

# Blues News

## Gosford High School & Community News

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Issue No 2: April 2019 – Term 1

16/04/2019



### SENIOR EXECUTIVE NEWS

As we start our holiday break, we wish everyone a fabulous rest and hope we all take time to reflect on our individual achievements this term. We want to express our thanks to all staff, students and parents and carers who have made this term as productive as it was. The transition of Year 7 into the school went very smoothly and there have been a number of amazing achievements from our students throughout the term.

Our Year 12 leaders have been committed to working together to ensure the well-being and success of all our students. On the last day of term, they co-ordinated a number of Harmony Day activities including a smoking ceremony, African drumming, meditation sessions, henna tattooing, food stalls, music and dance performances and sporting activities which allowed students to embrace cultural diversity and to share what we have in common.

At the end of Term 1, the Year 12 Adviser, Mr Sneddon surveyed all year 12 students about their wellbeing and study practices and we are currently interviewing students to ensure that we are across the learning progress of individual students. As a result of student feedback, we commenced a mindfulness program led by Ms Stockwell. Students have been given the opportunity to attend lunchtime sessions to develop mindful practices which will give them the space to respond differently under pressure and assist them lower stress levels.

Presently, we are in the middle of our 3-year School Plan. Our first direction involves Learning that is Challenging so we are increasing the proportion of skills-based activities in lessons, using thinking routines such as Socratic questioning and framing knowledge acquisition in contestable and problematic schema. We have focused on ensuring that learning is differentiated for each student, building teacher capacity and developing a culture where leadership is encouraged in all students and staff. We have reached out and connected to our community, building on our involvement with parents, showcasing the success of our students and working with the University of Newcastle. An information session that parents and carers attended this term featured Dr Martin Johnson (Senior Lecturer, School of Psychology) who presented a highly engaging and user friendly lecture on stress, which touched on current stress research, 'good' levels of stress, the importance of failure and growth mindsets,

and provided strategies for parents and carers to support their young people through these periods.

There continues to be a very strong emphasis on professional learning that is targeted to the school's strategic directions. This professional learning is informed by evidence of what works to improve educational outcomes. This year, we are focusing on 'feedback' and have been selected to take part in the High Impact Feedback Project. Our aim is to vary and make more effective, the feedback environment in our classrooms. Current educational research has concluded that Formative assessment, done well, contributes to student ownership of learning more than any other classroom-based instructional or assessment practice. In particular we are focusing on the use of formative assessment for our accelerated learners and increasing the cognitive rigour of assessment tasks. At our teachers' professional development twilight sessions, we have been developing teaching practices that provide bold and challenging learning experiences and we are aiming to equip our students with the skills and knowledge necessary to be agile within a world defined by rapid change and complexity.



Next term our new Principal, Mr Michael Smith will join us. We look forward to welcoming him to the Gosford High school Community.

**Mrs Adrienne Scalese**  
**Ms Carolyn Scott**  
**Ms Sue Daw**



## Coming Events

Tues 30/4	Students return to school Term 2
<b>MAY</b>	
Fri 3/5	Athletics Carnival
Tues 14/5	NAPLAN Years 7 & 9 (14 – 16/5)
Fri 17/5	Year 12 Reports issued.
Tues 21/5	Year 11 Reports issued
Wed 22/5	Year 11/12 Parent Teacher Interviews
<b>JUNE/JULY</b>	
Wed 5/6	Visit to Orange (5 – 7/6)
Thurs 6/6	Year 10 Vaccinations
Fri 7/6	Year 8 Reports issued
Fri 14/6	Religious Seminars (Years 7 – 10)
	Year 7 Reports issued
Fri 21/6	Sydney North Cross Country
	Year 9 Reports issued
Tues 25/6	Year 7/8 Parent Teacher Interviews
Thurs 27/6	Cabaret Night
Fri 28/6	Year 10 Reports issued
Fri 5/7	Last day of Term 2
<b>AUGUST</b>	
Thurs 1/8	Year 9/10 Parent Teacher Interviews

### School Contributions

Recently, you would have received notification regarding the relevant fees and contributions for your child's Year group. The financial support of the school by parents is crucial to maintaining the high level of educational and curriculum enrichment programs on offer at Gosford High School. If this support was not forthcoming, many of the programs on offer simply would not be possible to proceed with. We very much appreciate the ongoing support of our parent community which allows us to provide the very best of opportunities for our students.

If parents are unable to support the school through the contribution component of the documentation sent, please feel free to contact the school to discuss your situation in complete confidence.

