



Gosford High School

BLUES NEWS

Issue No 4: Term 2 June 14 2019

Principal's News

This week I attended the NSW Secondary Principal Conference held in Manly which provided an opportunity to hear from international education commentators, academics and policy makers including Pasi Sahlberg from Finland (<https://pasisahberg.com/>), Adrian Piccoli, Sara Wright - Minister for Education, Jane Caro, Eddie Woo and Mark Scott - Secretary of Education who all provided insight and information on international trends in education.

A common theme presented is the complexity schools are facing in a rapidly transforming landscape. Education and the workplace will continue to transform as artificial intelligence (AI) alters work environments and students learning needs. Whilst there are many theories on how this may look in the future there is a clear alignment among academics, business leaders and education leaders on the importance of collaboration, communication, creativity, critical thinking, citizenship and problem solving. Gosford High School is well positioned to continue to develop strong business links utilising these skills through project-based learning units such as The Project currently led by Mrs Scalese and a team of Year 7 teachers. This will continue to evolve at Gosford as structured project-based learning activities become a regular part of teaching and learning in all years.
(<https://www.edutopia.org/pbl-research-learning-outcomes>).

The theme of mental health and wellbeing remains a key direction for the NSW Department of Education and education systems internationally. The impact that mental health, anxiety and stress is having on students, families and communities is increasingly documented. Pasi Sahlberg and Adrian Piccoli identified aspects of education that we need to consider when improving teaching and learning and wellbeing for students. Two areas for consideration were:

1. Time for play: Play is integral for a child's education and the lifelong success of children is based on their ability to be creative and to apply the lessons learned from playing.
2. Healthy students are better learners
 - Nutrition patterns
 - Sleep
 - Physical activity

When we consider our students, we need to reflect on the amount of pressure that is placed on students during

schooling. There are a number of ways you can support your child as they work through their high school years moving towards the HSC.

Encourage study that is in 50-60-minute blocks with a 15-minute break. One 50-minute block of study is better than several hours full of distractions and interruptions. Provide positive feedback whenever they complete a study block and ask them to talk to you for a few minutes about what has been studied that day. This allows time to revisit learnings and consolidate memory.

One of the most important aspects to learning is healthy eating and regular exercise. This leads to consistent blood sugar levels eliminating sugar highs and energy slumps. Regular sport or physical activity can also control daily energy levels and assist with healthy sleep patterns. Research in Australia suggests that many teenagers are averaging less than 7 hours sleep a night which is documented to shorten the attention span, impair memory, decision making and depression.
<https://www.betterhealth.vic.gov.au/health/healthyliving/teenagers-and-sleep>

Orange

Gosford and Orange High School continued the tradition of the Annual School Interchange marking the 50th anniversary of the Malynley Shield. This year Gosford High School travelled to Orange for the three-day championship. Our students represented Gosford High School with pride and dignity demonstrating the qualities we hope to instil in all our students. This year Orange was victorious winning the Shield but the ongoing relationships and friendships that have been formed by students and teachers represent the true goal of the tradition. A huge thanks must go to the families and teachers from Orange High School who organised the event and provided the billets for our students. I must also thank Mrs Freeman and the team of teachers who travelled to Orange making this opportunity possible for our students.

Finally, remember to follow Gosford High School on facebook, Gosford High@Gosford HS to keep up with the latest information and events. We are continually looking for ways to improve our communication with the community and will look to have additional features added to the parent portal in the coming months to make keeping up with school information and your child's education easier.

Michael Smith
Principal

Gosford High P&C News

Next P&C Meeting:
Tuesday 18th June 6:30 pm
Common Room- Everyone welcome



Coming Events

JUNE	
Tue 18/6	P&C Meeting
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
JULY	
Fri 5/7	Big Day In and last day of Term 2
Tues 23/7	Students return to school
Wed 24/7	Year 10 Subject Selection Evening
Fri 26/7	CHS Cross Country
Mon 29/7	Sydney North Athletics (29-30 July)
AUGUST	
Thurs 1/8	Year 9/10 Parent Teacher Interviews
	Australian Maths Competition
Fri 2/8	Year 12 HSC Trial (Aug 2 – 16)
Mon 5/8	Year 10 PASS Snow Trip (Aug 5-9)

Deputy Principals

Future Focused Learning

Future-focused learning at Gosford High prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects students and engages their sense of curiosity.

Our ever-growing future-focused learning environments inspire students to be leaders of their own learning. Our students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

The Future Focussed Team has led the implementation of our 'Skills to Succeed' model. Across faculties this is evidenced in the new design of Stage 4 and 5 summative and formative assessment tasks across a number of courses which feature, student choice, differentiation, self/peer assessment and approaches to goal setting. There is a clear progression in the skills that are developed in the learning strategies and our reporting. Year 7 and 8 reports now assess students' skills in the 6Cs- collaboration, communication, critical thinking, citizenship, creativity and character.

