

Blues News

Gosford High School & Community News

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Issue No 3: May 2020 – Term 2

19/05/2020



Principal's News

Dear Parents and Caregivers,

Gosford High School has implemented all the measures advertised in relation to social distancing and the wellbeing of staff and students. Monday marked the beginning of Phase 1 with 80% of our Year 7 cohort returning to school. Students completed their online work, caught up with friends, teachers and their Year Advisers. This attendance trend has continued as we welcomed back all other year groups. Students were clearly excited to be back at school and it was lovely to see the joy as they spoke with friends they had not seen for some time.

This week I have reviewed the attendance of all students and the most recently released information from the NSW Department of Education on the phased return to school. Many of the social distancing policies associated with returning students to school have been modified allowing us to consider adjusting the return to school for senior students from Monday 18th May 2020.

As a result, the GHS Senior Executive have today decided that Year 7-10 will continue attending one day a week as advertised previously. Each year group will start their day with a muster in the COLA and be allocated to rooms to complete online learning.

Students in Year 11 and Year 12 will return every day from the 18th May and follow their usual timetable including extension classes. They will be

supervised by their usual classroom teacher. This teacher will offer the online delivery, however, students attending school will benefit from the face to face support of their classroom teacher in each lesson. This will also allow us to continue to support students unable to return to school.

Week 4 Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Seniors	Year 8	Year 9	Year 10
Seniors	Seniors	Seniors	Seniors	Seniors

As of the 18th May most teachers will resume fulltime teaching duties at school unless they meet the specific criteria outlined by the AHPPC. If students have a teacher that falls into this category they will have an alternate teacher supervise the class whilst their usual teacher delivers the lesson remotely.

The P&C Executive met last week via Zoom to discuss the phased return to school and how we could safely have all students back as soon as possible. The P&C have offered great support and I would like to publicly thank them for their contribution to Gosford and their support of staff. The senior executive is President -Brett See, Vice Presidents - Lea Colwell and Jo Ryan, Treasurer - Kath Styant and Secretary - Sharon Brownlee.

I thank all of you for your support and understanding as we aim to return all students to school as quickly and safely as possible.

Michael Smith
Principal

ADMINISTRATION

Updating Family Contact Details

We recently emailed contact details for each student. Thank you to those who have replied. We still have a number of parents who have not replied. Even if you have no amendments can you please reply "No Changes". Your prompt attention to this would be appreciated so that we can ensure that school records are up to date.

Canteen News

The canteen will run an alternate menu to what students are used to with only pre-packaged foods on sale. As we are not sure how many students will attend we cannot guarantee food will be available. So please ensure you pack some food in case. EFTPOS only (no cash) with TAP payment preferred. Students are required to follow social distancing practices.



The Uniform Shop at Gosford High School
Will Reopen from Monday 11th May 2020

Shop Hours are:

Monday 10am-2pm

Wednesday 8am-12pm

To Purchase Online Visit:

daylightsportswear.com/gosford

(with uniforms to be picked up from the shop
during opening hours)

ABSENCE FROM SCHOOL

Please remember to submit your online attendance via google forms each morning before 9:00am.

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

DEPUTY PRINCIPALS

Thank you for your cooperation during this time of online learning. Students are participating in lessons and completing work and we thank our parents and carers for collaborating with us to ensure our students continue to thrive at Gosford High School.

Thank you to all students who participated in the two rounds of the wellbeing surveys on each cohorts Google Classroom pages. This has informed senior executive when making decisions on returning students, and what support our students require on site and if learning at home. It is also a way to support our students wellbeing in these unprecedented times.

GHS is looking forward to seeing our students return one day a week following the staggered return process.

SRC

Congratulations to the newly elected SRC representatives across years 7-10. The students created their speeches and delivered them online to their respective cohorts for election.

The successful SRC students for 2020 are:

Year 7 – Remy Michaels, Amy Kang, Charlotte Gardiner, Matilda Kaeser

Year 8 – Thomas Alberry, Amelia Blackwell, Rhea Kumar, William Brooker, Andrew Dam, Jaydee Lourens

Year 9 – Sid Bezwada, Jessica Smith, Tayla Johnston, Willow Robinson

Year 10 – Aida Moini, Saloni Pandya, Zander Latimer, Nael Malik

Updated exit system for students leaving school via Showground Road

A revised system will be implemented from week 3 for students who exit via this gate. This includes students who:

- Are in Year 7-10 who cross at the lights, and walk down Manns Road to catch the train

- Catch a bus from this gate
- Seniors who drive home and exit via this gate
- Students who get picked up by parents and exit via this gate

This new system is designed not only for social distancing requirements, but for student and staff safety.