## ANZAC DAY

### ANZAC Day Speech:

We are gathered here today in recognition of those who came before us. Each year on this day, we discuss something none of us here have experienced, and each year I feel I understand less and less the complex meaning of ANZAC Day. How can I? War is something far from my comprehension.

ANZAC Day encompasses an enormous array of thoughts and feelings, holding different meaning for all of us. By sharing stories passed down from generation to generation or by listening to a new perspective we gain greater insight into what someone else feels is the meaning of ANZAC Day. We must approach this day with an emotional understanding of its significance. We must try to remember names of soldiers rather than numbers, letters from families rather than dates, the sentiment behind the stories these people leave behind rather than the details.

We use words like commemoration, remembrance, bravery, sacrifice to tell these stories. These words do not feel vast enough, nor precise enough, to capture the true meaning behind this day. And yet, sometimes words are all we have. So we must commemorate and remember the bravery and the sacrifice of soldiers and civilians the only way we know how to, with our words.

Today, I encourage each and every one of you to think about the sentiment behind our words not just the words themselves. I encourage you to truly listen to what others have to say, and to try to reconcile this with what you feel ANZAC Day means. I ask you to contemplate just how lucky we are to not fully understand ANZAC Day, for those that do, have lived through times of far greater hardship than the rest of us.

We meet here today, not to glorify war or praise victors, but to remember those who have served our country during times of conflict and crisis, and to reflect upon the sacrifices they made for our sake. Be it those who fought in Vietnam, Gallipoli or Kokoda, the men and women demonstrated great tenacity, bravery and resilience. Their contribution and their stories must not be forgotten.

So whether it is in today's minute of silence or simply next time you find yourself with a quiet moment: think. Think about the stories you have been told. Reflect on what ANZAC Day means to you. Remember that "War does not determine who is right, only who is left".

### A young person's perspective on the nature and meaning of ANZAC Day in the 21<sup>st</sup> Century.

Naturally, as time has gone by, the ANZAC legend has shifted and changed in the way it has been passed down through generations. Whether the legend is told through the story of Australia's many inspiring Victoria Cross medallists, from WW1 to Afghanistan, or through family

retelling, it is clear, that while the details may vary, key values and traits are repeated. Values of loyalty to one's friends; courage to continue fighting no matter the odds, and personal sacrifice for those one loves. It is these values that I believe are the core of the ANZAC legend, and still have their relevance today.

The decision to place ANZAC Day on the 25<sup>th</sup> of April, the day Australian and New Zealand soldiers first landed on the Gallipoli Peninsula in 1916, strongly signifies to me what Australians believe the focus of ANZAC Day should be. Not the glorification of war, for the ANZAC Campaign was largely a strategic defeat, but the personal stories of the struggle against adversity faced by everyday people, called to fight for their country. ANZAC Day is a time where we can collectively pause to reflect on the hardships faced by fellow Australians, and even within our own families, for my uncle was called to serve during the Vietnam War. As a young person, this means the most to me, to try and emulate those same values of courage and resilience my uncle would have possessed, and apply them when facing my own times of struggle.

Being able to take the time to empathise and reflect on the experiences of the soldiers, nurses and other personnel who have been involved in Australia's Defence Force throughout our history, is to me the shining example of why ANZAC Day is important in the 21<sup>st</sup> Century. Through understanding the hardships, sacrifices and courage in the face of adversity shown by those who have served, we can better learn the cost of war and the beauty of peace, peace afforded to us by their service to each other, their country and their families awaiting back home.

## WELLBEING

Firstly welcome to Neal McFarlane who has taken over the role of Year 10 Adviser for 2019.

Two very successful camps have been run for Year 7 and Year 11 and I would like to thank Luke Shelley and John Abra for their great work as the Year Advisers coordinating these huge excursions. Also another special thanks to the staff who volunteered to attend and those who covered their lessons back at school.

In 2019 there are a number of scheduled events happening across the school. Below is a brief summary of the upcoming events. Further and more detailed information will be sent home prior to the date.

### Year 10

- have started the LIFE READY program which is a mandatory 25 hour course.
- have attended the RYDA Road Safety program at Wyong and on September 11<sup>th</sup> will go to Homebush to see "bstreetsmart".
- Brent Sanders, Director of Wining Edge strategies will run 'Back Off' for girls and 'Issues Confronting Young Men' for boys on July 25<sup>th</sup>.

