

Blues News



Gosford High School & Community News

Find us at: Racecourse Road, Gosford 2250 T 4325 2048 F 4323 3175 E gosford-h.school@det.nsw.edu.au

Issue: November 2018 – Term 4

16/11/2018

PRINCIPAL'S NEWS

As a school community, we are still coming to terms with the unexpected passing of Mrs Terri Rennie who will be remembered as an outstanding educator, passionate scientist and highly respected colleague. We will miss her friendship and professional input terribly.

Mrs Rennie worked very closely with our students, particularly those involved in the Student Representative Council and students studying Science across Years 7 - 12. Her guidance and support for both staff and students will be sorely missed.

Many students have been deeply saddened by Mrs Rennie's sudden passing and we encourage parents to contact our counsellors or the Head Teacher Welfare, Ms Horner, if you have any concerns.

Year 12

Year 12 have finished their HSC exams and completed the clearance process with students now looking forward to their formal on Thursday 22nd November. Staff are also looking forward with anticipation to seeing Year 12 on Thursday 13th December for a breakfast to celebrate the release of the HSC results. As a school, we are sure that their results will reflect their efforts over the year and provide an array of opportunities.

As Year 12 leaves us I want to thank the fabulous parents of our Year 12 students who have freely given of their time and care in helping the school as volunteers. Your contribution to the success of this school has been greatly valued and appreciated. You all make a remarkable difference.

Term 4 School Development Days

The last day for students is Wednesday 19th December. The 20th and 21st December are allocated School Development Days for teachers and our staff will be involved in a range of professional learning activities across the two days.

Change of family details

If you change address, telephone number (including mobile and work numbers) email address or name, it is important to notify the school so we can update our records to contact you quickly when needed.

Staff changes

Mr Bruce Burge, HT Administration, has been offered and accepted a Deputy Principal position at Parkes High School from 20th November until the end of the 2019

school year. This is a well-deserved opportunity for Mr Burge and we wish him well in his new position. Ms Chelsea Cole will relieve as HT Administration during this time.

We have recently welcomed Mr Peter Dewell to Gosford High School in the role of Head Teacher HSIE. It is wonderful to have Mr Dewell join us.

Adrienne Scalese
Relieving Principal

DEPUTY PRINCIPAL

Deputy Principal Blues news November 2018

Term 4 is always a busy time in every school as we move closer to completing 2018. Year 12 has almost successfully completed their HSC Examinations and are to be congratulated on both their preparation and the way they have conducted themselves throughout the period. We eagerly await the opportunity to celebrate their results at the end of term. In particular, we are looking forward to the Year 12 Formal held at the Crowne Plaza at Terrigal, which promises to be an outstanding event. Staff will be attending this occasion with this remarkable group of young men and women, as well as their parents prior to dinner. Special thanks must go to the Year 12 Adviser Ms Ferguson and the organising team of students.

Year 11/12

We have welcomed our 'new' Year 12 students and their Year Adviser, Mr Sneddon this term and compliment them all on their choice of Year 12 jackets. The 2019 Leadership Team have taken their roles very seriously already and we can see that the school will be well represented by articulate and enthusiastic students.

All the best to all with the preparation for your first formal HSC assessment tasks beginning Week 8.

Soon, we will welcome our incoming Year 11s for 2019 with a morning tea and tour of the school and we thank Mr Shelley for providing this opportunity to make our new senior students feel welcome and begin to be a part of the school for their senior studies.

Transition meetings:

Thanks to the many staff who coordinated and/or attended the transition visits to our feeder schools over the past two weeks. The Year Adviser for 2019, Mr John Abra, demonstrated his love for Science, his passion for

teaching and his outstanding interpersonal skills as he outlined the finer details of the general running and operation of our school to many students, parents and caregivers.

We are preparing to welcome our Year 7, 2019 and their families at the Orientation Day on Tuesday 4th December. This introduction will provide the opportunity for students and their parents to meet the staff who will be working closely with Year 7 next year. A full program is being organised for the day with some great activities to look forward to.

Year 7:

The rate of change in technology and in society is so rapid that to prepare young people to live, work and be successful in the 21st century, they will need the ability to think both creatively and critically, problem-solve and work collaboratively. At Gosford High our students are always at the centre of every decision we make about their education. Our challenge, as educators, is to constantly adapt teaching and learning to new technologies and the demands of a global environment where knowledge and skills are the new global currency.

This year we have continued to gather data and develop learning experiences in Innovative Problem Solving. The Future Focus Learning Team has used and adapted models developed by other schools, leading universities and other outside agencies.

Assessing skills like the 6Cs seems like a difficult task – when you think of assessment as “grading”. To understand what is meant by assessment of 21st century skills we need to examine the term “assessment.” At its core, assessment should be thought of as an opportunity to give feedback. Without giving students specific, targeted feedback on how they are performing these skills, students have little opportunity to understand how to improve their level of creativity, for example, or become better researchers through increased information literacy skills. They will learn how to become better at collaborating with groups for project creation and problem solving. While feedback is critical to help students improve, it is also important to design learning that provides students authentic opportunities to practise the skills.

Parents of Year 7 will notice that the final Year 7 report this year will feature an area where each teacher has assessed your child's skill acquisition in all of the 6Cs. This is replacing the older version of Always, Usually, Sometimes and Rarely as we continue to introduce innovative ways to prepare students for life following school.

The journey is the reward || Steve Jobs

Sue Daw
Relieving Deputy Principal
Years 8, 10 and 12

Carolyn Scott
Relieving Deputy Principal
Years 7, 9 and 11




Coming Events

November 2018

Thurs 22/11 Year 12 Formal

December 2018

Tues 4/12	Year 7 2019 Orientation Day
Fri 7/12	Religious Seminars Cabaret Night
Mon 10/12	Years 8–11 new student orientation morning.
Wed 12/12	Year 7 Enrichment Musical 'Cinderella' 6.00 pm
Thurs 13/12	Presentation Evening Year 12 Breakfast from 8.00 am
Fri 14/12	Years 7 – 10 reports issued.
Mon 17/12	Year 9 Celebration Assembly Period 2 Year 10 Celebration Assembly Period 3
Tues 18/12	Year 7 Celebration Assembly Period 2 Year 8 Celebration Assembly Period 2
Wed 19/12	Last Day of school for students



CROWNE PLAZA
HOTELS & RESORTS

Cheers to
a job well
done.