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

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

LIBRARY

Student borrowing

Students are still able to borrow physical books from the school library on any week day by using our 'Click and Collect' service.

There are a number of ways students can request books:

- Use the Library Support google form - link from daily attendance page
- Reserve titles on our OLIVER catalogue - link on student portal
- Phone the school and speak to library staff

Once we have received the request we will find the requested items, loan out through our OLIVER system and then leave on the bookcase outside the school's front reception/office clearly marked with the student name. We will then email the student to let them know it is ready to be collected.

Student loans

All loans have been extended until the end of June so that no items are overdue. However, books can be returned if no longer required. There is a book returns box outside the front office and another outside the library for students to use.

Library support

Students can request help for a variety of library support such as research assistance, eBooks, AudioBooks, reading suggestions etc. through the Library.

Support google form

<https://sites.google.com/education.nsw.gov.au/ghs/home>

Wheelers eBooks and Audiobooks

Don't forget students can read and listen to books for free through our subscription to Wheelers. Download the eBooks by Wheelers app (apple or android and available on windows for your laptop) sign in with DET username and password.

Direct link to App Library:

IOS:<https://itunes.apple.com/us/app/eplatform-by-wheelers/id912668852?mt=8>

Android:<https://play.google.com/store/apps/details?id=com.eplatform.android.googleplay&hl=en>

Windows:<https://www.microsoft.com/en-us/store/p/eplatform/9nblggh3z38k>

NSW State Library - The State Library provides access to a large range of online resources including databases, specialist websites and research guides. Databases contain journal articles, newspapers, company and industry data, reference material, eBooks and more. Many of the databases and eBooks are available to NSW residents from home. View the full range of e resources <http://www2.sl.nsw.gov.au/eresources/>, research guides <https://guides.sl.nsw.gov.au/> and specialist websites listed in Research and Collections <https://www.sl.nsw.gov.au/research-and-collections>

It is free to all NSW residents and you will receive your library access card number from the next business day via email. <https://www.sl.nsw.gov.au/research-and-collections/get-library-card>

Local Libraries

Central Coast Council Libraries have a plethora of online resources families have access to. These resources include databases, music, ebooks, audiobooks and homework help and they are all **free**. You can join online, if you do not already have a library card and can contact the librarians for help if needed. Please find their High School Newsletter at the end of the Blues News.

Premiers Reading Challenge

Many of students in Year 7-9 complete the PRC each year. There are a number of changes this year the main ones are as follows:

- students can include 10 own choice titles (previously 5)
- students who do not complete the challenge in 2020 will not be disadvantaged from achieving cumulative PRC awards in the future
- the challenge will include Year 10 students in 2021 to allow students to meet the gold, platinum and medal requirements

Please don't hesitate to contact me if you need help or have questions on any of the above.

Ms. Beckett

LANGUAGES

The Languages Faculty would like to welcome Mrs Deanne Fryirs who joined the Languages faculty as a French teacher in Term 2. Mrs Fryirs looks forward to working with our talented and enthusiastic French students in Years 8-12.

Year 7 Enrichment

Year 7 (7G and 7O) have commenced their Language "taster" course this term during their enrichment periods on Wednesday afternoons. Starting a brand-new subject online was undoubtedly daunting, but they have participated with enthusiasm in our Zoom lessons, including singalongs in French (although we won't be winning any awards just yet) and they are starting to learn to read Japanese script (hiragana). We look forward to sharing their final projects with you at the end of the term, and to welcoming the other Year 7 classes in Terms 3 and 4.

Year 8 Japanese & French

Our Year 8 students have adapted very well to the online learning environment, with excellent participation in our Video Conference lessons and completion of online and bookwork activities. All Year 8 students should have received their next units of work posted in the mail late last term, and students are working through these booklets with support online from their teachers.

It is certainly a challenge starting new units of work in a new language under the circumstances, but we

have been very impressed by the commitment and maturity of our students.

In Year 8 students are learning about how to describe towns and suburbs, how to talk about what there is, and isn't, what there is to do and how to give opinions and reasons as they work towards their assessment task for this term where they will promote a town/city of their choice.

