



Gosford High School

BLUES NEWS

Issue No 4: Term 2 - 19 June 2020

Principal's News

Dear Parents and Caregivers,

Gosford High School has now resumed normal timetabled lessons with students being delivered face to face learning in all courses. We continue to follow the protocols implemented by the NSW Department of Education to ensure the safety of students and staff and this will continue until the NSW Government relaxes all the measures put in place during COVID-19. The students are happy to be back at school with their peers and teachers and very eager to continue on with the usual activities planned for the school year.

As we move closer and closer to a normal delivery of curriculum at school there are a number of areas that we must still modify, in our planning for the remainder of the year. The teaching staff have worked hard to ensure that reports are issued within our usual timeframe with minor adjustments to the reporting template. Comments, areas of learning and grades have been modified or removed to accommodate the online learning and assessments conducted during half of the year. Due to current restrictions on parent gatherings the school executive has made the decision to postpone the planned parent teacher nights until Term 3. Early Term 3 we will evaluate the most appropriate mode for holding learning conversations between parents and teachers based on current school COVID-19 restrictions.

The school calendar remains disrupted with many events being cancelled, postponed or modified due to the restrictions on large gatherings and visitors to the school. The very important subject selection process for Year 10, Year 9 and Year 8 will each be held using a combination of online

videos, student meetings and teacher presentations. These events kick off with Year 10 students receiving their subject selection booklets at the end of term 2. This will be a new process for all of us with the aim of ensuring all our students and parents are well informed when identifying the most appropriate pattern of study in Year 11.

There have been changes to the HSC timeline for Year 12 with a delayed commencement of the HSC examinations. This has allowed us to move the Trial Examination back to week 5 and 6 providing more time for course completion. The later start for the HSC examinations also means that the school will run timetabled tutorials for all Year 12 students during week 1 of Term 4 to further support them in preparing for the HSC. We would expect that students make use of these lessons in their HSC preparations. The school is awaiting further decisions on the restrictions associated with parent gatherings before confirming a date and time for the Year 12 Graduation ceremony.

Students are provided with many ways to take on student leadership at Gosford High School. The school captains, house captains and student representative council each have various responsibilities in leading the student body and representing their views at the school executive level. During Term 2 house games have played an important role in returning the students to school, providing opportunities for some friendly house competition and various school activities. At the beginning of Term 3 students in Year 11 will be offered the opportunity to take on a leadership role in 2021. There will be a variety of tasks each student will need to complete in order to be selected as a School Captain, Vice-Captain or School Prefect. There will be 12 School Leadership Team positions available for students and 8 House Captain positions on offer to students.

The P&C Executive and School Executive met this week via Zoom to discuss the current school operations and identify ways that we can further

support teaching and learning at Gosford High School.

This year the P&C and Chapman Fund have supported the students and staff through providing the following teaching and learning resources to the school:

- New teaching and learning resources in Mathematics
- Refurbishments and room redesign in the Creative and Performing Arts faculty
- The introduction of drone and engineering technology in TAS
- Science and Chemistry laboratory equipment
- The Elevate wellbeing and study skills programs for all years

The School has also identified a number of school funded projects to update and improve the facilities for students and teachers at Gosford High School. These currently include:

- The upgrading of the outdoor senior area
- A new science demonstration room for seniors
- Improved internet speed through upgrading our school servers, WIFI and network
- A new bell system and internal classroom communication system
- Improved outdoor seating and shade areas for students

The P&C have continued to offer great support and I would like to publicly thank them for their contribution to Gosford and their support of staff.

Finally, may I ask that parents continue to refrain from sending students to school who are sick or recovering from respiratory illnesses. As the weather has got colder we have had many students present to the sick bay during the school day. When this occurs, we need to contact parents and ask that students are picked up immediately. We appreciate your support with this process in the interest of everyone's health and wellbeing.

Michael Smith - Principal

Deputy Principals

Congratulations to the students who have handled the transition back to full time face to face teaching with ease. It is great to see all students back at school engaging in their learning, but also back to socialising pre-Covid once again.

Subject Selection

Not knowing what the future holds in terms of large gatherings, etc., we have decided to re-work the subject selection process for Years 8, 9 and 10.

Year 8 into 9

We will be placing all subjects to be offered for 2021 electives onto our school website on 27th August (Term 3, Week 6) which would have been the evening in our hall. Our senior executive will contribute by recording a message containing essential information for students/parents/carers about Stage 5 (years 9 and 10), and what the elective process looks like at GHS.

Each subject will create a short video outlining their course. A subject selection booklet will also be emailed to students/parents/carers for additional information.

Year 9 into 10 – 100 hour elective choices

Year 9 students will need to select a new 100-hour course for 2021. All information for these courses on offer will be placed on our school website on 27th August (Term 3, Week 6) for viewing. A booklet will be emailed to students/parents/carers with all information as well.

This new initiative should allow all families a chance to view all subjects on offer.