Parents:

**Get
free parking
when you
dine in
Seasalt
tonight**

Tonight is all about the students... but that doesn't mean you can't spoil yourselves while they celebrate.

Dine in Seasalt and enjoy complimentary self-parking.

CAREERS

Have you registered to use Job Jump yet?

Job Jump is a 'one-stop-shop' for GHS students and parents for all things 'Careers'.

Some features of Job Jump include:

- Student Careers News sent directly to students' home email address specifically on their chosen careers from a choice of over 100 careers.
- Comprehensive ATAR and University Course sorter that works hand in hand with the UAC Handbook for students to search for courses
- Fast Undergraduate scholarship sorter across all NSW Universities
- Career information on over 1,200 careers all categorised for you.
- Fast 'Bonus Points' finder, Overseas Exchange, Accommodation across all Universities in NSW.
- Interactive yearly calendar across all news items which can be personalised to your careers of interest.
- Universities Open Days listing and links.
- Interstate, US and UK University admissions centres' links.
- A full directory of top 140 sites.
- Videos across 100 careers.
- Year 10 subject selection advice across 100 careers.
- Find my Career quizzes.
- Gap and Volunteering opportunities... and much more.

See the Job Jump flyer in this newsletter for login instructions.

Careers Advisory Service for Year 12 2018:

The Department of Education runs a free Careers Advisory Service each year to support HSC students during the period when HSC results and ATARs are released. It is a professional, friendly and impartial telephone, email and chat service with experienced NSW public school career advisers.

In 2018 it will operate on Friday 14 December, Monday 17 and Tuesday 18 December 2018. 9am to 5pm.

There is a flyer for this service included in this issue of Blues News. <http://www.careersadvisoryservice.com/>

UCAT replaces UMAT in 2019: From 2019 students interested in studying undergraduate Medicine and Dentistry will sit the UCAT (University Clinical Aptitude Test) as part of their admissions process.

UCAT has replaced the UMAT (Undergraduate Medical and Health Sciences Admission Test) from 2019 for university entry in 2020.

The test helps universities to select applicants with the most appropriate mental abilities, attitudes and professional behaviours required for new doctors and dentists to be successful in their clinical careers. It is used in collaboration with other admissions processes such as interviews and academic qualifications.

Students should prepare for the test using the free official practice materials which have been developed by the UCAT Consortium to support test preparation available on the UCAT website.

<https://www.ucatofficial.com/ucat-anz/>

There is an official UCAT information leaflet included in this issue of Blues News.

Note: If you sat the UMAT in July 2018 nothing has changed. You should continue to follow the steps outlined on the UMAT website <https://umat.acer.edu.au/>

Megan Brady
Careers Adviser

SOCIAL SCIENCE



Commerce \$20 BOSS

Overview and Report

\$20 Boss is an engaging entrepreneurship program that is run by the Foundation for Young Australians. It aims to teach junior high school students about marketing, management, finance and business studies. The program is designed to develop skills like finance, management, marketing, critical thinking and teamwork. Each student receives a start-up capital of \$20 to create and run a business for a school term and are expected to return the capital of \$20 as well as a legacy donation of \$1 that goes to a charity of the school's choice at the end of the trading period. Any profit made is either reinvested into business or donated to a charity of the student's choosing. The program is a fun way of introducing young people into the world of business while ensuring that they learn about managing the responsibilities of all the aspect of running a business.

The Year 9 students at Gosford High School became entrepreneurs for a term during their involvement in the \$20 Boss program. In groups of 4 or 5, we created our own businesses and learnt about the various aspects of running a business by completing educational modules on MyEd that taught us about the multiple aspects of running a business. Each person in a group was responsible for being the head of finance, marketing, operations, human resources or CEO. The program helped students to properly understand how to run a business by teaching skills like design, finance and marketing.

A list of the businesses and their income is below:

- **Asian Goods** made an income of \$123.69 by selling Asian foods and other products.
- **Stress Balls** made an income of \$87.50 by selling stress balls.
- **iPopping** made an income of \$169.50 by selling phone accessories like PopSockets and phone cases.
- **Shiny** made an income of \$95.70 by selling jewellery.
- **Randion** made an income of \$140.00 by selling personalised T-shirts.
- **Bubbles + Balls** made an income of \$86.00 by selling returning balls and bubble products.
- **Colori** made an income of \$39.50 by selling tie-dyed products and candles.
- **Honey Beauty** made an income of \$94.00 by selling miscellaneous beauty products.
- **Doggin' the Boys** made an income of \$104.00 by selling dog bow-ties, accessories and biscuits.
- **Aloe Ha** made an income of \$446.08 by selling succulents, cactus candles and aloe vera face masks.
- **Knot a Pillow** made an income of \$242.55 by selling key rings, hand warmers and heat packs, travel and knot pillows.
- **ZOD's Unique Goods** made an income of \$30.90 by selling phone cases and stationery.
- **Serenity** made an income of \$30.50 by selling miscellaneous beauty products.



At the end of the business trading period, we had to decide where we wanted our profits to go. A total income of \$1689.92 was made, the profits of which we were originally going to donate to World Vision. We decided to give this money to Trundle High School instead, seeing as we already had multiple fundraisers to raise money for World Vision and thought that our money could make a more direct impact at Trundle by helping people affected by the drought.

Year 9 Commerce Excursion to the Police and Justice Museum:



On the 14th of September, students of Year 9 Commerce went down to Sydney to visit the Police and Justice Museum in Circular Quay. The tour guides led us through the history of crime, law and justice in Sydney during the 1900s. The Museum taught us about the popularity of safebreaking during the 1950s around Sydney and the weapons and mugshots used around that time. We also experienced being in an olden day holding cell stuffed with around 15 people in each, with only little light.