Year 9 Japanese

In Term 1, Year 9 Japanese students created some amazing videos showcasing their daily routines and everyday school life as part of their first unit of work – we look forward to sharing and comparing with our sister school students in Japan once they return to school. Unfortunately, our planned sister school visit to Gosford in March and trip to Japan in April have had to be postponed due to the COVID19 situation, but we look forward to seeing our Kokubunji students soon, whether virtually or in person!

In Term 2, students are exploring festivals and celebrations, and then move on to exploring milestones and significant moments in their lives compared to high school students in Japan.

Year 10 Japanese

Students started the year with a newly created "Mystery and Motive" unit where they had to guess who committed a crime based on clues, evidence, interviews and witness statements across the term. This was a new unit and a creative way to explore physical descriptions and household objects and rooms (in the style of Cluedo). Student feedback was very positive, and we look forward to running this unit again next year.

In Term 2, students are focusing on travel (with a whole range of new vocabulary now required!), and the concepts of independence and responsibility in relation to part-time work.

Year 10 French

This term, students are learning about narration - how to tell a story in French. Students are watching a TV series together in class, and then working together to recount what has happened in each episode, discuss how the characters interact and why, and predict what might happen next.

Year 11 and 12

Students in Year 11 and 12 French and Japanese classes continue to work hard preparing for their HSC exams. Our HSC students have remained committed to their studies, and diligent in completing and submitting work in an online environment.

Students will start to focus more this term on their preparation for the HSC Oral Examinations, scheduled for August and September.

While some HSC Speaking Preparation days have been cancelled, others have moved online and we encourage students to register for these ASAP (students have been provided with the details).

Overseas Excursions and Visits

Due to the COVID19 pandemic, our planned overseas excursions to Japan (2020) and New Caledonia (2021) have been postponed until we have further guidance on when overseas travel will again be possible. Our incoming visit in March from Kokubunji High School (Japan) was unable to go ahead, but they are hopeful they will be able to visit in March 2021, and our September visit from Collège Dumbéa sur Mer (New Caledonia) has also been postponed to 2021. We continue to maintain strong ties with our sister schools and will explore alternative ways to connect with each other while physical travel is not possible, and we look forward to being able to resume our visits once deemed safe by the Department of Education.

Au revoir! さようなら! from the Languages staff

LEARNING SUPPORT

Growing Supporting Helping

Meet Gosford High School (GHS) Learning Support Team (LST)

Principal: Mr. Michael Smith

Deputy Principal: Mrs Adrienne Scalese

Deputy Principal: Mrs Sharnee Klempert

Head Teacher Welfare: Ms Suzanne Daw

Learning & Support Teacher (LaST):

Ms Grace Stockwell

Student Learning Support Officer (SLSO):

Ms Joh Trott

Counsellors: Ms Genevieve Chivers, Ms Elise Russo
Ms Denise Sims



The education environment has changed dramatically for parents, teachers, students and the wider community since the onset of restrictions, due to COVID-19.

As the Learning Support Team we realise and appreciate the online learning environment can seem intimidating to what we are used to in the traditional classroom. It requires specific skills, learning strategies and time management in order to achieve desired learning outcomes. By employing a few essential strategies, it is possible to not only succeed but to flourish in the online learning environment.

The most successful online students from recent studies, indicate they tend to share the following characteristics:

- Self-motivated/self-starting eg finding a learning environment that suits you
- Good organisation and time-management skills eg sticking to a schedule
- Resourceful and actively seek answers/solutions to questions/problems eg communicating with your teacher



SET UP YOUR WORK SPACE

At home, set a dedicated learning space. By completing your work there repeatedly, you'll begin to establish a routine.

Not everyone is alike—some listen to music, others need peace and quiet.

Discover which type of setting boosts **your** productivity. Whether your workspace is the kitchen table or a desk in your bedroom, try to **limit distractions** as much as possible, both physically and online. Limit interruptions and block social media sites that might compete for your attention during your working scheduled time.



ORGANISE & MANAGE YOUR TIME

To delay working on a task, can be tempting thinking “I’ll find time later in the week”.

Online coursework is like exercise – you never find the time for it, you **make** the time for it. Schedule in:

1. **Consistent, blocks of time** - during the week, devote to a schedule like following your timetable if that works, and stick to it.
2. **Breaks** – go for a walk, grab a glass of water, go outside and play with the dog, anything to move away.

ASK AND SOLVE



It’s important to ask questions when the information or assignments are unclear. If you don’t get your questions answered and concerns addressed often you fall behind quickly and significantly.