Year 10 into 11

At the end of this term, the year 10 into 11 subject selection booklet will be emailed to all year 10 students and their parents/carers. This booklet will be further supported by faculty specific videos that will be uploaded to the school website. These videos will outline course specific information for all courses offered. On Monday 17th and Tuesday 18th August, subject selection interviews will be held in the library for all year 10 students and

their parents/carers. At these interviews, students will have the opportunity to discuss their pattern of study with staff, stage 6 requirements and post school options.

Year 11

Year 11 reports were recently published to the parent portal and we are very pleased with the progress and growth of many students in Year 11. Mr Smith spoke to all year 11 students this week about the 2021 Student Leadership Team and the tasks involved with students submitting their Leadership Booklet to Ms Badior by 3pm Monday 29th June.

Year 12

Our Year 12 students continue to impress with their focus and commitment to learning. To support our students, the trial examinations have been moved to Term 3, weeks 5 and 6 with the first examinations held on Monday 17th August. Students will be able to gain additional feedback and feel prepared for their examinations.

Congratulations

Students who are demonstrating effort with classwork, and who have achieved strong results continue to be recognised through merits, letters / emails home, or maybe they have received a GHS postcard in the mail recognising their hard work. Well done to you all.

Sharnee Klempert
Deputy Principal (Years 7, 8 and 9)

Adrienne Scalese
Deputy Principal (Years 10, 11 and 12)

Administration

ICAS Assessments

ICAS closing date for payment this year is Sunday July 26th.

Students in Year 7 to 10 can enter this year's UNSW Mathematics and Digital Technologies competitions via the ICAS website and payment like last year is online. The available payment methods are Electronic Funds Transfer (EFT) or credit card (Visa and Mastercard). The exams will be held at a date set by the school and UNSW. Parents please observe the short window of time to pay for entry. A followup email is also planned to assist families.

The unique Gosford High School code to use for payment by parents is RZL578

The website link to assist is:

<https://www.unswglobal.unsw.edu.au/educational-assessments/shop/for-students-parents/>



2nd Hand Uniforms

We have an oversupply of second hand uniforms. If you would like to purchase any items for \$1.00 donation please see staff in the Admin office.
Mrs Brown

Updating Contact Details

If you have changed your address, contact numbers, emergency contacts or have not received any emails please contact the front office

on 4325 2048 so that we can check your details or email the school with your updated details.

GHS School Bags

School bags are available for purchase for \$50.00. Pay online or at the front office.

Sick Bay

If students are feeling unwell at school they should let their teacher know and report to the clinic and the school will contact parents.

ABSENCE FROM SCHOOL

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

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

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

Learning Support

Growing, Supporting, Helping

Learning and Support Team Role:

Deputy – Sharnee Klempert; Adrienne Scalse

Head Teacher Welfare – Chris Howe

SLSO –Katica Featherstone; Johanna Trott;
Bronte Wainwright

LaST – Grace Stockwell

Counsellors: Genevieve Chivers, Elise Russo;
Denise Sims

Teaching and Learning Support

This term the Learning Support team would like to welcome **Mr Chris Howe** as the Head Teacher Welfare at Gosford High School. We would like to thank Sue Daw, who has moved to a new head teacher position within the school, for all her hard work and the support she has offered students while relieving as HT Welfare. In addition, joining the team as an SLSO is Bronte Wainwright. The new team are excited to continue to move

forward in meeting the educational and holistic wellbeing needs for your child (ren).

Since late March the Australian government made a decision to close schools in an attempt to contain the spread of COVID-19. Recent information as of 7 June 2020, approximately 725 billion learners were currently affected due to school closures in response to the pandemic. This interruption to student learning not only impacts the student but also the family, school and wider community. The smooth transition for students returning to school requires planning ahead taking into account the impact of e-learning.

Coming to school is more than learning content and writing extended responses. Social relationships and peer-to-peer interactions is about learning to be a citizen and developing social skills. The Learning Support team is one way to stay connected with the school to provide a variety of strategies and prepare schedules for your child to return successfully to face to face learning in the classroom.

Transition from online learning to face to face learning for students

COVID 19 may have shown you your preferences to learn along with the style and the conditions that impact on your learning. The statements below may help you to understand your learning style and conditions:

- ✓ *I use my diary regularly*
- ✓ *I know the subjects I find difficult*
- ✓ *I know my strengths/interests*
- ✓ *I know the subjects I do well in*
- ✓ *I can organise my timetable*
- ✓ *I manage my time effectively*
- ✓ *My learning space is clean and clear*
- ✓ *I exercise regularly*

How Gosford will support your child

With the return to face to face teaching we are prepared and ready to meet your child's needs in a supportive environment. Learning loss and social and emotional needs will be acknowledged and efforts by the team will be employed to ensure your child is prepared and given opportunities to facilitate learning solutions.

CAPA

Year 12 are back and working hard on HSC practical submissions. The extended school break slowed us down, however, we have recovered quickly, with some really interesting work coming out of the studio.