**Year 7** will be have two presentations in Term 2. May 15<sup>th</sup> will be Verbal Combat by Brainstorm Productions. May 29<sup>th</sup> Brisbane Water Police Liaison Officers will speak to them on cybersafety, social media and sexting on May 29<sup>th</sup>. This links into the Year 7 Enrichment program.



### Year 9

An update on some Term 2 programs for Year 9 is listed here.

- Year 9 will be involved in the **Youth Aware of Mental Health (YAM)** program run over three weeks in Term 2 at the school. This program is an initiative supported by Black Dog Institute and run successfully here last year.

The YAM program (flyer below) will run on Monday 20<sup>th</sup> May,- periods 1 and 2, Monday 27<sup>th</sup> May periods 1 and 2 and Monday June 3<sup>rd</sup>, period 1. Gosford High ran this program successfully for Year 9 last year, as one of several NSW schools to trial it, and have accepted the offer to run the program again this year.

Because of its value, YAM normally operate this program on an opt out basis, rather than collect permission details to attend. The school will follow this process as it did last year. Reminder information and an opt out letter will be emailed to Year 9 parents the week before the presentations.

### Youth Aware of Mental Health

The Department of Education is working with the Black Dog Institute to run a school-based peer support and mental health literacy program called Youth Aware of Mental Health (YAM).

**What is YAM?**

YAM is a program aimed at addressing the mental health needs of young people. YAM involves discussion and role play. It aims to get young people involved and talking about mental health. By doing this young people will learn problem solving skills and gain knowledge about mental health. This is a free program for all Year 9 students. The Department of Education has funded all costs associated with the YAM program.

**Who is it for?**

All Year 9 students

**What is in the program?**

There are 6 themes addressed in the program

- What is mental health?
- Self-help advice
- Stress and crisis
- Depression and suicidal thoughts
- Helping a friend in need?
- Who can I ask for advice?

**How will YAM run in our school?**

YAM will run over 3 weeks and is delivered in the classroom setting (up to 30 students) by accredited trainers external to the school.

Week 1	Week 2	Week 3
Opening session	Role play 2	Closing session
+	+	
Role play 1	Role play 3	

Students will be given a booklet to keep. It will include a guide of local health resources as well as a list of different organisations who work with youth in the local community.

**Who can I contact to discuss YAM?**

The contact for YAM in our school is XXXXX

**When will YAM be delivered in our school?**

YAM will be delivered in XXXXX

**Where can I find more information about YAM?**

<http://www.y-a-m.org/>

- Year 9 girls will be offered on June 21<sup>st</sup> the first stage of the **Back Off** program from Winning Edge Strategies. Part 2 is run in Year 10.

We will email you reminders and information on all programs closer to their due date to help with organisation.

#### Vaccinations.

- Year 7 received first vaccinations on April 1.
- Year 10 will be issued their paperwork next term.

YEARS	VACCINE	NUMBER OF DOSES
APRIL 1 Year 7	Human papillomavirus (HPV) vaccine	2-doses at least 6 months apart
	Diphtheria-Tetanus-Pertussis (whooping cough) vaccine	Single dose
APRIL 1 Year 8 (catch-up)	Human papillomavirus (HPV) vaccine	One catch-up dose (for students who received one dose of HPV at school in 2018)
JUNE 6 Year 10	Meningococcal ACWY vaccine	Single dose

Have a great Easter break.

**Glenda Horner**  
Head Teacher Welfare.

## CAREERS

Included at the end of this newsletter are a number of wonderful resources to assist you to support your children.

#### University Open Days 2019 - Start planning now

Taking your child to University Open Days is a wonderful thing that you can start doing as early as you like. The earlier the better!

You will find a complete list of Open Days for 2019 at the end of this newsletter.

"Universities run tours of their campuses, have staff and student representatives from different courses and faculties to talk about what they do and have information available about all different study services.

Among the presentations, activities, food and fun, you also have an opportunity to talk informally with students who are studying in the courses you are considering.

Open Days also give you a chance to soak up the culture of university life while you're still deciding your options for future study.

While you are there, you can take the opportunity to ask questions about courses, facilities and your future plans, as well as exploring campuses, from teaching and

learning areas to libraries, cafes, social spaces and accommodation."

<https://www.leap.vic.edu.au/parents/attend-university-open-day>

#### Parents - You can help

The following is an excerpt from the introduction of the "Parents Talking Careers Choices" resource:

"As a parent, guardian or teacher you have a key role to play in helping young people make career decisions. Career development is a life-long process, beginning in childhood. Many adults state that they decided on their current occupations when they were children.