A highlight of the tour was the case of the Pyjama Girl and the Graeme Thorne case. The Pyjama Girl case featured Linda Agostini who was killed by her husband. It took 10 years after the discovery of the murder to find the killer. Police used dental ontology to find the identity of the victim. The Graeme Thorne case involved the Throne family that had won the lottery. Graeme Thorne was kidnapped for money but was accidentally killed by the kidnapper. The police used clues and ties with other organisations in order to solve the case and find both Graeme and his killer. Both cases highlighted the use of forensics in earlier crime scenes. These cases also pushed for a change in law in society.

After the tour, we settled into a courtroom and started our mock trial. The mock trial was extremely successful and a congratulations to both classes who provided great cases defending and prosecuting. The trial sentence, decided by the magistrate came to a sentence of 2 years on a good behaviour bond and minimum 12 months rehabilitation.

Later we headed out to eat at the Gateway food court. Since it was a lovely and sunny day, we checked out the new elevator at the Sydney Harbour Bridge. We walked 2.5 km across the bridge finally reaching Milsons Point and boarding the train home. It was a successful and enjoyable day!

By Enya He 9COM2

Year 10 Commerce Excursion to Parliament House:

Last Thursday on the 6th of September Year 10 Commerce went on an excursion to Parliament House in NSW. After arriving at Parliament House early we had plenty of time to walk around and view various Aboriginal artworks, royal family portraits and much, much more. Following this we then went into the Legislative Assembly where we got to see how a bill was passed through a mock debate. During our debate we met our local member for Gosford, Liesl Tesch, who helped to answer any questions we had on NSW parliament. We then got to continue our excursion in the Legislative House where we decided to pass the bill, however with an amendment. After finishing off our parliament house excursion we then went over to Mrs Macquarie's Chair for lunch, before finally heading back to school. Overall it was a great excursion where we learnt all about the way our state government is run and how our parliament works.



Australian Girls' Choir- International Tour -

Our very talented chorister, Year 10 student, Emma Huang, spent four weeks touring Italy and Hong Kong with the Australian Girls' Choir during September and October. Throughout the tour, the girls were complimented on their willingness to experience new things and the way they made the most of each and every experience. In each destination, the audience commented on the professionalism and passion of their performances. They also received many compliments from the host families and they were also welcomed to stay with them again.

The following amazing experiences were a standout:

St Peter Chanel Chapel in Rome – an event hosted by the Australian Embassy to the Holy Sea. Many dignitaries enjoyed the performances including Princess Nike Borghese whose response was:

“You all and together made me laugh and cry and laugh again and cry again. You all gave such happiness, cleverness and emotions with your joyful, energy, singing and dancing and giving the music and love and youth to the world.”

The choir also visited the International Sound Museum, Haus der Musik in Graz, Italy where the girls were introduced to the history of the Vienna Philharmonic, became virtual conductors, explored the stage to direct personal opera experiences and experimented with sound through multimedia installations.

The girls also performed at Disneyland in Hong Kong where they joined the Disneyland cast and were welcomed by Nok Chan the Stage Manager. Their performance space was in front of the main station and a crowd formed very quickly to enjoy the upbeat songs and the dynamic of the show. Nok wrote after the show: “I have worked in HK Disneyland for thirteen years and most of this year is to help different schools perform in Disney, but your performance is already saved in my heart. Every day I work in Disney to give different guests magical moments, but today you guys really gave me a very good magical moment! Thank you!”

The girls had a great tour and shared much happiness, friendship and special life experiences.

Well done, Emma!





TAS

Gosford High School and TAS will be hosting the 2018 First Lego League competition. November 21st will indeed be a big day with 24 teams entered from schools, both government and community, descending on our school hall to collaborate, create and code their way to the state finals. Our school team has enthusiastically met each morning and lunch to prototype their moon mission robots. If members of the school community can assist by becoming a judge on the day, please email the school and your help will be much appreciated.



FIRST LEGO LEAGUE - Leo Carlton (Year 9)

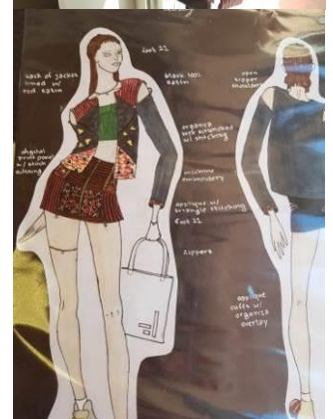
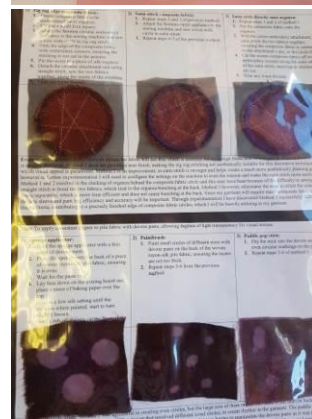
A small group of students from Year 9 and Year 10 have had the amazing opportunity to compete in the FIRST LEGO LEAGUE, an annual competition that supports creative thinking, engineering and the ability to work cohesively as a group. Hosted at Gosford High School this year, the FIRST LEGO LEAGUE brings a multitude of different schools together to compete in a healthy competitive environment - to be successful you must not just be good at engineering, but also show "gracious professionalism" a term to describe humility and comradeship in a competition. There are three main objectives to this competition:

1. **The Robot Game:** To build a robot out of Lego to complete as many different challenges as possible. These challenges are the same for everyone, and require different attachments such as a crane mechanism, a forklift mechanism etc. You cannot control the robot on the day, you must fully program it beforehand to do whatever it needs to do.
2. **The Project:** You must come up with an innovative solution to a specific question asked by the FIRST LEGO LEAGUE judges, and every team must collaborate and brainstorm their ideas to make them as strong as possible. On the day, you must present your idea to a board of judges, using a range of multimedia such as a performance, song, PowerPoint, poster and even manufacture a prototype to get the best possible score you can. You can get more points by sharing your idea to professionals and other teams. This year's question is "How can astronauts overcome social or physical problems when sent on long duration space missions?"
3. **Core Values:** This is the most important objective and the thing the judging panel care about most. Core values aren't actually a set period in the day - the judges assess your teams throughout the day, judging you on your humility, interaction with other teams, your ability to not care what other people think, to have fun and to give advice to teams who aren't doing so well, rather than booing them.