A big thank you to those within the cohort who come in before school. The art studios are a warm place to work, away from distraction. The AR2 art studio is also open to senior students seeking extra time to complete submissions on Wednesday afternoon's period 4 and 5. Here are some snippets of works in progress:



Marie Aguanta - Drawing



Mikayla Bewley - Painting



Ailsa Chen - Drawing



Gabe Forcadilla - Drawing



Jake Hooker - Drawing



Jarrah McLoskey - Sculpture



Sarah McSwan - Drawing



Chelsea Payne - Mixed media



Nadia Wordsworth - Photography



Chris Yang - Drawing



Lily Zheng - Drawing

Year 7

Students in Year 7 have been working on a unit that introduces composition by looking at a range of artists and their work. The highlight for teachers in this unit were their Dada collages submitted online during remote learning. Here are a few examples:



Jessica Leivesley

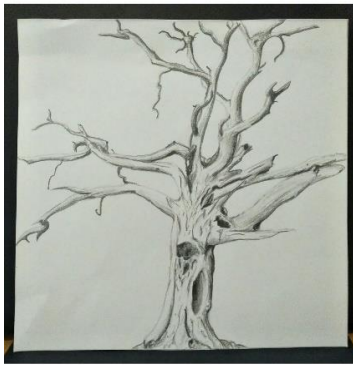
And the colour wheel activity:



Sam Hodgins

Year 9 VA

Students in Year 9 Visual Arts have created a series of artworks based on the unit Realism to Abstraction influenced by artist Piet Mondrian during online learning, focusing on the concept of representation in the art world. Students experimented with a range of artmaking materials, with pairings of both familiar and foreign nature such as: graphite, charcoal & ink, charcoal & acrylic, oil pastel, monochromatic colour schemes & paper collage. The following are examples from a range of students' series:



Emma Hogan - Graphite



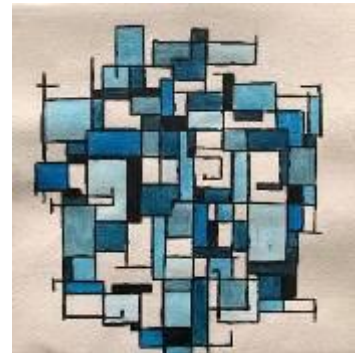
Arabella Runcie - Charcoal & Ink



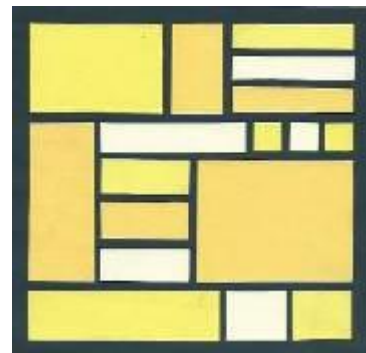
Rose Joseph - Charcoal & Acrylic



April Waters - Oil pastel



Meerab Zahid - Monochrome



Samantha Angulo - Abstract Collage

Year 9 PDM

Students in Year 9 Photography & Digital Media have created a range of photographs influenced by the Modernist photography era during online learning, focusing on the material and conceptual practice of Modernist photographers in the art world. Students experimented with a range of digital photography and editing techniques to create a range of black and white photos influenced by their chosen photographer. The following are examples are from a range of students' work:



Heidi Kaeser - Arno Minkinen



Mia Jones - Max Dupain



Ella Thoroughgood - Edward Weston

Year 10 PDM

Students in Year 10 Photography & Digital Media are currently studying the concept and use of Mise en Scene in photography and film, creating a range of photographs inspired by key artists focusing on material and conceptual practice. Students are experimenting with a range of subjects, digital photography and editing techniques to create a range of photographs influenced by key photographers. The following are examples are from a range of students' work:



Taliah Handebo - Sherman



Suey Lin – Sherman



Makenzie Hartz - Sherman



Vivienne Clements-Lee - Sherman

Year 11 VA



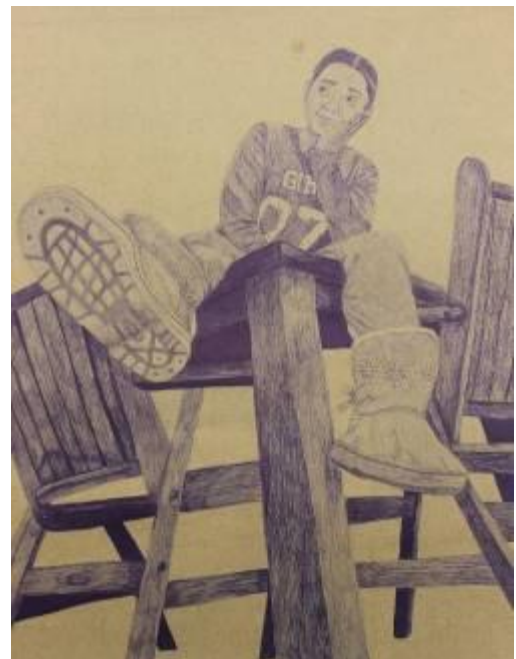
Paris Harper-Jung - Crewdson



Elley Pothitos - Crewdson

Yr 11 Visual Arts are developing their understanding of the human figure. Influenced by the material practice of Australian artist Laith McGregor students used biro to complete a foreshortened image.

