl.
2. Serve with French dressing.



**Reflective evaluation/Judgement**

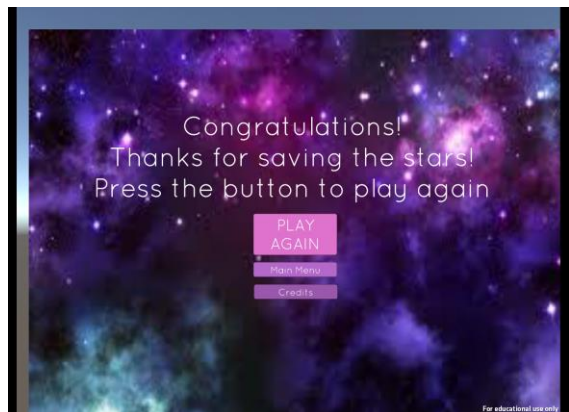
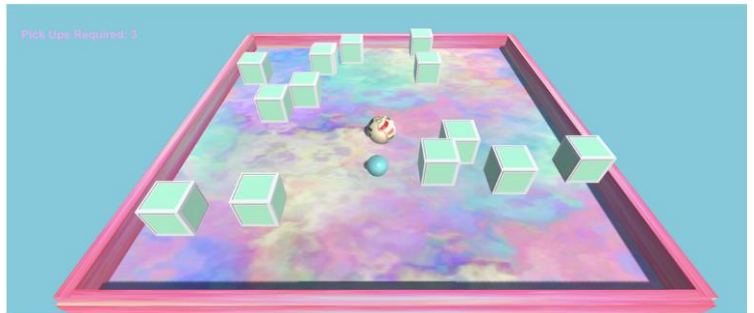
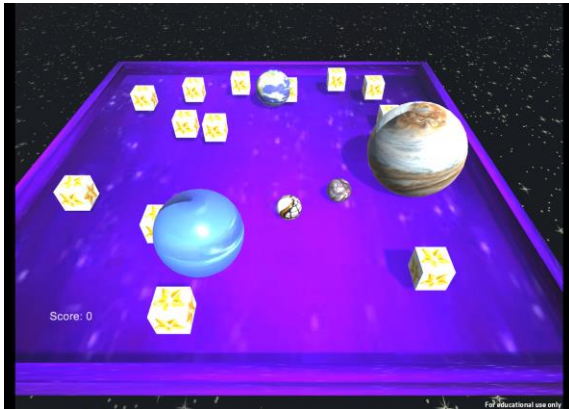
This recipe would be suitable for adolescents. It is something that is easy to make and time efficient. The major nutrient in this meal is carbohydrates. I didn't like the flavour and the colours were a bit bland, and the texture was lumpy. One ingredient that could make this recipe better would be to add meat - as I am not a vegetarian. Perhaps for the vegetarian though you could add more vegetables and herbs for flavour.

**Year 7 Coding concepts:** As I was making my 'roll a ball' game the most enjoyable moment was when I pressed the play button and the ball started rolling at the push of a button. Something that you work this hard at is difficult to let go of and goodness me it was hard. I learnt a few skills from this unit of work mainly to show persistence and move on. I also gained some knowledge around coding and the UNITY program. Extremely difficult program however deeply satisfying. **by Jacob Inman**

**Year 7 Coding concepts:** We got to make a 3D game called 'Roll-a-ball'. It was a unit where we followed instructions on how to make an online game. A really enjoyable aspect was when you followed the instructions and the game worked! It was very satisfying and the teachers let you create your own game and it actually felt like a real accomplishment, which it was. I learned how to code and what certain code symbols meant. I also learnt about certain shortcuts in computer programs. I now know how to write a blog and how to create a weekly website. **by Charli Donald**