Communication builds positive relationships with your teacher and is important for deepening your understanding and succeeding to achieve good results



This issue of the Blues News finds the PDHPE Faculty in an unfamiliar situation. COVID-19 has made us think very differently about how we can teach in an online environment, but I am pleased to say all the PDHPE staff have met the challenges and jumped many barriers in continuing to deliver our curriculum. Thank you Ms Bouwhuis, Ms Pollock, Ms Stockwell, Ms Oman, Mr Cobham and Mr Bull for all your dedicated work and time.

I must say, one of the many highlights for us is delivering quality social media content (I use the term ‘quality’ very loosely). We love replicating the latest trends and we have a good laugh too. I am sure there will be a few more opportunities to bring a smile to your face 😊

From a learning perspective, our students continue to amaze us. We are very proud of the work they submit to Google Classroom, as we understand it can be a challenge learning from home. We also enjoy seeing our classes in Zoom meetings and love the discussion about what everyone is doing and how they are coping. Our students’ efforts to engage in PDHPE brightens our working days in an otherwise empty school. So, thank you to all our wonderful students

I would like to finish my report by thanking parents and care givers. The PDHPE Faculty really appreciate the time and effort it takes to support your child’s learning at home. Thank you for turning your lounge rooms into workout spaces and videoing your child doing made-up dances so they can complete their PE lessons. Without your support none of our online learning would be possible. Thank you parents and care givers.

Thanks,
Mr Titheradge
Head Teacher PDHPE

Representative Sport

Unfortunately, Covid-19 has gone undefeated in all school sport competitions this year. With all events for the end of Term 1 and all of Term 2 postponed, our dominant Swimming Team was unable to take on the best in the region at the Sydney North Carnival. Fingers crossed that alternative

arrangements can be made for later in the year. The same goes for our GHS Cross Country and Athletics Carnivals - we will do our best to try and get Kingsbury, OSU, Wheeler and Rowe to compete against each other in some form of events later on.

In good sports news our Open Girls Soccer team and Open Boys Tennis team both had convincing first-round victories, so I guess you could say they are undefeated champions for 2020????? Please stay tuned to announcements when school returns to regular operation for information on Representative Sports.

The PDHPE department is not only missing GHS students but we also miss watching our young athletes excel in various Knock-Out competitions. Unfortunately, these like many other activities are on hold at the moment, nevertheless we encourage our students and their families to keep active during this time to keep our body and mind happy and healthy!



The Knock-Out competitions in Term 1 finished with the Boys and Girls open tennis competition at Wyong tennis courts. Both the boys and girls teams fought hard against Wadalba with the boys finishing undefeated for the day. Great work to both teams!

House Games

During Week 2 of Term 2 the Year Advisers ran our first ever online House Games competition. No COVID restrictions were going to stop the awesome House Captains pumping up the house spirit at GHS. They put together a Trivia Competition with a variety of sport, music,

entertainment, maths, science and GHS questions. Year advisers held Zoom meetings with their year groups and played the trivia on Kahoot.

It was a huge success with 296 students from Years 7 through to 12 participating. Year 7 had a massive 90 students take part! Each year group was very competitive with many lead changes occurring right up until the last couple of questions. Both students and year advisers enjoyed the competition. The top 5 students from each year group earned points for their house.

A big thank you to the house captains and the year advisers for facilitating this.

Overall Trivia Results

Wheeler - 140 points

Rowe - 125 points

Kingsbury - 115 points

OSU - 65 points

Congratulations to the following students:

YEAR 7

1. Akiko Abraham - Kingsbury
2. Bruce Xie - Kingsbury
3. Lia Tamai - Wheeler
4. Tristan Lamb - Kingsbury
5. Lilla Peterson - Rowe

YEAR 8

- 1st Place = Amelia Blackwell - Wheeler
- 2nd Place = Holly Doran - OSU
- 3rd Place = Charlotte Anthes - Wheeler
- 4th Place = Kevin Kurniawan - Kingsbury
- 5th Place = Caity Saunders - Wheeler

YEAR 9

- 1st Liam Lightfoot - Wheeler
- 2nd Ryan Churchley - Kingsbury
- 3rd Miller Robertson - Rowe
- 4th Luke Stenbeck - Rowe
- 5th Ethan Loh - Kingsbury

YEAR 10

- 1st Alana Degeling - Rowe
- 2nd JJ Roberts-White - Rowe
- 3rd James Maple - Rowe
- 4th Aida Moini - Rowe
- 5th Matt Greenwood - OSU

YEAR 11

1. Calvin Truswell - Wheeler
2. Tom Schmaltz - Rowe
3. Amanda Le - OSU
4. Abbey Johnstone - OSU
5. Amy Paterson - Wheeler

YEAR 12

- 1st: Evie Thompson - Kingsbury
2nd: Zara Hernandez - OSU
3rd: Connor Clark - Wheeler
4th: Georgia Nicholson - Wheeler
5th: Emma Huang - Rowe

Year 7

Year 7 were given a written task to reflect and write a newspaper article of their experiences at camp, early in Term 1.