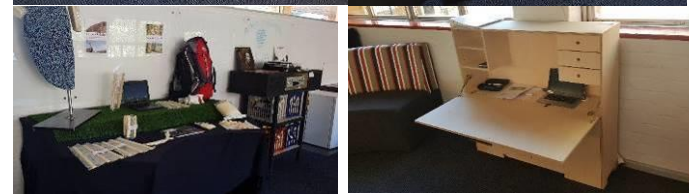
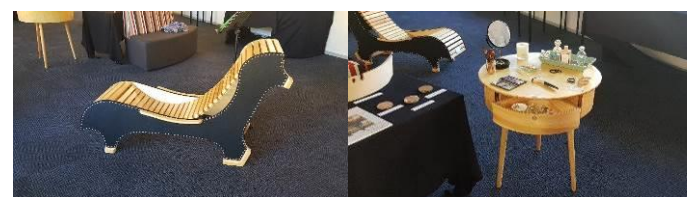
The team that comes out on top receives the trophy and the advancement into the next stage of competition. You can even (if you are that good) make it into the world championship, where the best teams from many countries all battle it out. It has been an amazing experience so far, I have donated lots of my spare time to this passion and will be eager to do it again next year.

Year 12 Textile and Design students have had their externally marked major Textile and Design projects returned from the marking centre – this means that marks have already been recorded for 50% of the HSC in this subject. Students in this class achieved the class aim of 'creating the extraordinary from the ordinary'. Their projects are on display in the TAS foyer until after their HSC and parents are welcome to view, just obtain a visitors pass from the front office first. Projects with the wow factor were created from freehand machine

embroidery, applique, beading, cord couching, texturing fabrics with shrinking film, twin needle, bobbin work, piping, and digital printing on fabric and are very impressive. Students drew inspiration from a number of sources for a melding of ideas and the creation of an original piece of work. Collectively impressive projects were submitted and I am excited to learn of their individual course results at the end of the year. Well done Year 12 Textiles and Design.



Design and Technology students in Year 12 have also had their major design projects externally marked. Innovative and creative design ideas emerged from the year group that applied concepts such as integrated web design, exploiting timber properties, applied chemistry to polymerisation, exploring ergonomics and space utilisation, repurposing and prototyping dual purpose functions. Congratulations to students in this year group that committed to an innovative design idea early, remained motivated throughout the nine months and kept to their Gantt chart, important skills when managing large projects.



Year 11 Food Technology:



Late in Term 3 Year 11 Food Technology students participated in an excursion called Dietician for a Day. This involved students investigating how dieticians need to have both a broad and specific understanding of foods, trends, and issues facing the various sectors of the food students industry. Of particular interest was how certain businesses are addressing sustainability looking at current food trends and nutritionally profiling foods.

First stop was About Life at Balmain a fully organic deli, café, supermarket and fast food outlet. Quiet unique as a concept store and very successfully meeting the demand for organic foods, the variety of food and beverages on offer was quite amazing.

The Clean Treats factory in Alexandria was the next stop. Here students had an opportunity to see and taste how one small business is successfully addressing the current trend of clean eating while at the same time addressing certain food allergies.



Our lunch stop was The Grounds at Alexandria, a business that promotes industrial sustainability by growing all its own vegetables and herbs, roasting coffee, baking bread and raising hens. Set on the old Four and Twenty Pie factory site it's also a classic example of repurposing infrastructure as another aspect of sustainability.

Bondi was our last stop of the day. This time the focus as Dieticians was on the impact of religion and culture on food access. A visit to a Russian /Polish deli, Kosher Supermarket and an Eastern European cake shop completed the tour. Some unique and culturally specific foods were available for purchase, much of which sat outside what many of the students considered desirable to purchase.

A great day, the students are to be congratulated on the way they conducted themselves at all venues.

TAS elective classes at work designing, making and evaluating their ideas:

Students in Technology and Applied Studies are active beginning the design phase for their final project of the year. Year 10 Engineering students are researching "How can we design and make a water bottle rocket achieving extended airtime" and some interesting design ideas are emerging. Year 10 Food Technology students are planning fondant designs for their exploding cakes whilst Year 9 Food Technology students are creating a traditional ginger bread house complete with candy embellishments. Year 9 and 10 IST students are also busy coding and developing their independent projects that relate strongly to ICT application in wider society. Year 9 engineering students have finalised their technical drawing and digitisation of vehicles to explore other planets. Year 9 textile students have just completed their 'resort wear' fashion item and I am continually impressed with their enthusiasm for design and making in this subject.



TASmania19 excursion – Monday March 18th to Saturday March 24th, 2019 69 TAS students will be travelling to Tasmania in 2019!

Current students studying a Year 9 technology subject have been offered the opportunity to attend the TAS to Tasmania excursion to be held in March 2019. This six day excursion is in its eleventh year and is an authentic learning excursion visiting 24 venues focusing on food, textiles and engineering industries from Launceston to Hobart. This valuable 'outside the classroom' experience extends and enriches the TAS curriculum delivered in the classroom.

All students who have indicated their intentions for this excursion will attend an assembly soon and collect an excursion pack from Mrs Johnson (TAS) and return the enclosed paperwork to the TAS staffroom or to their TAS

teacher during the month of November. Payment to the value of \$1600 is required before the end of this school year. The total excursion cost is \$1800. Email any questions to maxine.l.johnson@det.nsw.edu.au

The paper work required to be returned is:

- Signed student healthcare plan
- Signed travel insurance
- Signed code of conduct contract

'A memorable school experience for students'

Maxine Johnson
Head Teacher TAS

LIBRARY

eBooks and audiobook reminder

At Gosford High all students have free access to ebooks and audiobooks via our Wheelers eBook subscription. There are over 1000, mainly fiction, titles available to borrow. The app is free, the loans are free for the students and best of all they automatically expire when the two week loan period is up so no problems with overdues!