The Year 7 Project Base Learning Showcase Evening was held to recognise the outstanding work of our Year 7 students following their recent engagement with the *Magic, Myth and Mystery* Project. The evening had an authentic purpose; in most cases, the students' goal was to actually teach their audience something and for the school the event had an accountability purpose; parents and carers and other family members could see that their children were learning both academic content and future focused success skills.



Over 300 people celebrated our students' awesome achievements and we were all very impressed by the enthusiasm and confidence of the Year 7 speakers.



We were very lucky to have Associate Professor Caroline Webb from University of Newcastle who specialises in fantasy and science fiction as a keynote speaker. Caroline spoke about the importance of the

skills that were being taught and practised in the PBL process and gave us some fascinating insights into the big questions that her students ask and then research for months at university.

A fantastic documentary that highlighted the processes of the project and included interviews with the students was screened. We thank Mason Ellis, Gabrielle Ainsworth and Sam Mann for filming and editing of the presentation.

We would like to thank the teachers who facilitated the learning and the Chapman Foundation and P&C for their support.

Year 10 Course Selection

- Year 10 are busy engaging with lots of information around their senior pattern of study in 2020
- On **Tuesday 4th June** there was a Q and A session with student ambassadors from Macquarie University who talked about the courses they studied for the HSC and presented some very interesting insights about university life.
- On **Wednesday 3rd July**, we will be hosting a University Expo Day. Representatives from Sydney, NSW, Macquarie and Newcastle Universities will be presenting information sessions to our Year 10, 11 and 12 students and there will be an opportunity for students to speak to university students about their courses.
- On **Thursday 4th July**, Year 11 2020 Course Information Booklets will be available
- On **Wednesday 24th July**, Course Selection Evening from 6pm. NESA information will be outlined and Course Information Booklets will be distributed. Students will be able to obtain additional course information from faculty representatives.
- On **Monday 29th and Tuesday 30th July**, Year 10 students will be required to attend a formal interview regarding their proposed pathway for 2020.
- **Thursday 1st August**--Parent Teacher Interviews.
- **Monday 5th August** -Course selections due.

Dangers Surrounding the Online Game 'Fortnite'



Many concerns have been raised about this game millions of young people use. This game is available on Xbox One, PS4, PC, Mac, iOS, Nintendo Switch and Android. The National Crime Agency in the UK has intervened to make adults aware of the dangers. Fortnite features a text chat which cannot be turned off, so it is important that parents understand the broader risks associated with the game and enable safe playing. Fortnite has been described as featuring 'violence' in a 'very cartoonish' way and has grown immensely in

popularity with users as it is highly addictive. Parents are advised to turn off the voice chat system in the game through the settings menu to ensure children avoid inappropriate contact.

The step by step guide to disabling the voice chat function can be viewed here:

<https://www.pwrdown.com/gaming/fornite/disablevoice-chat-fornite-battle-royale/>

Adrienne Scalese

Deputy Principal (Years 7, 9 and 11)

Carolyn Scott

Deputy Principal (Years 8, 10 and 12)

Careers

UAC's Subject Compass - A new tool for Year 10

Choosing subjects that they like and that they are good at is the best way for students to choose what to study for their HSC. But it's also important to bear in mind how choices could help them after high school.

UAC have produced the [Subject Compass](#) to help make those decisions easier.

Students start the search based on interests, skills, the Uni course they think they'd like to do or the career they're interested in, or even their personality traits.

Once they've entered their information, they get a list of HSC courses that best match their profile.

Even if they're pretty certain which subjects to take, it could open their eyes to other combinations and pathways. Read [tips and information](#) about how the Subject Compass works, as well as ATAR eligibility.

University of Sydney's Year 10 Subject Selection Guide

If students in Year 10 have already identified the University of Sydney as being a University they are interested in attending, they should read USyd's advice about HSC subject selection.

For some degrees at USyd, students need to have completed certain 'prerequisite' subjects in Years 11 and 12.

There's a great little careers guide included as well. Students can identify subjects that interest them now, see what potential careers they could lead to and what study areas at Uni they might like to think about. Find the [guide](#) here.

Megan Brady

Careers Adviser

Science

Our faculty has had a very busy term and our students have certainly taken every opportunity to involve themselves in the activities offered.

Year 7-10 students were given the opportunity to compete in the annual Big Science competition and we look forward to seeing how they went. Many seniors are indicating they want to compete in the upcoming Biology, Chemistry and Physics Olympiad qualifying examinations and there is still a little time if more would like to be involved.

Our seniors are currently completing their Depth studies which are mandatory parts of the new Stage 6 Science syllabi. Year 11 Biology have visited Terrigal Lagoon as an ecological impacts field study while our Year 11 Chemistry, Investigating Science and Physics students are completing practical and research activities at school.