There were multiple outstanding responses from the Yr. 7 students. A few of them are below.

Student 1:

"Everyone in cabin XX were all early birds and woke up an hour before the wakeup call. At first, they wanted to play a prank on another cabin by blasting loud music in their cabin. However one of the students realised that that was not a positive choice because it would be incredibly disrespectful for the student. Despite the fact that he really wanted to participate in a fun prank, a positive choice through having self-control and taking responsibility convinced by his friends, played fun games inside the cabin. This was a positive choice because they still spent time together to build strong relationships, without harming others"

Student 2:

"Students in year 7 at GHS went to the Great Aussie Bush Camp in February this year. There was a whole range of encouragement and teamwork from each student as they worked with their group to complete a range of activities. The teachers at GHS organised this camp to get all students to know and respect each other. This made a big impact on some students' lives because it meant that they had more people there to support them and who they could support too."

Student 3:

"Although some of these choices may have put students out of their comfort zone.... to achieve the maximum fun possible you will need to get away from something you do every day and into a world of possibilities. While some kids were excited for everything, others were scared at times and this encouragement helped them enjoy the camp and activities! The positive choices to keep on trying, motivated the students to keep on going in our physical lifestyle. It also taught them not to place physical boundaries on self because if we believe we can do things often we end up being able to do them. Pushing ourselves physically is a good thing to be able to do."



Year 8

Our Year 8 Health Classes have now completed their 'Respectful Relationships' unit and presented their promotional resources on various electronic platforms. The quality of these assessment tasks was exceptional, and we would like to congratulate year 8 on their efforts in Term 1. Their Term 2 unit focuses on 'Positive Mindset' which is very fitting given the current climate! In practical lessons students will begin a Creative Dance Hip Hop Unit where they will perform a range of movement skills in perfecting their dance technique, variation and rhythm. Students will also get the opportunity to develop their own creative dance routine where they will be assessed on their dance skill execution. Looking forward to a productive Term 2!

Year 9

Our Year 9 Health classes have completed their unit on Body Image and have presented some excellent assessment tasks which are currently

getting marked. Their Term 2 unit focuses on risk management associated with drugs, alcohol and STIs. The Year 9 PE program was affected by Covid-19 restrictions, causing a change from Social Dancing to a Just Dance unit. Our students have done a fantastic job in choreographing and performing their original 90-second routines before uploading them for grading. Many students took advantage of back up dancers (parents, siblings and pets) to spice up their routine, some used props or wore funky costumes, whilst some used technology to edit clips together with other group members.

Year 10

Year 10 Health classes have completed their 'growing up' unit titled, 'The Next Chapter'. They have just submitted their website assessment tasks which were aimed at providing support for young adults to complete adult tasks such as getting your license, getting a rental property, etc. The websites that have been marked so far have been nothing short of outstanding in both their content and presentation. A lot of hard work has been put into this task and it shows - well done year 10! Year 10 PE also completed a Just Dance unit in their isolation period. The dances presented by individuals and groups were well-timed, extremely well-choreographed and lots of fun.

Year 9PASS

Last Term 9PASS1 and 9PASS2 battled it out in the inaugural PASS Badminton competition. Miss Oman and Miss Bouwhuis watched on anxiously as their classes played a round-robin competition to finish off their Badminton Unit, with Miss Oman's team coming collecting the gold at the end of the day. A great bit of fun!



10 PASS

The two Year 10 PASS classes have been working hard on their 'Issues in Sport' unit and have produced some very entertaining videos and podcasts. They discussed effects and key historical events relating to racism, gender equality and drugs in sport, demonstrating some extremely intelligent and mature opinions on these issues. Triple M and Fox Sports have been in contact to discuss future contracts.....

This term 10 PASS are looking at Australia's Sporting Identity and we hope to have many new Don Bradman, Phar Lap and Cathie Freeman experts by the end of the unit!