By Jina Han

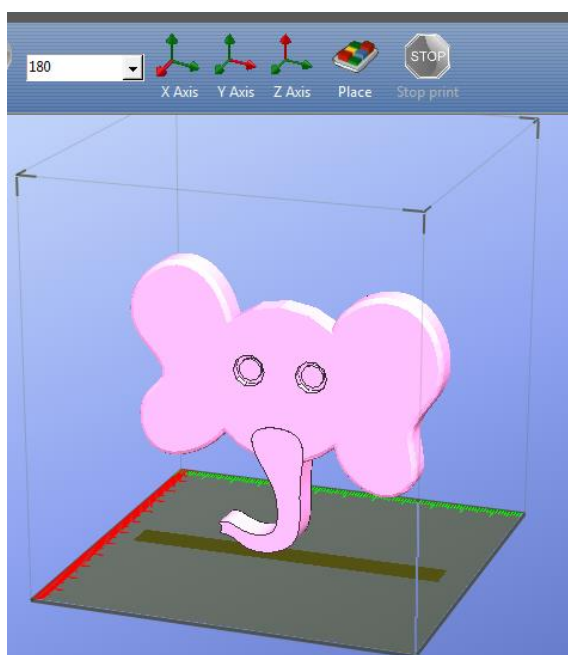
By Kate Greenwood



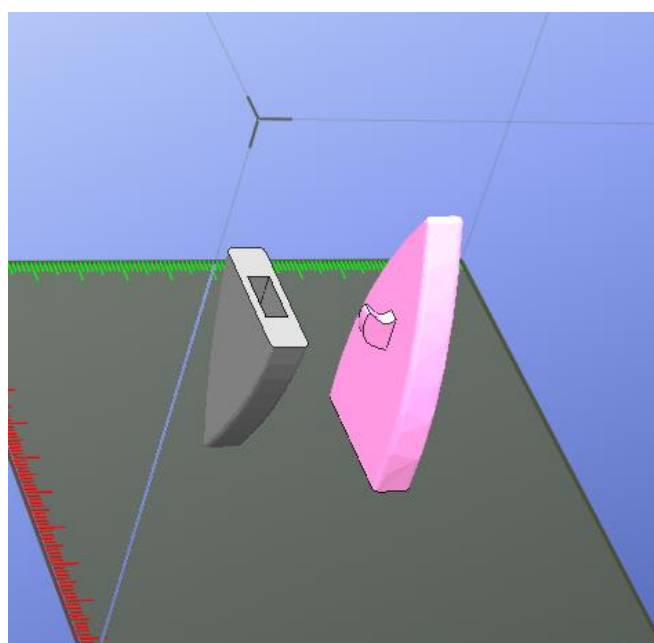
**Year 8 CREO8ive.** The most enjoyable aspect of the CREO8ive unit was the ability to design and draw your own study space as well as experiment and explore the CREO Parametric software. In this unit I have learnt how to draw in perspective for our study space. This means we can now draw in a more interesting and professional way. During this unit we also have the opportunity to explore with 21st Century software to design a USB holder and then 3D prints this. The main program functions were extrude, intrude and sketch. *Xiao Marshall-Taylor*

**Year 8 CREO8ive.** I liked making the USB case and sketching my design ideas. I liked it because it was something creative and I like doing things creative. I learnt new skills in how to use the CREO software and then print a 3D model. I also learnt from my mistakes. To double check my measurements and not to rush or expect the software to make changes for me. *Karl Harris*

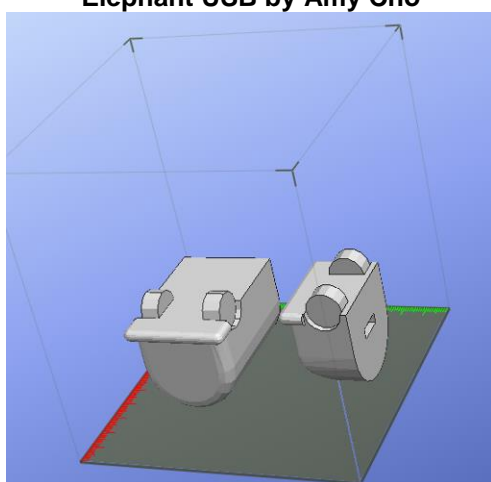
**Year 8 CREO8ive.** I enjoyed designing the USB case on the computer because you could make anything you wanted and we got to try something none of us had done before. I also enjoyed the 2 point and 1 point perspective drawing of the ultimate study space. I have learnt how to use the CREO parametric program and learnt what a 3D printer can do. *Dalice Gallagher*