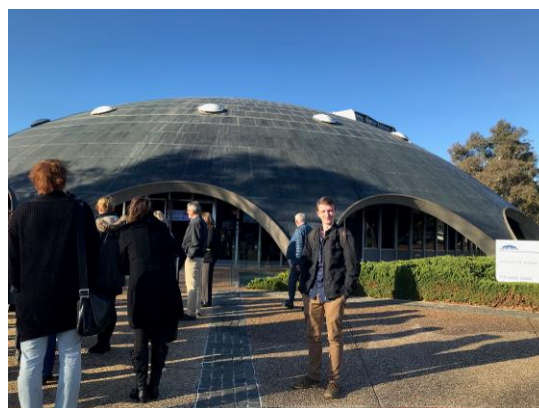
Our Year 12 Biology students visited the Museum of Disease earlier in the year while our Chemistry students have just completed experimental work exploring the branches of chemistry. Our Physics students will visit ANSTO next week as part of their depth study looking at how our knowledge about the atom has evolved with developments in technology. Our Investigating Science students are currently researching an example of how science proved something previously believed to be a known fact is actually a fallacy. The Extension Science students will shortly complete their statistics task and then concentrate on their experimental research project which needs to be submitted early next term.

Fun activities have also been organised including the annual RACI Nyholm lecture where Year 10 and a few senior students were lucky enough to host a very informative and engaging lecture by Dr Adam Martin titled "Metals keeping us alive".



Our Biology students have participated in a Citizen Science project with Macquarie University academics, Taronga Zoo and CSIRO. This project is looking at the prevalence of antibiotic resistant bacteria in different species of animals. Our school is collecting samples from brush tail possums for analysis by the team. Our students were lucky enough to spend time with the scientists and hear firsthand about their work and the significance of their findings.

In the official media release by the Australian Academy of Science our whole school community should be proud to know one of our students was selected to attend this year's "Science at the Shine Dome". Congratulations Liam Flew from the Year 12 Science Extension class of 2019. (See media release on Page 11)



Liam Flew



Year 9 will shortly commence their research project in class with their teachers. This will be an opportunity for us to actively teach our students how to source, access and reference reliable and accurate information. We will teach them how to structure scientific arguments and present their point of view with evidence to support it. The theme for this year will be “Dementia”. While time will be given in class so that teachers can support the process, we do encourage all our students to start reading widely, thinking about what sites and sources are reputable and we hope in this process they will start to question the information they find. More importantly we hope they develop an awareness of the current understanding of the causes of this disease and its impacts on society and the role scientists will play in finding treatments and solutions for our health authorities. If any of our community members have expertise in this area your input would be gratefully received. Please contact Mrs Barbeler, HT Science by email or phone to discuss. Dr Adam Martin is currently researching in this area and he has offered his support.

Kathy Barbeler
Head Teacher Science



At this time of year the TAS block is full of activities and all students are actively engaging with the design process. All Stage 4 and 5 students have begun their second unit of study and Stage 6 design students are in the realisation stage of project development. Students in TAS learn by actively participating in the process of problem solving and evaluation through peer discussions and group critical analysis. Our students are active learners engaging with the class resources whilst collaborating. We expect our students to demonstrate a process, analyse variables, create arguments, evaluate constantly and apply knowledge to make connections to a real-world situation. Student design folios or the record of design development reflects this active process of learning.

Year 12 Design and Technology students are in the final stages of their major design project where achieving and communicating their innovation and creative thinking from the design development is a focus. Evaluation against a unique criteria for success is a vital feature of their design. The external marking

period has been communicated and students should be proactive in finishing their project before the end of term two to allow for the evaluation process to be documented in detail.

Year 12 Design and Technology and Society and Culture students should be aware of the due dates set by NESA for their externally marked projects. Students should be proactive in setting and achieving small but significant goals to meet both deadlines and project compliance. HSC hand in dates have been published and are closer than they appear. A NESA timetable of due dates for practical projects is available on NESA's website. –

- Society and Culture's Personal Interest Project is due Monday 5th August @ 3pm 2019
- Design and Technology's Major Design Project is due Thursday 29th August @ 3pm 2019

Students in these practical subjects should be aware of the requirements for completing their project, specifically the font size and page lengths which are critical to meeting all of the project requirements for external marking. Students of large projects are reminded to work consistently on their development and completion rather than spike their performance between times of low activity. The TAS block has been available Wednesday afternoons to Stage 6 students while under teacher supervision.



Luke Howard and Steven Lill
working on their Major Design Project

The Zimbabwe project – a TAS initiative

The Zimbabwe project is drawing to a close. A small but very dedicated group of Year 10 and Year 11 students have found time in their week since International Women's Day 8th March this year to prepare personal hygiene kits for girls of similar age in Zimbabwe. Fifty five kits have been prepared and this is a tremendous effort. The lives of 55 school age girls potentially will change through this effort. Education is a socially valued resource and our kits will enable empowerment through the continuity of education and this could be life changing. The kits will be delivered to Leanne Abbott this weekend before her departure to Africa later in July. I know Leanne is grateful and appreciative of the humanitarian effort undertaken by our students.



textiles fostered the development and extension of ideas.