Research shows that parental involvement is one of the biggest factors influencing the development of a child's sense of the world of work. While the information provided by career professionals is very important, the conversations you have with your teenager about their career decisions are also very valuable.

It is important to talk with your teenager about all the options available for further study and employment after school. There are a lot of options out there for them to think about, and it can take teenagers some time to get a sense of what they are interested in.

Remember that almost everyone will change career direction multiple times in their lifetime, and your teenager may eventually take up a job that does not exist yet.

What you are looking to do is find a starting point with your teenager. You can help your teenager by being positive about their ideas and opportunities for finding a satisfying career path. Consider together your teenager's suitability for different jobs and help them identify their ABILITIES, INTERESTS, and EXPERIENCES. Talk about their HOPES and VISIONS for the future and any ideas they have about WORK or STUDY."

Find the complete guide here:

[https://www.det.nsw.edu.au/vetinschools/documents/sc\\_hooltowork/ParentsTalkingCareerChoices.pdf](https://www.det.nsw.edu.au/vetinschools/documents/sc_hooltowork/ParentsTalkingCareerChoices.pdf)

Thanks

**Megan Brady**  
Careers Adviser



## DONATIONS NEEDED

Plastic pots in all shapes and any cacti, succulent and ornamental plants or cuttings

Please contact Tanya Henry  
Ag Teacher 4325 2048

## ICAS COMPETITIONS

The ICAS competitions we usually run are changing format this year. They are all only available online (no paper version) and being run later in the year. We are looking into the logistics of running these competitions at school and will inform parents and students as we know more.

## TAS

### Design Thinking Courses Engaging STEM

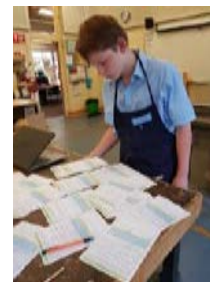
*Through her time working as a minister in the Federal Government and recently, Julie Bishop has been an advocate for women in technology, setting up a number of initiatives which promote the advancement of women in the STEM field.*

Mid last year, Julie Bishop addressed VogueCodes 2018 on women's empowerment and said *"No one country can reach its full potential unless it embraces the skills, talents, energy, intellect and ideas of the 50-percent of the population that is female. Technology surrounds us and the advances we are seeing are disrupting the way we live, work and engage at a scale and pace that is unprecedented in human history - automation, robotics and artificial intelligence are all pervasive. About 75 per cent of the fastest growing occupations worldwide require STEM skills and STEM knowledge. If we are to sustain our standard of living, then we need more women and girls who are STEM-literate and undertaking STEM careers". Bishop's best advice, now more than ever, we need strong female leaders championing the future of girls.*

Students studying a TAS subject engage with design thinking, creativity, innovation and contemporary technologies whilst learning to manage large projects over a significant amount of time. Design thinking allows students to gain an insight into a problem, ask critical questions, ideate a range of possible solutions, experiment and prototype to justify choices and evaluate outcomes. This design mindset relies on the skills for success of collaboration, creativity, critical thinking and communication *whilst engaging with technology and the science of all things. All TAS students have units of work that embed STEM and the six contemporary skills*

Year 7 and 8 Technology students have begun their first project for the semester and should be aware of working consistently to achieve good results for both the research and reflection and the design solution or practical project. All versions of the folio, electronic or hard copies should demonstrate an understanding of the design brief, research and evaluation of the results of experimentation.

In the "eMachine" unit of work, engineering students consider the results of peer mid design feedback to improve their designs against a criteria for success



Year 7 Engineering students, working collaboratively to design the class 'eMachine'



Currently, we are working on the class project which is a Rube Goldberg machine. We've been studying the six simple machines, their uses and services to society. We have been learning how to use equipment such as, a disk sander, a scroll saw and drills.

We now know what the six simple machines are, how they work and what their mechanical advantage is. We can identify different machines in daily objects and can explain how they function.

*Sherry, Esha and Grace, 7TAS9*

eTextile students have been measuring and testing for functional requirements whilst being creative personalising fabric for their laptop cover



Codequest students have been working with thinkershields and breadboards, solving coding challenges and designing algorithms



This term our unit in TAS has been coding. We have used Arduino boards and have been given challenges to program different things to happen. My personal opinion is that it has been great. For a few years I have been interested in coding and when I came to GHS I couldn't be happier to find out my TAS unit was coding. It has been a fun thing to do as our world is becoming more technologically advanced, it is important that more people should learn to code.