It's easy to use just...

1. Download the ePlatform app from your app store
2. Find Gosford High and log in with your DET username and password
3. Browse and borrow ebooks / audiobooks to read / listen to on your device

It's available on the App Store, Google play for Androids and windows.

I've included here a very short video that shows you what to do so if your child doesn't know about this great service already please let them know! Why not listen to an audiobook in the car together!

<https://www.youtube.com/watch?v=xaeJadKUTrg&feature=youtu.be>

Chess team update

Our wonderful year of chess continued last term at the Central Coast Schools Annual Chess Competition held at Wyong High School. Our junior Chess team plus Sid Bezwada (Year 8) joined a total of 59 competitors and played a round robin of six games each with trophies for the top five players, medals for each age champion and the George Buley shield for the top school team.

Liam Lightfoot won 5/6, Braiden Cox won 5/6 and Patrick Christie won 5.5/6 and all three won their age divisions. The top five players were so close that the ranking had to be decided on a countback. Overall Patrick came 2nd, Braiden 3rd, Liam 4th and Sam 9th. This meant that we won the George Buley Shield for the highest placed school team. Once again I was very impressed with the sportsmanship displayed by our boys, even taking time to show their opponents new plays.

CAPA

Stop Press: HSC results to date.

- **Reprise Selection**
Jamin Cottle, Jake Cheong, Joshua Kim, Bradley Tham.
- **Encore Preselection**
Jae Cheong and Bradley Tham

A heartfelt congratulations to our Year 12 Music students and their fabulous teacher, Mrs Partridge.

Drama

HSC Drama Group Performances



Recent Highlights

On Sunday 29th June, Year 11 and 12 Drama attended a performance of **Neighbourhood Watch** by the **Castle Hill Players**. This was an excellent opportunity for them to view a live production of one of their set HSC texts.

Tuesday 31st July, saw Year 12 Drama showcase their monologues and group performances at the **HSC Drama Night**. All students performed to a high standard of sophistication and flair.

Trinity Stockwell, in Year 11, won 50 free tickets to see **A Midsummer Night's Dream** at the **Pop-Up Globe Theatre** in Sydney. We took Year 10, 11 and 12 CAPA students on Monday 3rd September for this once in a lifetime opportunity.

On Tuesday 11th September, six Year 10 students visited Gosford Hospital to participate in the **Hospital Interaction Skills program**. This is a community service project in partnership with the Gosford Hospital medical internship program which assists trainee doctors with their diagnosis.

Swoop Physical Theatre Company visited on Friday 19th October to teach the Year 9 Drama class about clowning and physical theatre skills.

Music

GHS Stage Band and Chamber Ensemble visited Camp Breakaway at San Remo and presented a one hour performance. It was a privilege to be there and see the happiness and enjoyment on the camper's faces as they sang and danced along to the tunes. Thank you ensemble members for sharing your talents and music, and providing the campers with an unforgettable experience.



The Smith's



The Cottles



The Gardiners

Visual Arts

Seen and Heard

The annual art exhibition of Visual Arts students was held at the end of Term 3. The night was a big success, and showcased the talents of not only the art students but also our HSC Music students. Together with Ms Partridge we had an evening of art and music, and by all accounts, everyone who attended enjoyed the wonderful and engaging performances. A big thank you to Mr Bruce Bennett for running a BBQ. Money raised was donated to the students who attended the Japanese tour in the Term 3 break. Thank you all for coming.



Amelia Johns



The Magnus Family

Year 11 Visual Arts

National Art School: Three of our Year 11 Visual Arts students, Leila Bouzayane, Ava Sayyadi and Indy Vaynman participated in the National Art School HSC Intensive Studio Practice course. The students attended the course for four days during the July school holidays and five days during the October holidays. They experienced a tertiary environment with access to specialised studios to enhance and extend their technical, conceptual and intellectual skills under the direction of experienced practicing artists. The students were assessed by the tutors on artmaking tasks carried

out in the studio, as well as their final body of work. The NAS HSC Intensive Studio Practice will appear on the student's HSC certificate as a one unit course but will not contribute to the student's ATAR count.

An exhibition of the students' work was held on the afternoon of Friday 12th October within the sandstone walled buildings of the NAS. Their work was a testament to their efforts and talents. Congratulations to these students.



Ava Sayyadi

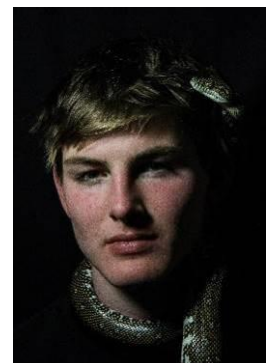


Indy Vaynman



Leila Bouzayane

Year 11 Portrait Images/Exemplars:



Year 7

Mrs Courtenay's Year 7 classes have been working in small groups to construct sculptures of fish using recycled cardboard, twigs, string and acrylic paint. Their sculptures represent the idea of nature's fragility and vulnerability caused by pollution in the waterways. Year seven also studied the artworks of Australian artist John Davis and Australian Indigenous peoples for inspiration.

Visual Art 8



Eliot Anthonisz and Rachael De Courcy



Matthew Larkin, Roland Paterson and Jake Attard



Abigail Kogan and Phoebe Zhang



Daniel Mathieson



Caleb Henry, Oliver Gibbs and Daniel Kang



Kristine Bito-On and Ella Wardlaw

CAPA dates for your diary

Thur 25 Oct	Yr 11 VA	AGNSW
Fri 26 Oct	Band	Bandfest Speers point
Mon 29 Oct	Yr 9 Drama Exam	In class
Tues 30 Oct	Yr 9 Drama	Pop Up Theatre Macbeth
Tues 30 Oct	Yr 10 Drama Exam	In class
Sun 4 th Nov	Band	Kids Band Day
Wed 14 th Nov	Stage 5 Music	Performance Night School Hall
Wed 28 th Nov	Yr 10 Drama	3 rd Annual Broadway Night
Mon 3 rd Dec	Stage Band	The Entrance Xmas Concert
Tues 4 th Dec	Concert Band 2	Yr 7 Orientation Day
Wed 5 Dec	Yr 7 Enrichment	Cinderella A Musical
Frid 7 th Dec	Band	Cabaret Night



Wendy Mortimer
Head Teacher CAPA

SPORT

As we work through Term 4, Gosford High School can be deservedly pleased with their sporting achievements this year. Recently, we have had a number of teams involved in the final weeks of CHS Knockout competitions, and some of our students have gained selection into representative teams.