The excursion allowed the class to explore a new type of trade and textile marketplace in a new and stimulating environment; we were also treated to traditional food and other goods that completed the experience. Personally, I am highly thankful for the chance to explore Cabramatta and appreciate the opportunity to purchase unique and quality textiles.



From the perspective of Stage 5 students

Year 10 Textiles and Design - Cabramatta excursion by Emily Morris

Earlier this term our Year 10 textiles class was fortunate enough to participate in an immersive excursion to the Sydney suburb of Cabramatta. The region is heavily influenced by overseas cultures, particularly those from Asia, which integrated with our previous topic of study: textiles around the world. Walking down the main street we were exposed to delicious food and rolls of fabric spilling onto the street; the shops provided quality material at reasonable prices that were achievable and applicable to our current practical assignment.

After becoming familiar with the area, we moved from store to store feeling the fabrics, typically drapes and satin weaves, discussing with our peers how we can incorporate these patterns and materials into our project. It was a beneficial experience that gave us freedom to explore whilst feeling safe; it instigated discussion and the exposure to completely different



Year 9 Design and Technology by Natalie Hoy

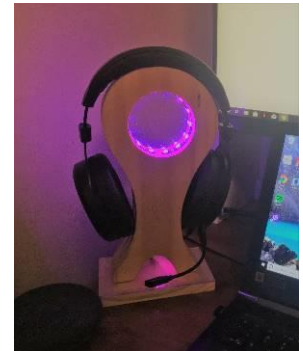
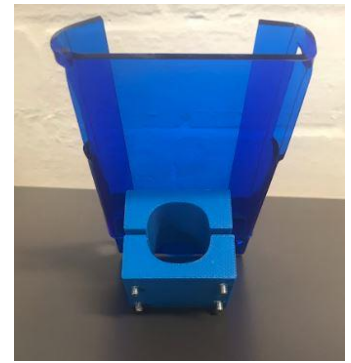
During the first trimester, our task was to design a storage solution for anything, and make it. I chose to make a jewellery organiser. I particularly enjoyed having the freedom of using any skills to develop our own design. I was able to use the laser cutter again, but the material I used was acrylic sheets instead of plywood. A skill I learnt last trimester was using the acrylic bender. I used the acrylic bender to form my acrylic sheets into a 3D net, similar to a prism. This allowed me to experiment with using a bearing plate. It resulted with a jewellery organiser which not only met the criteria by being a storage solution for my cluttered jewellery, but also included a spinning feature through the use of a lazy Susan bearing plate. This now allows me to spin the top section and have access to all sides of the organiser. Overall I am satisfied with my storage design as a first prototype, however there are still many areas where I could improve on.

This trimester, I plan to make a set of stools by upholstering upcycled materials such as used denim from jeans to make the seating part and possibly make the legs out of old timber. I am looking forward to using my knowledge and skill on sewing for this project.



Year 9 Design & Technology by Jaden Bridgland

I greatly appreciated the aspect of freedom and creativity that was provided in term one's design brief of 'Designing and manufacturing a storage device'. This gave us the opportunity to create a product that satisfied a genuine need and incorporated our interests. I enjoy sport, so I designed and manufactured a rack for sports balls. Design and technology develops initiatives and problem solving. I enjoyed learning new skills, like how to work with different materials and finishing with spray enamel. When editing a design, it helps to have a range of people's views which generates more ideas to work with. The design brief was an amazing experience and I am looking forward to opportunities of the next design project.



Year 9 Engineering by Nomi Blom

To pick the most enjoyable aspect of the unit of work completed for term 1 is not an easy job – there's just so much to choose from. Since we had to design and build an obstacle course we got to do a lot of practical work which is always fun, our obstacle course was to be for a Sphero, which is a small p shaped robot that rolls around. It was so much fun to use and code. Personally I love being creative and this task really let me express that. Since the Sphero was meant to be exploring a new planet (our obstacle course) there was no limit to what we could make. I loved coming up with lots of ideas and then bringing them to life. I think that has to be my favourite aspect, the creativity. This unit has taught me so many new skills and I've gained a lot of knowledge. Doing lots of practical work has meant I have developed a lot of skills as well as learning a few new ones. Part of the assignment we had to submit was coding the Sphero to complete another group's obstacle course. Having never used a Sphero before I learned a lot in regards to using the app and coding the Sphero to run smoothly.