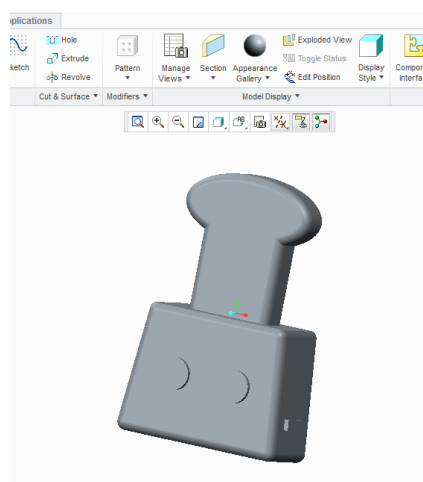
**Elephant USB by Amy Cho**



**Surfboard USB by Georgia Nicholson**



**Combi Van USB by Kinsten Miller**



**Toaster USB by Jessica Livette**

**Year 8 eTextiles:** The most enjoyable aspect of eTextiles was the creativity of the design and the many different ways to build our cushion cover design. Also another great aspect of the eTextiles was experimenting with all the ways to create the design such as vliesoflax applique, tie dye, crayons and fabric paint. Finally at the end of the trimester when the cushion cover was finished, after turning on the electrical circuit and seeing all the conductive thread components working is an amazing feeling. By completing eTextiles I learnt about electrical circuits through the LED lights and I also learnt about different ways to decorate fabric and what colour combinations work together. The main skill I have learnt through eTextiles is the skill of sewing and creating. *Riley Girgis.*

**Year 8 eTextiles:** The most enjoyable aspects of the eTextiles unit was firstly sampling each method of decoration to find out which we would use for our cushion cover. My personal favourite was tie dyeing as I had hardly ever worked with it before. Another enjoyable part was threading the conductive thread and making our cushion covers light up. Seeing our final product come to life after lots of sketches and planning is quite satisfying. Before the eTextiles unit I had no idea how to sew but with the help of the teachers and samples I can now sew and was effectively able to sew my cushion cover. Also from the research in the portfolio I discovered "Ohm's law of electrical circuitry" a logical explanation or theory about conductive threads and their circuits. *Sophie Norris.*



**Year 8 Molecular Gastronomy:** I really enjoyed all the molecular gastronomy taste testing and baking the pizza. The taste testing was fun as I got to try new foods I'd never had before as well as learn about foods I already knew about in a different way. Now I know what science happens when making different doughs and about lactic acids and how they are used to make a sour taste in food through fermentation. *Katrina Thorvaldson*

### Year 8 Molecular Gastronomy

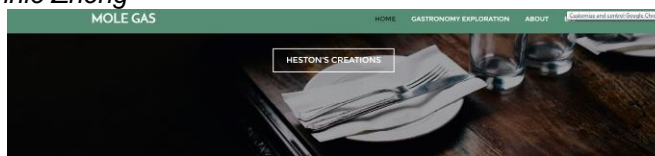
Some of the most positive aspects of the molecular gastronomy project included working in groups as through collaboration and strong communication we gained greater clarity of difficult concepts. I also specifically enjoyed tasting different types of food, while being able to understand the chemical reactions that occurred in the different processes affecting the taste and texture of foods. Another valuable activity that was part of this project was the composition of the website, which involved learning how to use the layout and different functions, using visuals and experimenting with how to present the material in an aesthetically pleasing way.

Prior to starting this unit, I had limited knowledge on the different types of chemical reactions. My understanding of the chemical reactions has significantly improved as I have gained a lot more comprehensive knowledge of chemical reactions. I have been able to learn how to design a website on Molecular Gastronomy and publish it for others to observe and utilise to benefit their own understanding of the importance of various processes and chemical reactions when preparing food. Through the process of developing this project I have gained a deeper understanding of how closely related food and science are and how significantly affect the outcome in food preparation. *Sophia Stewart*

Tehan Jayaweera



Connie Zheng



CLICK TO UNDERSTAND | FERMENTATION

Recipe: serves 2

**Ingredients**

- 3/4 cup of warm water
- 1 teaspoon of yeast
- 1/4 teaspoon of sugar
- 2 cups of plain flour
- 1/2 teaspoon of salt
- 1 tablespoon of tomato sauce
- 1/4 cup of tomato cooking sauce
- A pinch of dried herbs

**Finished Product**

**Method**  
Part 1

1. In a small bowl mix warm water and yeast together
2. Cover with a tea towel and stand in a warm area for 10-15 mins to commence fermentation

MOLE GAS

HOME GASTRONOMY EXPLORATION ABOUT BIO

#2: GELATINISATION

GASTRONOMY: The art of good food  
MOLECULAR GASTRONOMY: The art of good food at the microscopic level

Starch is a string of glucose molecules, and though it sounds simple, scientists have yet to figure out the mystery of this complex structure. Gelatinisation is the transformation of starch in the presence of heat and moisture. A simple example of this is how spaghetti will transform from the straight and brittle to the curly and pliable once cooked. Another is the way it does to thicken soups. Some foods which are high in starch are pasta, rice, potatoes, bread, cereals, cereals and bread. Produced by plants by the photosynthesis of carbon dioxide, starch granules are formed from glucose polymers and serve as energy stores.