U15 Sydney North Water Polo

The U15 boys' water polo team had a great day out at the Central Coast CHS Knockout competition held at Gosford Pool on Monday 22nd October. With a mixed team of experienced and novice players, our boys were off to a cracking start with a 10-3 win against BWSC Umina. They stayed strong and continued their winning streak defeating Terrigal High 10-6. The third round was a tightly contested game against an experienced TLSC team that boasted several State Representative players. The Gossie boys scrambled well in defence and moved the ball well to get some nice goals in against TLSC's star goalie. The boys ended up going down 6-4 in what was definitely the game of the day. In the final round the boys defeated Wyong. Our final results placed us in the top 4 for Sydney North. The boys should be very proud of their efforts.



Our U15 girls water polo team enjoyed a warm day out at Gosford Pool at the Central Coast CHS Knockout competition held on Tuesday 23rd October. The majority of our team was new to the game and were keen to develop their skills. Our first game was against an experienced Narara Valley team who came out strong, defeating us 5-2. Next up was TLSC in a tightly contested match, we went down 5-3. Our final game was against Terrigal, which was a draw 6-6. Our Gossie girls had the best attitude throughout the day, they had fun and worked hard to implement their new skills and tactics. It was so good to watch them improve during each game. Indigo Ditterick played strongly through the tournament and Bethwyn Caller was most improved on the day.

Thank you to Miss Allen for coaching both our senior and junior water polo teams this year.

All Schools Athletics:

Congratulations to Zac Martin, Caitlin Fuchs and Hayley Corderoy who competed in the NSW All Schools Athletics at the end of last term. Our three students represented themselves and Gosford High School with pride and finished with outstanding results. After finishing 1st in the 13 Girls' High Jump and 4th in Long Jump at CHS, Hayley finished 1st in High Jump at All Schools. She will now progress to Nationals in Cairns later this year. Zac narrowly missed out on top 3 placings, finishing 4th in 1500m and 5th in 3000m. Well done!

Individual Achievements:

CHS Trampoline Sports- Dalice Gallagher (Year 10):

Well done to Dalice Gallagher who competed as part of the Sydney North Trampoline Sports team in the CHS championships at Niagara Park in September. After making the transition from gymnastics to trampolining earlier this year, Dalice place 1st in Tumbling.

Sydney North Cricket- Benjamin Knox (Year 11)

Congratulations to Ben Knox who was selected into the Open Boys Sydney North Cricket team. Ben proceeded through two different trials to secure his position, due to the large number of students who trialled for the team. We wish Ben and his team the best of luck in the upcoming competition during Week 5 in Armidale.

Bill Turner Cup:

Congratulations to Mr Shelley, Miss Starkey and the Girls' Bill Turner Cup team who have been recognised as Area Champions in this year's competition. The team are extremely deserving of this after an exciting and eventful year. We would like to extend our thank you to the parents and staff who assisted the team in their travels between the Central Coast, Sydney and Tamworth, to provide our students with extra opportunities to excel in their sports.

Overall House Point Score:

Throughout each year, students receive house points for their participation and achievements in a range of events- most significantly, the major school carnivals. Congratulations to OSU who have won the point score for 2018, after excellent results in the Swimming, Athletics and Cross Country carnivals. Well done to Adam O'Dell, Andy Cho, Anna Queja and Ellen Small who captained their house to great success!

Wednesday Sport:

Fees are now due. All students in Year 8-10 are reminded to please pay at the front office ASAP. Thank you, Mr Davidson.

Ellie Malone

Sport Organiser

Baguettes and Barbecues

From the 8th to the 18th of September students at Gosford High School hosted New Caledonian students and their teachers from the Collège de Dumbéa-sur-Mer as part of our sister school visit. These 23 New Caledonian students stayed with Australian host families and experienced Australian culture and activities while also sharing their culture and interests with us.

They arrived on Saturday night and went home with their families. It was interesting during the homestay to learn what is normal in New Caledonia, what foods they like to have, what movies they watch, about their families and how they get to school, which we learnt starts at 7am and finishes at 4pm! During the school week, the students came to some classes with us. Some subjects that they really enjoyed were science and textiles, though they were not very keen on the big sewing machines!

On the second weekend, students from the Year 9 French class and their exchange students went to Sydney in Pitt St mall for shopping. We all caught the train to Sydney together. The New Caledonian students loved going on trains because they don't have them in Noumea. They also don't have escalators! So they enjoyed trying them out, more than a few times...

One school day we also went to the Reptile Park, where the students got to watch a show with crocodiles, snakes, tawny frog mouths and blue tongues. They also loved patting and feeding the kangaroos, but didn't like seeing the spiders very much!

Overall it was an awesome experience to host the students from New Caledonia, and we can't wait to see them again when some of us travel across the ocean to stay with them next year.

By Isha Chanana (hosting Elsa) and Kate Greenwood (hosting Louis and Solenne) Year 9 French



Japan Study Tour 2018

From the 26th of September to the 10th of October this year, a group of eighteen Gosford High School students from Years 9, 10 and 11 had the opportunity to visit Japan as part of their Japanese studies. In the two week period, we travelled to some of the most notable cities of Japan, including Tokyo, Kyoto, Hiroshima, Himeji and Osaka. We then had the privilege of spending five days with a Japanese family and attending Kokubunji High School, a high school situated in Tokyo. The study tour to Japan, though short, enabled us to not merely develop our Japanese skills, but also to be deeply immersed in the Japanese culture and develop strong friendships with the other members of the travelling group and the Japanese students at Kokubunji High School.