Food Technology by Jennifer He

Term 1 was a wonderful 11 weeks of learning new recipes and learning about microbiology. Although I then became scared of eating from restaurants and sceptical of all the food around me. Term 2 introduced me to the way food is made and a collection of fun recipes for my partner and me. One of which was my favourite. The Mother's Day posies were delicious and fun to design. I'm excited for term 3's recipes. I have learnt about the design of improper food and how some foods can be deceiving as they can be extremely delicious and labelled as healthy but be most damaging to consumers. I have also learnt new recipes and ways to cook healthily and still enjoy food.



Food Technology by Aida Moini

During Term 1 I enjoyed the practical work we completed alongside theory and some of our favourites included the cinnamon teacake, cherryripe slice, Easter biscuits and meatballs. Through the practical work we learnt new skills alongside learning how to work cooperatively together. We studied microbiology and learnt about food handling and preparation in particular. Overall, I found Term 1 food technology interesting and fun. Through completing the practical work and theory I learnt about food handling in the kitchen alongside new skills in the kitchen. The theory allowed us to learn about safe handling in particular and how to avoid contamination and the new recipes allowed us to experiment and work on our techniques

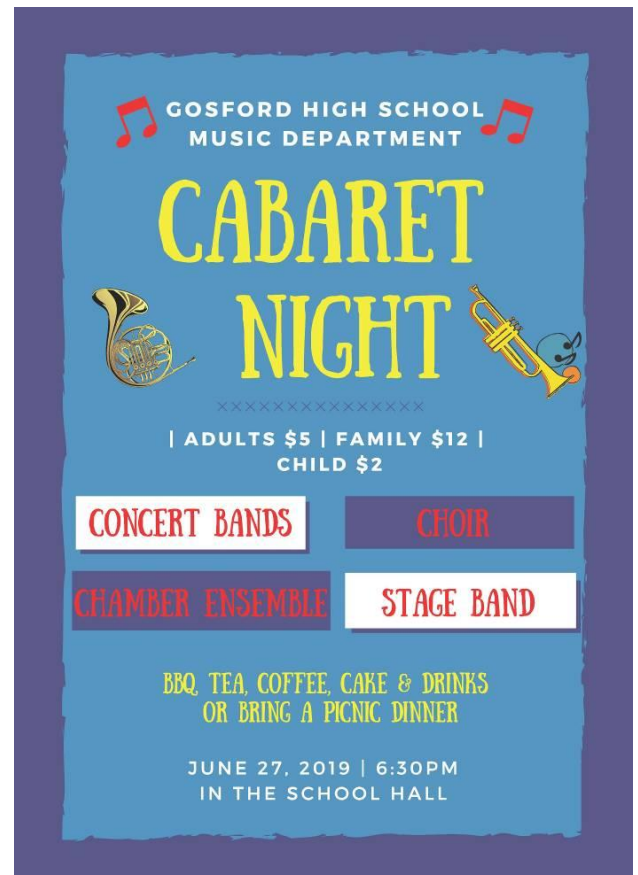
Designing and making is a skill to be learnt more so than a concept to be understood.

Maxine Johnson
Head Teacher TAS

CAPA

Music:

Cabaret Night is on Thursday 27th June commencing at 6:30 pm in the school hall. Come along for a night of entertainment by GHS Performing Ensembles. Hear the Concert and Stage Bands, Chamber Ensemble and Choir.



Starstruck

Congratulations to these students, who will be participating in Starstruck this year with multiple performances in the Schools Showcase at the Newcastle Entertainment Centre Wednesday 12 June until Saturday 15 June.

Lilliana Davis (Year 9) is a featured vocalist in the show for the second year in a row. Johnshu Myers (Year 11) is also making a repeat appearance in the show orchestra on viola. Spencer Johnston is featured as a senior backing vocalist. Good luck and have fun!

Big Congratulations to Johnshu Myers, Spencer Johnston and Lilliana Davis



Stage Band performing at Niagara Park Indoor Centre for Central Coast Heart Exhibition Match



Drama:

Congratulations to Abe Nagle, Izzy Naylor, Jasmine Malcolm, Hayley Corderoy, Vivienne Clements-Lee, Danielle Livette-Vial, Savannah Worth, Malakai Taylor, Disa Xia, Caitlin Waite.

Zoe Smith and Isha Chanana who were accepted into the Arts Alive State Drama camp and represented Gosford High School with pride. This was a record number of students and was an incredible opportunity for Drama students from across NSW.

A big thank you to Sarah Moore, Abbey O'Shea, Cody Doran, Luke Parker and Bella Nakhoul for attending Hospital Interaction Skills at Gosford Hospital. This is a project in which Gosford High participates in conjunction with the medical training staff at Gosford Hospital and is an opportunity for our students to assist future doctors develop their skills in adolescent patient interactions.