Ananya Nivargi, 7F

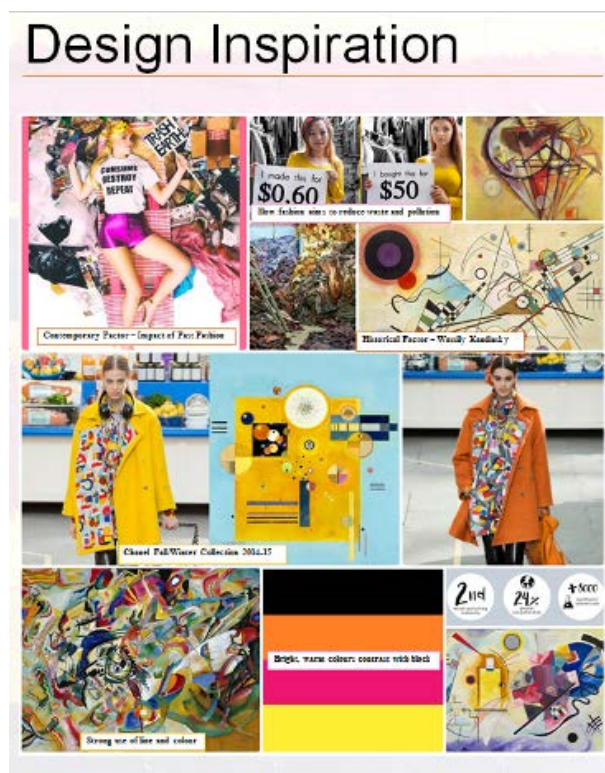


I had the pleasure of sharing with Bronte De Silva her success in Textiles and Design for the 2018 HSC in the evening of March 13<sup>th</sup>. It is a huge compliment for design students to have their major textiles project chosen from the state's HSC candidates for inclusion in the exhibition. The exhibition of exceptional and creative HSC work was held at 'The Muse' Ultimo where Bronte was congratulated by NESA and The Technology Educators Association before being presented with her certificate of outstanding work. Congratulations Bronte.

Excerpt from Bronte's exemplary design folio: *In our current world, innovation and improvements in technology are greatly valued. In the past two decades, **globalisation** has created many new markets and opportunities for business; one of those being the fast fashion industry. Achieving economies to scale, many brands and labels can sell their clothes cheaper than ever before. This has led to cultivating a generation of consumers who buy, wear and waste clothes at an alarming rate. In Australia alone, six tonnes of textile waste is produced every ten minutes. This creates a number of issues, one of which being harm to **the environment**. Apart from generating waste, the textiles industry is one of the most polluting industries in the*

*world as there are damaging chemicals used on farmed cotton, dyes and many other stages of garment production. Arguably the most detrimental effects that fast fashion has, is the impact on human lives. To be able to sell their products so cheaply, companies recruit manufacturers in extremely poor countries so they can reduce their expenses to as little as possible. This means that employees who sew their garments are forced to work incredibly long hours in unsafe conditions to earn as little as nine cents an hour. As an inspiration, I intend to use the impacts of fast fashion by creating a garment using partly recycled materials. Fabrics will be sourced from thrift stores as well as using scrap fabric that would be otherwise thrown out. I will communicate how reused materials can be transformed into a sophisticated apparel piece.*

Page 1 of Bronte's folio communicates her inspirations for designing □



### Celebrating International women's day March 8<sup>th</sup> 2019 "The Zimbabwe Project"

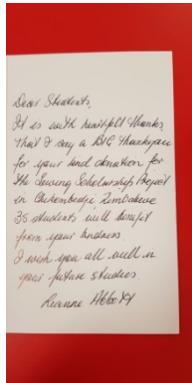
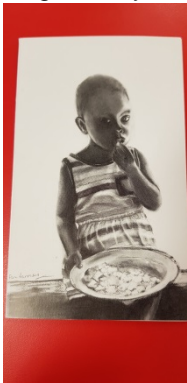


To recognise International Women's Day this year I invited Mrs Leanne Abbott to share her initiative with interested students from Year 7, 10 and 11. Leanne spends her post TAFE teaching days assembling cut fabric into kits and then

works closely with village girls in Zimbabwe teaching them to sew and make their own personal hygiene projects. Leanne was able to show photos of the schools she works in and share valuable information about the society and its culture, importantly how such a simple initiative has empowered village girls. Education and its continuity in the classroom is recognised as valuable in bringing equality of opportunity and balance between gender - the theme of this year's international women's day.

After the address by Leanne, 33 Year 10 and Year 11 girls expressed the desire to help Leanne by committing some time in Textiles 1 to cut fabric and assemble the kits that will be taken to Zimbabwe this year by Leanne. Leanne told us that she is taking a solar powered sewing machine with her on that trip.