Foreshortening is defined as a method of representing an object within the image in depth. In other words, the artist creates an object that is much bigger than everything else in the image, which gives you the realisation that it is closest to you. The Visual Arts teachers congratulate the class on their outstanding drawings.





Drama:

Teaching the Drama curriculum online has been a challenge. However, the Drama students have embraced the digital learning environment and have been writing scripts, making films and set dressing:



A Night Club



The Moon



The Moon

Year 7 Enrichment have had several photography competitions. Here are some exemplars:



Samantha Reed



Ivy Wang

Year 7 Enrichment - Drawn to Drawing Wks 1-5
Students in Year 7 Enrichment 'Drawn to Drawing!' have been learning the fundamentals of drawing with graphite through a 5 week course. Here are some examples of their final work:



Fighting my Demons - Alicia Honor



Youmei He

CAPA Team

Welcome Back!

A huge welcome back to all students from what has been a challenging time. Your participation in online learning and continued resilience was most appreciated from all PDHPE staff. We received a number of outstanding Physical Activity Logs each week and the quality of submitted health work was most pleasing, a job well done. A big congratulations to those students who received PDHPE faculty awards, your attitude and commitment to learning is exemplary. Keep up the great work!

We have had to make a few adjustments to our practical units in accordance with the current guidelines but it has been fantastic to get active again in our class groups. Year 7 and 8 are currently participating in a Hitting and Striking Games unit whilst Year 9 and 10 are enjoying their Dodgeball unit. Thank you for your continued engagement and participation!

Years 7 -10 have all progressed on with new health units this Term. Year 7's Whole Body Wellness unit is all about making positive and informed decisions about our food choices. Students also investigate the relationship between good nutrition and energy production. Year 8 have been investigating the benefits of a positive mindset whilst Year 9's health unit titled 'Wisdom' assess the influences of our decisions and their consequences. Year 10 are exploring the importance of mental health in the unit titled 'Exercise your Mood'.

House Games Trivia Week 4

Thank you to Miss Oman for organising another fantastic House Games in Week 4 of this term. This time it involved participating in a variety of TRIVIA questions via the Kahoot platform. Thank you to all teachers that sent in trivia questions and to those who helped run House Games on the day. A reminder that House Games Kick Tennis will be on every lunch time in Week 9, check PE staff notice board for the Draw.



Results from Week 4 are as follows:

YEAR 7

- 1st - Mitchell Tomlinson - OSU
- 2nd - Natalie Gilmore - Wheeler
- 3rd - Bruce Xie - Kingsbury
- 4th - Cecilia Wang - OSU
- 5th - Ally Manji - OSU

YEAR 8

- 1st - Finn Fraser - Rowe
- 2nd - Charlie Greenwood - OSU
- 3rd - Jennifer Eum - Rowe
- 4th - Jackson Chambers - Kingsbury
- 5th - Brianna Carr - Kingsbury
- 5th - Vanessa T - Wheeler
- 5th - Grace Abra - Wheeler

YEAR 9

- 1st Liam Lightfoot - Wheeler
- 2nd Attis Sedain - OSU
- 3rd Miller Robertson - Rowe
- 4th Jack Blandford - Rowe

YEAR 10

- 1st Issy Naylor - OSU
- 2nd Suey Lin - Wheeler
- 3rd Vivi Clements-Lee - Rowe
- 4th Abbey Salway - Rowe
- 5th Haydon Papeto - Wheeler

YEAR 11

- 1st Bodhi McNally - Kingsbury, Leo Carlton - OSU, Tom Schmaltz - Rowe
- 2nd Lily Strauss - Wheeler
- 3rd Manasa Sunkara - Kingsbury
- 4th Eira Jeannot - Wheeler
- 5th Arjuna Edirisinghe - Wheeler

YEAR 12

- 1st Andrew Bartlett - OSU
- 2nd John Queja - Rowe
- 3rd Isabella Nakhoul - OSU
- 4th Darcy Van Wessel-Aldridge - Rowe
- 5th Evie Thompson - Kingsbury



NSW Premiers Sporting Challenge



The NSW Premier's Sporting Challenge (PSC) encourages all students in public schools to be more active, more often by increasing their participation in sport and physical activity. This year our Year 9 and 10 PASS classes will be participating in the 10 week challenge. Students record and track their physical activity over a 10 week period as they aim to be more active, more often.

Year 9 and 10 PASS students have a logbook to track their physical activities each day in various ways, like running, swimming, walking to school etc. We started the challenge on the 8th of June and we will finish on the 30th of August (Week 6, Term 3). The challenge fits in nicely with our current theory topics of Physical Fitness and Sport in Australian Culture. Good luck to all students involved!

Enjoy the rest of the Term!

PDHPE Faculty

TAS

'Design and making is a skill to be learnt more so than a concept to be understood'

At this point of time in the term the TAS block is full of new enthusiasm as students actively engage with a new design brief and the design process. As the creativity process is beginning for most of our design students, they find themselves immersed in the idea generation stage and realising that design is a solution to a problem. Currently there is added collaboration and productive energy being expressed.