Gene's HSC Monologue 'Free Churro'



Megan and Trinity's HSC Monologues

Visual Arts:

National Art School

'On 23rd May, two Year 11 Visual Arts classes set off bright and early from Gosford Station and took a quick walk through Darlinghurst before arriving at the National Art School. We had something to eat and admired the architecture of the former prison grounds, while an Ambassador from the school gave us a brief history of the area. After that, the classes were split up into two groups and we set off to the artmaking studios to start drawing. Initially, we were asked to select three portrait photographs to replicate in our drawings. We used mediums such as charcoal and graphite to create "blind" drawings (in which we were only allowed to look at the photo we were replicating, rather than our art paper). After a few attempts, these portraits became more realistic, and we began to use different strengths of ink to create new drawings. Once we added block colour in an initial layer with the weaker ink, we used the darker ink to create more detail and even more portraits. After a few hours of artmaking, we took a lunch break and walked through the Dobell Prize exhibit to see some of the entries. As the day progressed and our lunch break ended, we began mixing the mediums we had already used to experiment more. We also replicated the horizontal and vertical contour lines of the photographed portraits on A3 sized brown paper, which reacted to these materials differently. We finished up our portraits shortly after, cleaning our stations and securely wrapping up our drawings to take home. The two studio groups converged back at the entryway to the National Art School, and we spent most of the train ride discussing our newfound drawing skills.'

By Sarah Moore 11VA2





VAD Reflective Practice.

The Visual Arts excursion to the National Art School was an immersive and informative experience that greatly developed our understanding of the material practice involved in expressive portraiture. Our tutor was very comprehensive in teaching us how to experiment with materials such as ink washes, charcoal and coloured pastels that many of us were unfamiliar with, using methods that pushed us outside of our comfort zones. I believe this guided us towards new perceptions and ideas that enhanced our potential for growth and learning in the subject. This included the use of chopsticks and large brushes for areas of shadow in blind contour and continuous line drawings. The most enjoyable part of the excursion was when we were given freedom to combine elements from what we had learnt to construct a final piece. Each of us had a different approach, which was evident in the creation of artworks containing a high degree of individuality and character present.

Mikayala Bewley Year 11

Important CAPA dates for your diary:

Monday 24 June Period Two	All of year eight will have the exciting opportunity to see 'The Stones' performed by Zeal Theatre. Please bring in permission notes and pay \$8 ASAP.
Thursday 27 June	Cabaret Night, 6:30pm. GHS Bands, Chamber Ensemble & Choir
Friday 12 July Wednesday 17 July	Year 12 Visual Arts Open studio. 9am - 2pm. Ms Ainge AR1
Wednesday 21 August 5.00 pm	Drama Showcase Night. Featuring acts from Years 9, 11 and 12 Drama classes.
Friday 18 October Periods 1 and 2	Swoop Physical Theatre workshop with the year nine Drama class.
Watch this space	Year 9 Excursion to Melbourne.

Wendy Mortimer
Head Teacher CAPA

'Role models count' - students to be inspired by Australia's top scientists:

More young people will be inspired to pursue STEM careers as ten of the NSW's brightest science students converge on Canberra this week to meet leading Australian scientists.

The new STEM education initiative by the Australian Academy of Science will see the group of Year 12 HSC *Science Extension* students and their teachers attend the Academy's annual showcase of science, [Science at the Shine Dome](#), for the first time.

Science Extension is a NSW Higher School Certificate course designed for Year 12 students with an interest in scientific research. It is the only science course of its type in Australia. Students undertake scientific research, in collaboration with a practising scientist to develop research and critical analysis skills and to apply evidence-based decision making.

The Academy's Secretary for Education and Public Awareness, Professor Hans Bachor, said picking only ten students from 67 applications was no easy task.

"It is clear from their applications that this group of students is absolutely passionate about science and we look forward to hosting them and their teachers. After spending three days with some of Australia's top scientists they will leave with plenty of inspiration," Professor Bachor said.

"What young people see of STEM professionals shapes their beliefs and career aspirations. The Academy's [Women in STEM 10-year plan](#) published last month highlights the importance of role models."

The ten students and their teachers are attending [Science at the Shine Dome](#) thanks to the generous support of the Academy's STEM education partner 3M. It's Australia Managing Director, Makoto Itoh congratulated the Academy on creating a fantastic program to inspire Australia's future scientists.

"By providing equal opportunity to all NSW *Science Extension* students and including their science teachers, we're creating a winning formula for success and the advancement of science in Australia," Mr Itoh said.

"In future careers, these students could make their own scientific discoveries and apply them to solve some of life's biggest problems. They could change the world—and that alone is worth its weight in gold."