Learning about another society and culture that differs so greatly from the Australia has been an absolutely fascinating and fulfilling experience. I strongly believe that I have learnt far more about Japan in the two weeks there compared to what I had previously learned at school. The trip took us out of our classrooms and to locations that possess great cultural and historical significance for a first-hand experience. For instance, on the first day, we went to the Minkaen Folk House Museum, where we saw the traditional tools and straw-thatched houses that were part of the lifestyle of the Japanese people for hundreds of years, and walked a mist-shrouded forest trail before arriving at a cottage to dye our own bandanas using *aizome*, a traditional indigo dye made from the Ai plant. The visit to Edo-Tokyo Museum and the renowned Himeji Castle, allowed us to gain more insight into the history of Japan: the military conflicts and social structure in the past, the food and forms of entertainment they had, their spiritual beliefs, the traditional art forms and literature and what the average family looked like. The day we visited Hiroshima is a day I'm sure our students will never forget. By going to the Peace Memorial Museum and offering the thousand paper cranes we made at Children's Peace Monument, I believe that on that day, in the process of learning about the history of Japan, we also learnt empathy.

In the two week journey, many precious friendships formed between the group of Gosford High students.

Spending every day together from the moment we woke up in the morning until ten at night as we collectively collapsed on our hotel beds, had an interesting effect of bringing everyone together almost instantly. Although the group included people from a range of age groups, who did not usually interact at school, in the process of looking for good-looking Japanese food together, screaming as we ride the insane roller coasters at Universal Studios Japan and helping one another with the journals that we needed to write in Japanese every night, we were able to set aside any differences we had and fully enjoy our time together. The jokes and banter that came out of our deepening friendships, as well as the meaningful talks we shared over the holiday period were things that illuminated the trip for myself personally. However, friendships did not just develop between the Gosford students; they also developed between us and the Japanese students at Kokubunji High School. In the five days we spent together, we sang Karaoke, visited Mount Fuji and attended some of the classes at school. Staying with a Japanese student and their family was a fun but challenging experience for all of us. The Japanese vocabulary we could remember in the classroom suddenly disappeared when there was someone in front of us waiting for our response, but all of us tried our best to understand our host families and speak as much Japanese as we could. The difficulty we encountered while talking to the Japanese students reminded us that we have a long way to go and that we need to challenge ourselves to learn more to the best of our ability.

Before the trip, numerous teachers at school told me the best way to learn a language or culture is to travel to the country, and they are indeed right. The two week tour enabled all eighteen of us to have a lot of fun, to grow together, to learn a lot of new things and to connect with students from across the globe. Going to Japan is easily one of the best decisions I have ever made, and I'm sure I'm not the only one who feels this way.

Annie Li (Year 11 Japanese)

Au revoir!

さようなら!

auf Wiedersehen!

from the Languages staff



1. Minkaen Open Air Folk Museum & Aizome dyeing



2. Skytree - 634m tower and views from above the clouds



3. Ghibli museum - Totoro, Ponyo and more



4. Ekiben (station obento) on the bullet train



5. Edo-Tokyo museum and comparing our hands to sumo wrestler's



8. Hiroshima - 1000 paper cranes, Peace Memorial Museum and okonomiyaki for dinner



6. Kyo-yuzen dyeing - making pencilcases



9. Himeji Castle - amazing architecture and views



7. Tenryu-ji Temple in Kyoto and the nearby Bamboo Grove



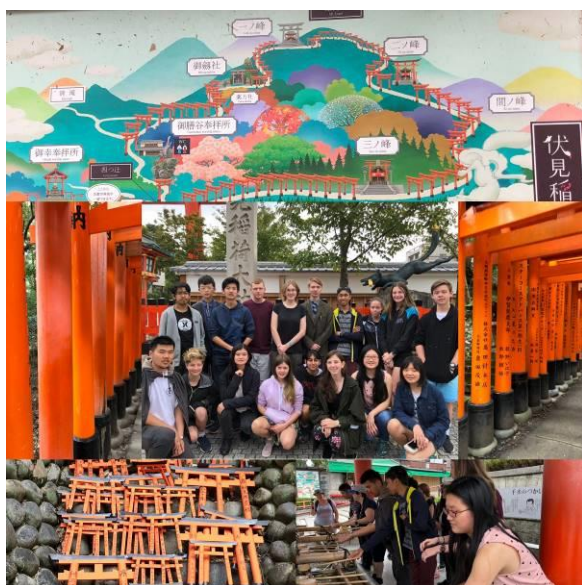
10. Special Hello Kitty bullet train



11. Iona was lucky enough to drive the bullet train at the SCMagLEV Railway Museum in Nagoya



14. Ikebana flower arranging workshop at Kokubunji High School



12. Fushimi Inari Shrine in Kyoto - first shrine experience



15. Last day! Thank you Disa for an amazing speech on behalf of the students, lots of smiles before the tears start



13. Traditional Japan in Kyoto



www.jobjump.com.au

Dear Parent,

Your future Career is here.

We would like you to be able to use all parts of the JobJump website to help your son/daughter plan and achieve their Career dreams. It is there to help through to an extra year after their Year 12.

To register with JobJump, go to the front screen of the website at www.jobjump.com.au

Click on **I'm New**. On the new screen, enter into the first white box the first letters of your school's name and **when the full name appears just below in blue**, click on your blue school name and it will enter automatically into the first white box.

In the second white box, enter your school password which is:

Gosford

and click Continue. You then need to enter a few details and set your Personal Password. (Min 6 characters).

So whenever you then come back to Login to JobJump, all you will then need is your email address and Personal Password.

Two things to remember:

1. If you can't find the career from the list offered that suits your son/daughter, select a career which is in the field they like. For example, they may like the field of Tourism and the idea of having a career in the Tourism industry is not a bad idea. In the listing select 'Travel Agent' because all Tourism careers news will come to you.

2. When you register, remember you can select as many careers as you like from the listing. If your son/daughter changes their mind you can alter the choices at any time by going to the black head at the top right hand side after you are Logged In.