'A designer merges synthesis of learning to create a solution'

Year 12 Design and Technology students are in some of 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 the final stages of the design process. The external marking dates for the folio sections has been communicated and students should be proactive in seeking and heeding feedback from their teachers before the end of term two to allow for the important evaluation and synthesis of the process to be documented in detail. The adjustments to the folio by NESA have been communicated to the class. The NESA due date for Design and Technology is 3pm Thursday 10 September 2020. HSC hand in dates have been revised and published and are closer than they appear. Students should be proactive in the following weeks and over the term break by setting and achieving small but significant goals to meet both deadlines and project compliance.

'Design is thinking made visual. Design is to make the invisible, visible'

Stage 4 and 5 students have begun their second trimester of study. Our students are creative learners engaging with and building ideas whilst collaborating and using their unique creative

skills. We witness our students actively making decisions, analysing variables, creating an argument, evaluating options constantly and importantly applying knowledge to make valuable connections. This active process of learning and thinking becomes visual not only in the product solution but importantly in the design folios or the record of their design development. Students should be reminded that assessment is formative and ongoing and sections of the design process form their assessment.

‘Creativity comes from unlikely juxtapositions’

Insightful reports from stage 5 students demonstrating visible thinking, synthesis of learning and creativity resulting from connections and unlikely juxtapositions of ideas.



Meerab Zahid – Year 9 Textiles

This semester we finished designing and making a bag. Throughout the term we worked on researching and learning about how bags are created, manufactured and designed. We were also introduced to how professional designers plan and make products such as bags.

Through this project we were able to refine our practical skills in textiles. We learned how to design bags while keeping in mind factors such as functionality and aesthetics. We've also been provided insight into the products in textiles we put together. The most enjoyable part of the project was that it was individual and all students we left to challenge their own creativity allowing us to create designs unique to the creator.



Jessica Smith Year 9 Design and Technology

Last semester we had to create a 'storage solution' for anything in our houses and I created a bookshelf. This project meant that I now have created my own home for my books. This project has made me learn some very important skills, such as adapting when you get interrupted and your project cannot go ahead as planned. I also learnt more related skills, such as the importance of measuring many times and to always get extra materials in case of a mishap. Overall I truly enjoyed this project because of the practical and planning skills I get to learn in school.

Vladyslav Nechypurenko – Year 9 iSTEM

Last term, our task was to design and construct a hydraulic sumo fighting robot which we would then test out against other classmates'. Along the way, we also assembled a robotic hand mechanism out of limited resources (such as cardboard and straws). Although we didn't get enough time to actually test our robots out due to the sudden outbreak of the virus, our group still managed to finish it up.

Overall, the new skills I am learning in this class are real world applications of math and science. For example, recently we have been studying hydraulics, then applying the knowledge to design and build our own hydraulic robot in a team.

I think my favourite part about TAS in general is how all the things we learnt in math and science, can be applied into a real world situation (in our case, building a robot), we actually get to think about a solution and try to solve it with what we've learnt.

Nikolajs Apalis – Year 9 iSTEM

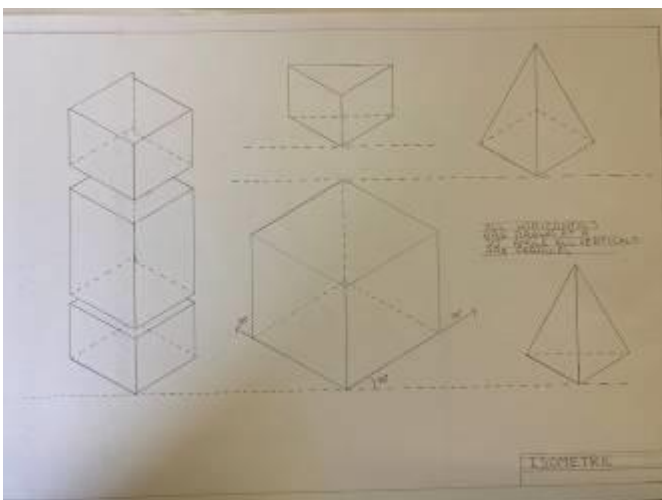
In iSTEM this year, our year 9 class worked on making mechanical sumo robots powered by hydraulics. The idea was very intriguing; in groups, we would make sumo bots, and then battle other groups' robots in a sumo-styled battle. Unfortunately, Covid-19 hit, and we didn't get to finish our projects even though we made little mockups of our project at home.

Last term we learnt about Pascal's Laws and hydraulics. This was then applied to our sumo bot project, which really showed us why these principles are important and how they can be applied in real-world situations.

So far iSTEM was incredibly fun and fulfilling. Learning about hydraulics and working on the sumo robot project is really an opportunity definitely worth taking, and it feels amazing to be a part of this course.