If you would like to donate stretch fabric and or flannelette fabric to the 'Zimbabwe project' then contact the front office. All donations gratefully received.



**Society and Culture's overnight pilgrimage to the Nan Tien Temple, Unanderra, Wollongong**



Society and Culture students in TAS at Gosford High School study 'Belief Systems and Ideologies' as part of their HSC. Buddhism as a belief system is studied as both continuity and change - continuity of traditions, values and beliefs and how these change through diffusion, adoption and adaption in western society. The Nan Tien Temple is a female Monastery and offers an exceptional experience for HSC students. Our overnight stay was packed with cultural experiences such as a Main Shrine tour, a hike to the gratitude bell, traditional tea ceremony, chanting in Chinese at 6am, the bell and drum ceremony, Tai chi, meditation walking and dharma talks by the reverends. The temple staff are always amazed by the great interest and insight offered by our students. Sharing knowledge and time with grateful students makes for me, teaching a gift.

Maxine Johnson  
**Head Teacher TAS**

**CAPA**

**Visual Arts - Highlights from Term 1**

**A Central Vision Gosford Regional Gallery**

A Central Vision is a highlight on the Gosford Regional Gallery's exhibition calendar, 64 artworks were chosen from over 200 entries from 18 participating regional high schools. Congratulations to all students whose work was selected for this exhibition.



Maddie Bell collecting Year 12 Central Vision winner for Carmen Mock from Deputy Mayor Chris Holstein.



Nika Shatorkina "After Shaun Tan"



Nathan Fantoni "Jed"

### Doug Moran National Portrait Prize

Founded by Doug and Greta Moran and family in 1988, the Doug Moran National Portrait Prize (DMNPP) is an annual Australian portrait prize supporting Australian artists. The prize has encouraged both excellence and creativity in contemporary Australian portraiture by asking artists to interpret the look and personality of a chosen sitter, either unknown or well known. With a first prize of one hundred and fifty thousand dollars (\$150,000) it is Australia's richest art prize.

Gosford High School has had had two students selected as semi-finalists in 2019. Congratulations to .....



Sam Dobb Year 12



Karina Turvey Year 12

### MUSIC: Band Tutorial







## SPORT

### Ensembles

This year the band program expanded with the formation of a new band. There are currently 110 students enrolled in the program. Thirty two Year 7 students have joined this year.

Rehearsals are held Monday, Thursday and Friday mornings for the Concert Bands and Stage Band rehearses Monday afternoon.

A tutorial with visiting tutors for each instrument section was held in week 6 and this provided the faculty to assign students to the band most suited to their performance level.

We are very privileged to have our conductors Diane Gardiner and Rowen McBride, who are doing some amazing work with the students.

The Choir which rehearses Tuesday lunchtime is busy preparing an item for the Anzac Ceremony. New members are welcome.

The Chamber Ensemble is rapidly expanding. We are always looking for new members, in particular, viola and clarinet. Rehearsal is Monday lunchtime.

### State Music Camp

Applications are now open for

- Junior camp (Years 5 - 8) 21st - 26th July and
- Senior camp (Years 8 - 12) 30th June - 5th July.

Details are available on the Arts Unit website.

### Music Classes

Year 8 is busy preparing for their first practical assessment on ukulele and glockenspiel. The assessment task can be found in their google classroom. Years 9 and 10 are also working towards their performance assessments early in Term 2.

### DRAMA:

On Friday the 15th of February, students from Years 10, 11 and 12 Drama were able to attend the HSC Onstage and Writers Onscreen performances at the Seymour Centre. This was an opportunity for students to view exemplary works from the 2018 HSC in script writing, video drama, design, critical analysis, monologue, and group performance. It was a fantastic day.

**Wendy Mortimer**  
Head Teacher CAPA

Term 1 Wednesday afternoon sport is coming to an end and the feedback from students has been very positive. Students from Years 8 - 10 have enjoyed a variety of activities outside of school with friends and are hopefully reaping the physical and mental benefits that are associated with physical activity.

I would like to take this opportunity to thank parents and caregivers who have paid for Term 1 Sport and give a friendly reminder that those who have an outstanding balance to finalise as soon as possible. If you would like to discuss Wednesday sport payments, please contact the school and I will be more than happy to have a conversation 😊

Students will be making their Term 2 sport choices soon which will include some trials for the annual inter-school sport competition between Orange High School and Gosford High School. As with any sport choice, students are expected to remain in their chosen sport for the entirety of the term unless there are extenuating circumstances. If this is the case, please contact the school to discuss the matter further.