Watch the tour of JobJump in the brief video entitled 'Learn JobJump fully in minutes'.

Go the bottom middle part of the Home page.

Once you have registered, you can also use all parts of the website to enjoy all of the following:

- ☐ Year 10 subject selection advice across 100 careers.
- ☐ Writing letters, resumes, what to say to an employer, where to find your future employer.
- ☐ A comprehensive digital ATAR and University Course sorter that works hand in hand with the **UAC Handbook making life now a breeze** for you to search for your chosen courses.
- ☐ **Job vacancies for over 100 options** based on your school location.
- ☐ Bonus points,
- ☐ Overseas Exchange,
- ☐ Accommodation across all Universities in NSW and their direct links.
- ☐ Earnings across 300 careers.
- ☐ EAS information.
- ☐ Find my Career quizzes.
- ☐ Hobby projects across 100 careers to inspire and engage students in their career.
- ☐ Interactive yearly calendar across all news items which can be personalised to your careers of interest.
- ☐ Undergraduate scholarship sorter across all NSW Universities.
- ☐ Universities Open Days listing and links.
- ☐ Videos across 100 careers.
- ☐ Gap Year and Volunteering opportunities.
- ☐ Alternative entry to University sorter and links across all NSW Universities.
- ☐ Interstate and overseas University admissions centres' links.
- ☐ Work Experience documentation.... and much more.

We trust you will enjoy using www.jobjump.com.au



Careers Advisory Service



Education

Help with career ideas after your HSC?

- ☒ university
- ☒ TAFE
- ☒ college
- ☒ work
- ☒ traineeship/apprenticeship
- ☒ other ideas



14 & 17-18 DEC 2018 | 9AM-5PM



GET CONNECTED

1300 300 687

www.careersadvisoryservice.com



The UMAT Admissions Test is changing in 2019

Important changes to the Admissions Test for Medicine/Dentistry/Clinical Sciences applicants

For students intending to sit the UMAT in 2019 for entry to university in 2020, the current test is changing.

2018 will be the final year for students to sit the UMAT. After 2018 it will be replaced by a new test, the UCAT (University Clinical Aptitude Test).

WHAT DOES THIS MEAN FOR ME?

If you sat the UMAT in July 2018 nothing has changed. You should continue to follow the steps outlined on the UMAT website <https://umat.acer.edu.au/>

If you are planning to sit the UMAT in 2019, you will instead need to register for and sit the UCAT.

The UCAT will be a mandatory admissions test for the courses and programmes listed overleaf for 2020 entry onwards.

WHEN DO I NEED TO REGISTER FOR THE UCAT?

Registration for the UCAT will open in March 2019 and close in mid-May. Details of the test, including how to register, are available on the UCAT website www.ucatofficial.com



HAS THE TEST ITSELF CHANGED?

Yes, the UCAT (University Clinical Aptitude Test) is a 2-hour computer-based test. Candidates will sit the test at Pearson VUE test centres located in Australia, New Zealand and some overseas centres.

The UCAT will be offered on a choice of dates throughout the month of July, rather than on one single date.

The test consists of five, separately timed, subtests:

- Verbal Reasoning
- Decision Making
- Quantitative Reasoning
- Abstract Reasoning
- Situational Judgement Test



WHICH COURSES OR PROGRAMMES WILL REQUIRE THE UCAT IN 2019 FOR 2020 ENTRY?

The courses and programmes which will require the UCAT for 2020 entry include:

The University of Adelaide	Medicine, Dental Surgery, Oral Health
Curtin University	Medicine
Monash University	Medicine
The University of Newcastle/University of New England	Joint Medical Program
The University of New South Wales	Medicine
The University of Queensland	Medicine (provisional entry), Dental Science
University of Tasmania	Medicine
The University of Western Australia	Medicine (Direct Pathway), Dental Medicine (Direct Pathway)
Western Sydney University	Medicine
The University of Auckland	Medicine
University of Otago	Medicine, Dental Surgery

NOTE: Some pathways to medicine/dentistry/clinical sciences will not require the UCAT. For some applicants a different test may be required. For details candidates should refer to the websites of the universities to which they intend to apply.

HOW DO I PREPARE FOR THE UCAT?

Free, comprehensive preparation materials, including an online guide, tutorials, question banks and practice tests will be available on the UCAT website www.ucatofficial.com in early 2019.

WHY HAVE WE MOVED TO THIS NEW TEST?

As a computer-based test, the UCAT is an efficient and secure process. It has the additional advantages of offering candidates the convenience of a choice of dates and a wider range of test centres.

The UCAT is a well-established and internationally respected test used widely in the UK since 2008 (under the name UKCAT) to select students for admission to medicine and dentistry courses at the majority of UK universities. For information about UKCAT go to <https://www.ukcat.ac.uk/>

The UCAT assesses a range of abilities identified as important by university medical and dental schools for success in their programmes or courses, and later as a clinician.

The establishment of the UCAT represents an exciting new collaboration between the UMAT Consortium of universities in Australia/New Zealand and the UKCAT Consortium in the UK.



Connect with us for the latest information and news: www.ucatofficial.com



www.twitter.com/UCATofficialANZ



www.facebook.com/UCATofficialANZ/

All details are correct at the time of going to print in July 2018. Please check the UCAT website for up to date information.

PARENTS AND TEENS

relationships and mental health

Do you have a teenager between 11 and 17 years old?

Help us understand how family relationships influence teen mental health

anxiety



raising teens



behaviour



relationships



mental health



Complete a brief anonymous survey online at:

<https://exp.psy.uq.edu.au/parentingteens/project/mentalhealth>

Chance to WIN \$100 gift voucher

Who can participate?

- Parents with teenagers aged between 11 and 17 who are living in Australia.
- After completing the survey, parents can invite their teenagers to take part.



For more information and to complete the survey, please visit our project website:

<https://exp.psy.uq.edu.au/parentingteens/project/mentalhealth>

You can also contact our research team at parentingteens@uq.edu.au



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