Rennie Wong – Year 9 Engineering

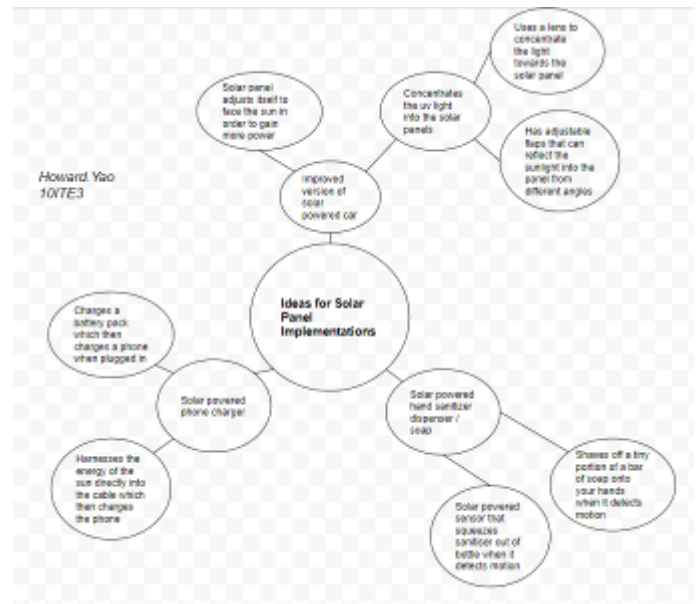
In Engineering we are designing space rovers that would explore Kepler186f. We are learning to perfect our Orthogonal and Isometric drawing and then transferring our design into a digital representation using the CAD system FUSION360. We are currently using drawing boards to assist our drawing of our individual rover design. I love the way we can learn by making and testing.



Howard Yao - Year 10 Engineering

Currently in Engineering we are designing and creating devices that harness the power of the sun to function. In this project we are to implement the use of solar panels in the device we create to explore ideas of how alternative energies can replace conventional sources of energy.

In this project we are developing skills of visualisation and imagining the way the features of a design will affect the overall performance of our project. With this we will be able to effectively plan how we would like our project to be in the future to function as imagined. I really enjoy the way I can push limitations of knowledge and problem solve with the resources we have.



Dane Broadley – Year 10 Engineering

In Engineering we are currently designing a solar powered object. I am learning different ways that alternative energies can be used and ways we can innovate with solar energies. I really enjoy the building and creating process and the final completion.



Jennifer He – Year 10 Food Technology

An excerpt from Jennifer's extended response assessing the impact of the media on food choices in Australia.

As the diet industry continues to grow and capitalise on the need to be beautiful, people are more likely to buy unhealthy diet supplements. These products are advertised as having the ability to instantly improve an individual's body and boosting their confidence. Social media often manifests influencers who create a facade of a perfect life. This allows for people who are insecure to believe they must follow them in their lifestyle. However, normal people who work full time jobs and are paying off debt are unable to go to gyms for multiple hours of the day or purchase expensive meal plans. Furthermore, the decision to follow a lifestyle of undereating, taking unhealthy supplements or using extreme diets all lead to mental and physical health issues as knowledge on health and nutrition are not shown. Instead of science-based research, social media is more prominent, which allows for it to have a greater effect on society.



Coded algorithm by Anna Kuchina

Practical work in TAS during COVID19 times is about new protocols, restricting shared access to some resources and being mindful and proactive about sanitisation processes. Practical work in the main workshop will resume just as soon as students have developed their design solution ideas and are ready to construct. Food Technology practical experiences have begun again with an emphasis on portion allocation and no food sharing. For all practical lessons in TAS, leather enclosed footwear is legislated by the Department of Education. For safety and continuity of learning, correct enclosed black leather shoes is a

requirement for all practical lessons even on days when sport or PE lessons occur. Students without correct footwear will be directed to other learning to complete within the design process and will unfortunately be denied access to the workshop.

Head Teacher TAS Maxine Johnson



A unique virtual experience to help shape academic success, course & career choices.



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YOU + Careers Expo = Your Future

Attending a careers expo gives you a great opportunity to find out about different jobs and industries in which you are interested. You will be able to talk to people who are working in many different types of jobs and to people doing apprenticeships and traineeships.

There may be representatives and teachers from Universities, TAFE's and other training providers to ask questions about the best training for you. There may also be many different employers and careers represented – some you may not have thought of.

Asking lots of questions and listening to many different people speaking about jobs and training options will help you to decide on your future career goals.

Gather as much information as you can about the careers and jobs that YOU are interested in.

Here are a few tips to take full advantage of the day:

- Think about your own career goals and what career could be right for you.
- Consult the Expo Program – identify who you want to talk to and see them first, so that you don't miss them out, but do make sure you also keep your eyes open for any booth that might offer you other career options that maybe you haven't previously considered.
- **Read the booth information before asking questions.**
- Be confident and show interest.

Things to ask

When approaching an exhibitor, introduce yourself before asking any questions. For example, "Hi, my name is Sally and I'm very interested in a career in childcare. May I ask you a couple of questions please?"

Some questions you may want to ask exhibitors are:

- What opportunities normally exist within your industry?
- Was the job you currently do your first choice when you left school?
- Did you undertake any courses when you left school?
- What skills or interests should I have for the job?



- What do you love about your job?
- What don't you like about your job?
- Could you offer advice on how to gain a career in your industry?
- What was the path you took following school to enter the industry you currently work in?
- If you are talking to a TAFE, University or Private Training Provider, you may wish to outline your career goals, and ask for any recommended courses which would help achieve this and where to go for more information.