The ten students are: Regional NSW -

- Elijah Kinnane – Bateman's Bay High – researching alternative recycling methods for PET plastics
- Ella Stephens – Great Lakes College, Forster – researching genetic technology and the role of Prion proteins in the development of disease
- Jade Dedomenico – Bomaderry High – researching the efficiency and sustainability of algae biodiesel as an alternative to petroleum diesel
- Liam Flew – Gosford High – researching the product standards of carbon monoxide detectors
- Rochelle Hensley - Aurora Virtual College (Narrabri) – researching how the orientation of solar panels can impact on their efficiency

Sydney Metropolitan

- Syed Taimoor Mansoor - East Hills Boys High – researching the effects of childhood maltreatment on interpersonal relationships during adolescence
- Katherine Willetts - Meriden School, Strathfield – researching published data on synaptic activity in the mouse brain
- Sarah Nelson - Northern Beaches Secondary College – researching the effect of citrus on the red worm's ability to reproduce in household worm farms
- Caitlin Wartho - Pymble Ladies College – researching the effects of urban environments on local water systems
- April Abela – Glenmore Park High School – researching the available evidence on the consumption of processed meat and the link to colorectal, prostate or pancreatic cancer

Media contact: Dan Wheelahan - M 0488 766 010 | E media@science.org.au



Need to find something career related? Here's a list of handy links. Click on the category you are interested in.

ATAR

- [Frequently asked questions](#)
- [All About Your ATAR](#)

Advice

- [Skills Road](#)
- [Help Line for Teens](#)
- [Beyond Blue](#)
- [Make Your Mark](#)

Apprenticeships and traineeships

- [Australian Apprenticeships](#)
- [Forms and documents](#)
- [Girls in trades](#)
- [Group Training Info](#)
- [Group Training - Success stories](#)
- [Info on](#)
- [NSW Information](#)
- [Pathways to go higher](#)
- [Want to be an apprentice](#)
- [Trade videos](#)
- [Migas Apprenticeships](#)

Calendar

- [Useful dates](#)

Career Fields

- [STEM Careers](#)
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- [Health Careers](#)
- [Education Careers](#)

Career Research

- [Good Careers Guide](#)
- [My Future](#)
- [Worksheets and Activities](#)

Career Advisory Service

- [Home Page](#)

Disability Education

- [Special Education BOS](#)

Disability Employment

- [Endeavour Foundation](#)
- [Job Access](#)
- [Nova](#)
- [TAFE Support](#)

Education in NSW

- [ACE Manual](#)
- [Naplan Test](#)

Employment Advice

- [Applying for work](#)
- [NSW Government Jobs](#)
- [Starting work](#)
- [Videos](#)
- [Know Your Rights](#)

Employment Trends

- [Job Outlook](#)
- [Labour Market Info](#)

Employment Websites

- [indeed.com](#)
- [jobsearch.gov.au](#)
- [JobTad](#)
- [adzuna.com.au](#)
- [seek.com.au](#)
- [spotjobs.com](#)
- [careerjet.com](#)
- [applydirect.com.au](#)
- [careersonline.com.au](#)
- [neuvoo.com](#)
- [Workible](#)

Financial Assistance

- [FEE-HELP](#)
- [Government assistance](#)
- [Money Smart](#)
- [Study Assist - Eligibility](#)
- [Youth Allowance](#)

Guest Speakers

- [Ambisie](#)
- [Inspiring The Future](#)

HSC

- [All My Own Work](#)
- [Bored of Studies](#)
- [Parent Advice](#)
- [Parent Advice - DEC](#)
- [Past HSC Papers](#)
- [Practice HSC Multiple Choice Qs](#)
- [Results](#)
- [RoSA](#)
- [Rules and procedures](#)
- [Showcase Exhibitions/Performances](#)
- [Subjects - Category A and B](#)
- [Syllabi](#)
- [Vocational Education](#)

HSC - Illness or misadventure

- [Illness on the exam day](#)

HSC - disability

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HEAR FROM THE BEST OF THE BEST IN THE HSC STUDY GUIDE 2019

4 June 2019

Media release 

Packed with exclusive study advice and exam tips from some of 2018's highest achieving HSC students, this year's essential guide to achieving your best in the HSC is available in today's *Sydney Morning Herald* and [online](#).

The *HSC Study Guide 2019* features 11 personal stories about how former students' dealt with stress, found the best ways to study and ultimately succeeding in the HSC, alongside the latest practical advice from NSW Education Standards Authority (NESA) curriculum and assessment experts and leading Year 12 teachers on preparing for your final exams.

NESA Acting CEO Paul Martin said the guide is an invaluable resource for students preparing for trial exams just around the corner, and HSC exams later this year.

"It's also full of helpful information for parents and carers wanting to know more about the HSC, and supporting students to do their best.

"My advice to students: education is a lifelong journey and the HSC is an important point in that journey, but it's important to balance study with healthy habits including rest, fun and exercise," said Mr Martin.

NESA produces the *HSC Study Guide 2019* in partnership with the *Sydney Morning Herald*. HSC students will receive a free copy of the guide via their school next week.

View the [online edition](#) of the HSC Study Guide 2019.