However, since raw starch granules are so compact and therefore hard to digest, it has to be cooked, or more to be said to become water-soluble and edible. During gelatinisation, the starch granules swell and burst, forming a paste. The swelling begins at 60°C and the starch granules burst open at 70°C. Gelatinisation is completed at 90°C. When cooking or stored for a prolonged period of time, the paste will often thicken due to retrogradation. Retrogradation and gelatinisation affect the structure of the starch.



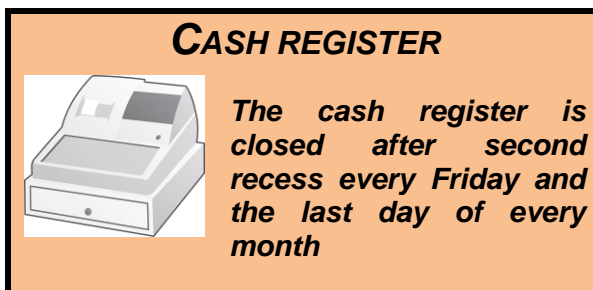
## SCHOOL CONTRIBUTIONS 2016

Thank you to all families who have paid school contributions for 2016. Any outstanding accounts have been mailed and payment or would be appreciated . Contributions cover the following:

1. **General Contribution:** (\$50 Years 7 – 10 and \$80 Years 11 – 12). This money is an important addition to the school's global budget provided by the DoE to support our curriculum, sport, creative and performing arts and citizenship.
2. **Whole School Gifted & Talented:** (\$100 Years 7 – 12). This money supports the ever increasing demands of rapidly developing technology and the provision of infrastructure, software and hardware for our students, programs for gifted and talented students in academia, leadership and enrichment programs.
3. **Subject Fees** are necessary to pay for the consumable materials students use in their subjects such as technology, visual arts and food technology. It is logistically sensible to have the necessary materials provided at school rather than students having to bring all items themselves. The richness of our curriculum is dependent upon these subject fees.

Payments can be made by the following:

- Return the form below or phone the school with credit card details. (Minimum payment \$10)
- Cash or cheque at the front office.



### CREDIT CARD PAYMENTS

Date: \_\_\_\_\_ Year: \_\_\_\_\_

Students Name: \_\_\_\_\_

Payment For: \_\_\_\_\_

Amount: \_\_\_\_\_

Payment Options:            **VISA**            **MASTERCARD**

Card Number: \_\_\_\_\_

Expiry Date: \_\_\_\_ / \_\_\_\_            CSV: \_\_\_\_\_

Cardholders Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Phone Number: \_\_\_\_\_

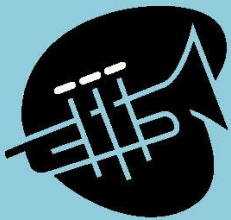
# Gosford High School Concert Bands



**Cabaret Night**



6:30pm Friday 24<sup>th</sup> June  
In the School Hall



*Adults \$5*

*Family \$12*

*Child \$2*



Tickets will be on sale at the door  
plus

BBQ, Tea, Coffee, Cakes and Drinks  
will be available

Bring a Picnic Dinner for a Great Family  
Night of Music and Entertainment!





## The smarter way to get to school

### What is the School Opal card?

The School Opal card replaces the old paper School Student Transport Scheme (SSTS) travel passes.

The School Opal card gives eligible school students free or subsidised travel on public transport between home and school on trains, buses and ferries.

The School Opal card is only for travel to and from school on school days and doesn't cover travel to after school care, school excursions, sport and other activities away from school, so it's a good idea to get a Child/Youth Opal card for personal travel.

### Travelling with a valid ticket

When travelling on public transport, you must tap on and tap off\* with your Opal card or, if you're eligible buy a single paper ticket to ensure you have a valid ticket to travel.

Authorised revenue protection officers and the NSW Police officers are responsible for enforcing ticketing compliance and monitoring public transport. They have Opal card readers to check your Opal card balance, recent transaction history and the fare status of the Opal card (Adult, Senior/Pensioner, Concession or Child/Youth Opal card).

### Tap on and tap off, everytime

Whether you're travelling with an Opal card or an Opal single trip ticket, always tap on and tap off. If you don't you're not travelling with a valid ticket and you could be fined.



To tap on or tap off hold your Opal card or single trip ticket against an Opal reader until it turns green and makes a sound that confirms you've tapped correctly.