Finally, be courteous to exhibitors – they're giving their time to provide you with a fantastic opportunity to discover more about your future career.

Making the big decisions – choosing subjects and courses

Choosing subjects and courses may be one of the first career decisions you make. Making big decisions may be challenging.

- What subjects do you need to study in Year 11 & 12 for the career you want?
- What training should you do e.g., a course at University, TAFE or private provider/college?
- What university, TAFE or private provider/college should you attend?
- What job opportunities will it open up?

Year 11 and 12 subject choices are very important as many post school training courses and careers have mandatory entry requirements. It is important to choose the subjects you need to be eligible for what you want to do. Think about what you want to do or are interested in, choose carefully, do your research and where appropriate get advice from employers.

Decisions should not be based solely on:

- Parents' perception of job prestige; job futures; salary or what they think a student should do or is good at
- Year 12 exam expectations
- Accepting any course, training organisation or university just because it was offered
- Accepting any course, training organisation or university because there is nothing better to do
- Being "good at" a subject without any understanding of the types of careers and opportunities it might lead to
- Peer pressure
- Taking an easy option – this course offers a lighter workload
- Glamourised perception of a profession or job.

The wrong course selection is often responsible for non-completion of courses. Time taken to explore the options and to understand what career or profession is the target and why, will help you to complete your course – although changing courses and majors is always a possibility. If unhappy with a subject or course, a student should seek advice from careers and faculty advisers to ensure changes are made before it affects their chance of completion or their academic record and results.



Post School Course Selection Checklist

An understanding of the following will help students make informed choices.

- Career Goals. What kind of work do you want to do?
What do you know about the job or industry?
- What do you know about the required level of training?
- How much does the course cost?
- How much study do you want to do?
- Do you want a course based on theory or practice?
- What level of academic study do you want to do?
- Realistic expectation of meeting entry requirements.

University, TAFE or Private Provider/College Selection Checklist

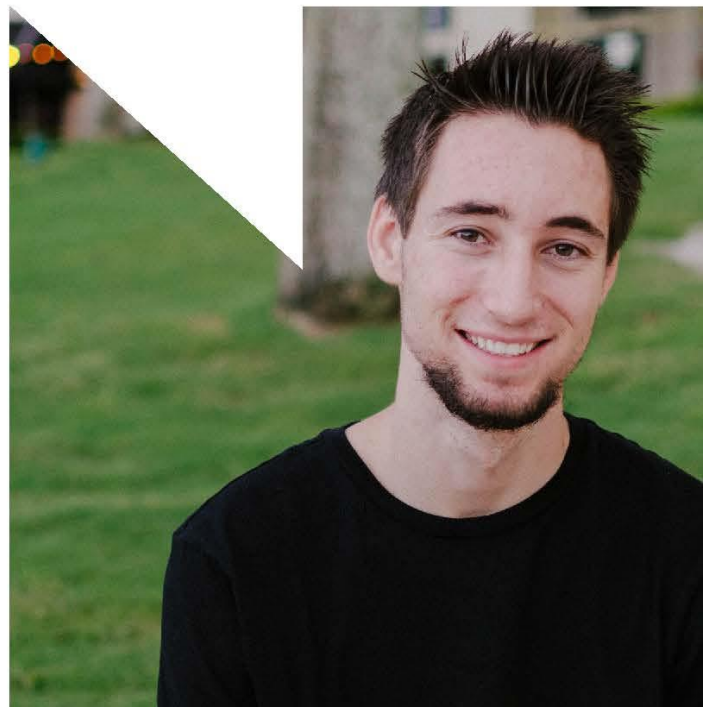
Comparison shopping through course information booklets and websites, campus open days and talking to career counsellors, career advisors, guidance officers, guidance counsellors and current students will help provide answers to the following:

- Is your desired course available – are specific specialisations on offer
- Environment and culture of the training institution and campus
- Accreditation and or reputation
- Practical issues including transportation, accommodation, living costs
- Completion and graduate outcomes
- Equipment, facilities and services available
- Clubs and associations and sports facilities
- Faculty to student ratio
- Campus size.

Just because you begin your journey in one direction, it doesn't mean that you can't take a detour at any time. So don't think of it as a one way street – it's not!

While trying to make these decisions you will no doubt seek advice from many people – your family, your friends, and if you're still at school, from your teachers. They will have some idea of your strengths, interests and talents but remember that ultimately it's your choice and nobody else can make the decision for you.

But remember, you will be the one doing the study, so it's very important that you think carefully about what you really want to do with your working life.

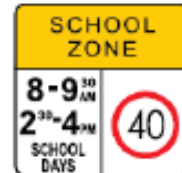




Traffic and Parking around your School

Parking rules are designed to stop vehicles from parking where it would be dangerous or inconvenient for others. Please consider the residents when parking in streets surrounding your school.

- ✔ A **School Zone** is the area around a school with a speed limit of 40 km/h. Between the School Zone and End School Zone signs you must obey the school zone speed limit. The school zone speed limit only applies on gazetted school days and during the times shown on the sign.