2019 HSC Fact Sheet

- Around 77,000 students are enrolled in one or more HSC courses.
- HSC Music, Dance and Drama practical exams and 53 oral language exams will be held in August and September.
- 123 HSC written examinations totalling around 350 hours are scheduled from 17 October to 11 November.
- HSC exams will be held across NSW in over 750 exam centres staffed by over 7,500 supervisors and presiding officers.
- Around 330 students will sit HSC exams overseas.
- 96 exam committees and around 300 committee members are involved in developing 123 written exam papers.
- Each exam will be reviewed at least six times and checked a further three times at minimum before more than 700,000 exam papers are printed.
- More than 5500 markers will work across NSW in eight marking centres and from home.
- Around 4000 HSC markers (72%) will mark online with 83 courses to be marked all or in part online. Around 3200 online markers (80%) will work remotely after attending a briefing and practice marking sessions at a marking centre.
- HSC results will be issued online, by email and via SMS from 6.00am on Tuesday 17 December.
- HSC exams were first held in 1967.

** GOSFORD HIGH SCHOOL CANTEEN ** WINTER MENU

SNACKS

Breakfast Toast	\$1.00
Breakfast Raisin Toast	\$1.00
Scrolls (cheese & bacon, cheese & vegemite, sweet chilli (V), <u>or</u> Hawaiian pizza)	\$2.50
Muffins (fruit <u>or</u> choc)	\$1.50
Fruit Salad (V) (GF)	\$2.50
Parfait Cup (<u>w</u> muesli, yoghurt & fruit)	\$2.50
Fruit Jelly Custard Cup	\$2.00
Fresh Fruit (apple, orange, <u>or</u> banana)	\$1.00
Berrie Quelch	\$0.60
Snapstix	\$1.00
Juicy	\$1.50
Juice Cups	\$0.80
Bulla Ice Cream (GF)	\$1.50
Bulla Yoghurt	\$2.50
Chips (sea salt <u>or</u> honey soy chicken)	\$1.30
Grainwaves (sea salt <u>or</u> honey)	\$1.50
Pretzels	\$1.50
Seaweed	\$1.00

SANDWICHES

Chicken, Avocado & Sprouts	\$3.50
Chicken & Lettuce	\$3.50
Egg & Lettuce (V)	\$3.50
Ham, Tomato & Cheese	\$3.50
Salad (V)	\$3.50

Bread Options: wholemeal or multigrain

HOT FOOD

Sausage Roll Small	\$2.50
Spinach & Ricotta Roll (V)	\$3.00
Potato & Meat Pie	\$4.00
Traveller Pie Plain	\$3.50
Traveller Pie Steak & Pepper	\$3.50
Chicken Burger	\$3.50
Chicken Focaccia	\$3.50
Gluten Free Chicken Wrap (GF)	\$4.50

BEVERAGES

Plain Milk	300mL: \$1.0	600mL: \$2.00
Flavoured Milk	Small: \$2.00	Large: \$3.50
(chocolate, strawberry, iced coffee, banana, <u>or</u> vanilla malt)		
Nippy (iced coffee <u>or</u> chocolate)	\$3.00	
Up 'n' Go (chocolate, vanilla, <u>or</u> strawberry)	\$2.50	
Water	\$1.50	
Chill Drinks	\$3.00	
Juices Small	\$3.00	
Juice Bombs	\$2.50	
Juice Bags	\$2.00	
Coffee (GF)	\$2.00	
Hot Chocolate	\$2.00	
Tea	\$2.00	

ORDER IT, OR RISK IT

Lunch orders available every day

(GF) = gluten free option (V) = vegetarian option

EFTPOS available, minimum purchase \$5.00

FRESH DAILY SPECIALS

Monday:

Sushi (tuna, chicken, <u>or</u> veg)	\$3.50
Chicken Burrito	\$5.00
Vegetarian Burrito	\$4.00
Hamburger	\$5.00

Tuesday:

Fried Rice	Cup: \$2.00	Box: \$3.50
Bolognese Pasta Bake		\$5.00
Vegetarian Pasta Bake (V)		\$4.00
Cheese Macaroni Bake		\$3.50
Soup of the Day		\$3.00

Wednesday:

Meatball Sub	\$4.50
Butter Chicken	\$5.00
Soup of the Day (V)	\$3.00

Thursday:

Fried Rice	Cup: \$2.00	Box: \$3.50
Fresh Baked Potato:		
<u>w</u> Beef Bolognese & Cheese		\$5.00
<u>w</u> Baked Beans & Cheese		\$4.00
Soup of the Day (V)		\$3.00

Friday:

Cottage Pie (GF)	\$4.50
Bolognese Pasta Bake	\$5.00
Vegetarian Pasta Bake (V)	\$4.00
Hamburger	\$5.00
Soup of the Day	\$3.00