The Wednesday Afternoon Sport Program works closely with NESA and Department guidelines around ensuring students are engaged in 150 minutes of physical activity per week. Obviously, there will be times when your child cannot attend their weekly sport choice due to a medical appointment, certain family commitments or ill health. If the situation arises and your child requires a pass out for Wednesday Afternoon Sport, can I ask you please follow the *pass out* procedure which can be found at the bottom of the following link:

<https://gosford-h.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

Finally thank you for your ongoing support and I look forward to a positive Term 2 for sport

**Prashant Titheradge**  
Acting Wednesday Sport Coordinator

### Year 7 House Games:

Last week we had over 50 Year 7 girls and boys participate in the basketball lunch time house games competition. It was great to see so many keen students getting involved in this competition.

In the boys competition we had Kingsbury start with back to back wins in their first two games, while OSU & Wheeler both added 1 win and 1 loss to their name. Going into the final round of games on Thursday, Wheeler and Rowe had a draw and therefore Wheeler finished in 3rd place and Rowe in 4th place. OSU managed to out skill Kingsbury, winning the game by one basket with 10 seconds left on the clock! This meant that both OSU & Kingsbury finished the 3 rounds with 2 wins and 1 loss each. On a count back of points for and against it was Kingsbury who managed to take out first place! They beat OSU by 1 point in their for and against score. Both teams scored 18 points, however, Kingsbury

only conceded 7 points against them while OSU conceded 8 points against them. One of the closest battles we have had so far!



**Year 7 Wheeler Boys Basketball Winners**

In the girls competition we had OSU & Kingsbury both dominating their opponents in the opening rounds, winning 2 games in a row each. Wheeler and Rowe both showed glimpses of excellence with some amazing baskets being scored from both teams. Wheeler beat Rowe in the final round and secured their 3rd place while Rowe finished 4th. OSU & Kingsbury played off in the final with the OSU girls winning 12 points to nil! This awesome trio made up of Natalie Dalton, Zoe Naylor & Misty McPhee managed to put away 52 points over the three 10 minute games they played!! Almost a basket a minute!! They also only conceded 6 points against them giving them a phenomenal for and against of 46 points!



**Year 7 OSU Girls Basketball Winners**

Well done to all Year 7s who took part in the basketball House Games for Term 1. We have Year 8 playing at the moment with Year 9 and 10 still to come as well. Next term we will change sports and hope to see even

more numbers taking part in this awesome lunch time competition.

Miss Pollock and Miss Oman would like to thank all the Year 12 house captains and Year 11 students who have been supporting the juniors by either coaching or refereeing. Huge thanks extended to Mr Bennett who has been the number 1 fan down at the cola every lunch time!

Thank you,  
**Miss Oman & Miss Pollock**

**Autumn School Holiday Activities**

Check out our school holiday activities for primary school students

Get an interactive presentation on the new \$50 banknote and discover banknote security features.

Explore the Museum with a treasure map and learn about the history of Australia.

**Autumn Session Times**

Sessions for Kindergarten – Year 2  
Monday, 15 April, 10.00 am – 11.30 am  
Wednesday, 17 April, 10.00 am – 11.30 am

Sessions for Year 3 – Year 6  
Monday, 15 April, 1.00 pm – 2.30 pm  
Wednesday, 17 April, 1.00 pm – 2.30 pm

**Cost: FREE (bookings essential)**  
**Bookings can be made online via the Museum Website**  
[www.museum.rba.gov.au/events](http://www.museum.rba.gov.au/events)

For more information or assistance with online bookings please contact the Reserve Bank of Australia Museum.  
Email: [museum@rba.gov.au](mailto:museum@rba.gov.au)  
Phone: (02) 9551 9743  
Ground Floor, 65 Martin Place  
Sydney NSW 2000





# Gosford High School

Rel Principal – Adrienne Sclease BA Dip Ed

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Dear Parent or Carer

During May 2019, students at our school in Years 7 and 9 will sit the NAPLAN paper assessments. The schedule for tests is as follows:

Tuesday 14 May	Wednesday 15 May	Thursday 16 May
Language Conventions test (spelling, grammar and punctuation)	Reading test	Numeracy test
Writing test		

On Friday 17 May, a 'catch-up' day is scheduled for students who missed a test.

Students may be exempt from the NAPLAN tests if they:

- are newly arrived in Australia (less than one year before the test) and with a language background other than English, **or**
- have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests.