- ✔ **School Bus lights** – buses use signs and orange flashing ‘wigwag’ lights to warn motorists and pedestrians that they are picking up or setting down school children. The lights begin to flash when the bus stops and the doors are opened. They keep flashing for about 30 seconds after the doors close and continue even after the bus moves off. You must not drive past the bus in the same direction at more than 40 km/h while the ‘wigwag’ lights are flashing as there may be children crossing or about to cross the road.



- ✔ A **No Parking Zone** means that you must not stop for more than two minutes. You must remain in or within three metres of the vehicle. No Parking Zones are suitable for dropping off and picking up.



THESE SIGNS MEAN YOU MAY STOP HERE TO DROP OFF / PICK UP

BUT YOU MUST

- stop for up to 2 minutes only
- stay within 3 metres of vehicle

**Kids look to you to keep them safe - please park legally in school zones
HEAVY FINES and DEMERIT POINTS APPLY**

- ✔ A **Bus Zone** means that the area is restricted for bus use only. If hours of operation are shown, the restriction only applies to this time. You may use this area outside of these times.



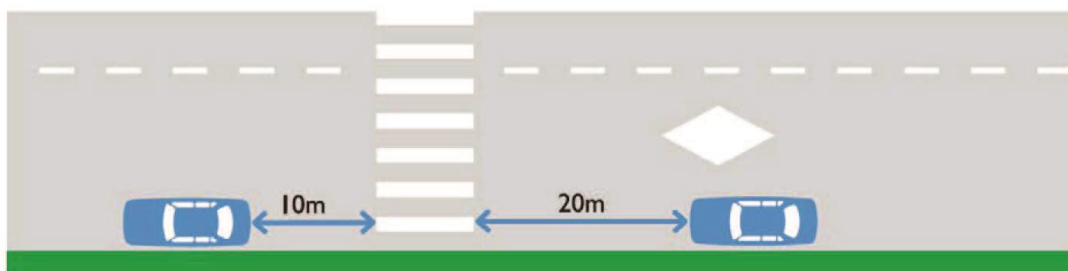
- ✔ A **No Stopping Zone** means no stopping at any time.



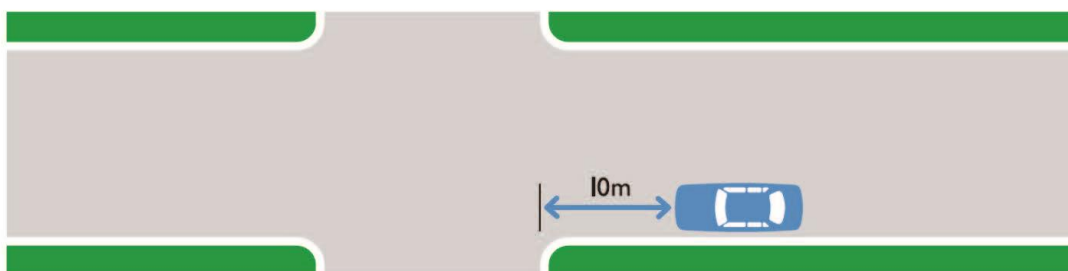
Other times when you must not stop

You must not stop your vehicle (that is, bring it to a stop and either stay with the vehicle or leave it parked) in the following circumstances:

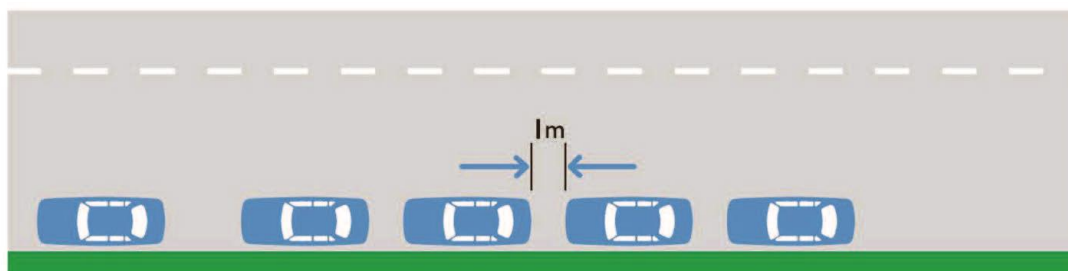
- ❌ Double parked (that is in the road alongside a car that is parked)
- ❌ Across a driveway or footpath
- ❌ On a median strip or traffic island
- ❌ On footpaths and nature strips
- ❌ On or within 20 metres before and 10 metres after a children's crossing or pedestrian crossing



- ❌ Within an intersection
- ❌ Within 10 metres of an intersecting road at an intersection without traffic lights unless signposted otherwise



- ❌ In Bus Stop, Bus Zone, Taxi Stand or Taxi Zone signed areas
- ❌ At least one metre from any other parked vehicle, close as possible and parallel to the kerb, and facing the same direction as the traffic lane



- ❌ Within three metres of any double centre lines
- ❌ Within 20 metres before and 10 metres after a bus stop

Adherence to signposting, linemarking and road rules around your school will assist in providing a safe environment for the school community and residents.