Disability adjustments which reflect the student's normal level of support in the classroom may be provided. Large print, braille, coloured paper versions and electronic tests are also available to meet the needs of individual students. Access to disability adjustments or exemption from the tests must be discussed with the school principal and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer after consultation with the school principal. To withdraw your child from NAPLAN, a parent or carer consent form must be signed. Please make an appointment with your child's teacher if you need to discuss your child's participation in NAPLAN.

Any questions? Contact the NAPLAN team on 1300 119 556 or [naplan.nsw@nesa.nsw.edu.au](mailto:naplan.nsw@nesa.nsw.edu.au)

For further information about NAPLAN, visit the [NESA website](http://www.nesa.nsw.edu.au).



Education  
Services  
Australia

**myfuture**

[myfuture](http://myfuture.nsw.edu.au) website is available to all NSW public school students, teachers, parents and the community at no cost.

[myfuture](http://myfuture.nsw.edu.au) is Australia's National Online Careers Information Service for career planning. It provides information for individual career development supports career choices.

Check out the '[The Adventures of You](#)' short animation videos that explores the mental skills required for career and life decision making.

[Sign up](#) to receive regular **myfuture** newsletters to ensure you receive valuable information. These resources are located on the bottom tab of the website titled '[Assisting Others](#)'.



[www.jobjump.com.au](http://www.jobjump.com.au)

Your future Career is here.

Dear Parent,

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](http://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](http://www.jobjump.com.au)**

# UNI OPEN DAYS 2019

Australian Catholic University	
acu.edu.au	
Canberra	24 August
North Sydney	31 August
Strathfield	7 September

Australian College of Applied Psychology	
acap.edu.au	
Sydney	1 May, 22 August, 27 November

Australian Maritime College	
amc.edu.au	
Launceston	10 August
Hobart	3 August

Australian National University	
anu.edu.au	
Canberra	31 August

Charles Sturt University	
futurestudents.csu.edu.au/events	
Orange	6 September
Bathurst	4 August
Port Macquarie	25 August
Albury-Wodonga	18 August
Dubbo	30 August
Wagga Wagga	11 August

CQUniversity	
cq.edu.au/openday	
Sydney	22 August
Online Chat available 3-6pm	30 April, 23 May, 18 September, 10 October, 26 November

Griffith University	
griffith.edu.au/open-day	
Gold Coast, Nathan and South Bank	11 August

International College of Management, Sydney	
icms.edu.au	
Manly	11 August

La Trobe University	
latrobe.edu.au	
Shepperton	2 August
Melbourne	4 August
Mildura	14 August
Albury-Wodonga	18 August
Sydney	22 August
Bendigo	25 August

Mackay College	
mackay.edu.au	
Sunny Hills	24 August

Macquarie University	
mq.edu.au	
North Ryde	17 August

MIT Sydney	
mit.edu.au/open-day	
Sydney	24 August

National Art School	
nasedu.au	
Darlinghurst	7 September

SAE Creative Media Institute	
sae.edu.au	
Sydney and Byron Bay	11 August

SIBT	
sibt.nsw.edu.au	
For campus tours/appointments and course information call (02) 9964 6555 or visit sibt.nsw.edu.au	

Southern Cross University	
www.scu.edu.au/opendays	
Coffs Harbour	16 August
Lismore	17 August
Gold Coast	18 August

TOP Education Institute	
top.edu.au	
For a campus tour call (02) 9209 4888	

Torrens University Australia	
torrens.edu.au	
Torrens University	17 August
Media Design School	11 May, 17 August
William Blue College of Hospitality	17 August
Billy Blue College of Design	11 May, 17 August
Blue Mountains International Hotel Management School	7 September

University of Canberra	
canberra.edu.au	
Bruce	31 August

University of New England	
une.edu.au	
Armidale	10 May

University of Newcastle	
newcastle.edu.au	
Port Macquarie	15 August
Central Coast (Ourimbah)	3 August
Newcastle (Callaghan) and Newcastle City	31 August

University of Sydney	
sydney.edu.au	
All campuses	31 August

University of Technology Sydney	
openday.uts.edu.au	
City campus, Ultimo	31 August

University of Wollongong	
openday.uow.edu.au	
Wollongong	3 August

UNSW Sydney	
unsw.edu.au	
UNSW Sydney	7 September
UNSW Canberra	24 August

Western Sydney University	
westernsydney.edu.au	
Paramatta City campus	18 May
Paramatta South and Paramatta City campuses	18 August
Liverpool City campus	21 September