11 PDHPE

Year 11 PDHPE have completed Core 1 of their preliminary course, investigating Better Health for Individuals. Their assessment tasks demonstrated a great commitment to their home study and also some very well-developed essay writing techniques - this looks promising! Term 2 sees the class investigate the Body in Motion, a unit which typically involves a few more practical lessons. This may be difficult in isolation, but we hope to have some fun experiments and training sessions via Zoom.

12 PDHPE

Year 12 PDHPE have been busy completing their second option unit called, Sport and Physical Activity in Australian Society. Both classes have been working very hard in completing syllabus dot points and consolidating their learning at home. Zoom has been a great way to check-in with the PDHPE cohort and both Mr Titheradge and Mr Cobham can't wait to see in you in class soon.

Weekly Sport

Well done to the Year 7 students who demonstrated their new and improved volleyball skills at Niagara Park Stadium. After 6 weeks of practice at school, they used their dig, set and spike technique to great effect in a round-robin tournament on the full-size courts. Once restrictions are lifted, Year 7 will be leaving the school for their double sport lessons to participate in a combination of Archery, Crossfit and Warrior Gym activities.

Year 8 performed extremely well in their tennis practise lessons at school and displayed a great level of skill when they took their talents to the Gosford Tennis Centre. When we get approval to leave school we have Year 8 booked in to visit Kincumber Indoor Sports to participate in a variety of fun games.

CAREERS

While Gosford High School won't be holding our Careers Expo or University presentations 'in real life' this Term, there is no shortage of 'virtual' events, opportunities and ways to connect and explore. Indeed, it is a perennial challenge in the Careers space that things *are* always changing; there's *too* much information and choices; and it can feel confusing and overwhelming. In 2020 this has only been exacerbated, as institutions and organisations scramble to adapt and engage with prospective students. There has never been more clamouring for our students' attention and the environment has become more chaotic and confusing as a result.

Students who have plans and clear goals will need to review or reassess or reconsider. They may need to adapt or even need to put some plans on hold. Others may change completely or pivot in a new direction. Many students are still exploring options, trying to 'figure things out', so that they can make decisions. 2020 has not been made any easier for them and many are feeling confused and overwhelmed by it all. For some of us, our finite 'bandwidth' is being overloaded to the point where we feel like we are in a constant state of 'buffering'.

The Careers and Transitions team using our expertise and experience to sort through the information. We are screening for quality by weighing up what is most relevant and timely for GHS students. A cacophony is being generated by market demands and uncertainty, so we are trying to turn down the volume of that 'noise'.

We are communicating directly with years 10-12 students via their 'Year Group' page and email. We are prioritising information and trying to limit the number and frequency of contacts. We are encouraging them to use the tools and resources we have in place and to lean on us and you as much as they need.

Institutions and organisations of all types are adapting what they do. All have introduced 'virtual' ways for students to explore and interact with them directly. Applications for programs of study, training and work will be a little different this year.

Students may find that their priorities and goals have changed or will need to change and the Gosford High School community will be there to support them.

National Careers Week (18th - 24th May)

National Careers Week is an initiative of the Career Industry Council of Australia and aims to celebrate careers, career development, career development services, and career development practitioners and to promote the economic, social and personal benefits of career development.

Career development is a process of managing learning, work and leisure to progress through life. It includes gaining and using the skills and knowledge needed to plan and make informed decisions about education, training, and work. Everyday decisions and priorities affect career development. Ultimately, career development is about much more than jobs – it is about how to live your life.”

There will be lots of official (and unofficial) events throughout the week. Many are still being added to the program and most are virtual this year. [Check out the official program and register for events.](#)

There are also some great NCW resources on the site too. We have selected some to help parents to support their child to plan and make decisions about their future and included them in this newsletter.

Year 13 are hosting a virtual [Careers Expo during Careers Week this year.](#)

[Year 13](#) is a wonderful resource for young people looking for answers, support and information about life, study, travel, work and careers.

“From May 18-22, you’ll be able to explore exhibits from a host of different universities, TAFEs, colleges, employers and gap year providers. But you’ll also get the opportunity to hear from some amazing career folk who are nailing it in their industry. Through a series of live chats, webinars and online ‘booths’, the Year13 Expo will help you figure out what it is you’re passionate about and what you need to do in order to get there.”

[Find out more and register here.](#)

New resource - [Virtual Study & Careers Pathways YouTube channel](#)

The Diocese of Broken Bay have created a great new resource and made it available for all students at Catholic, Public and Independent schools in this region.

The Virtual Study & Careers Pathways YouTube channel will help support students to access Study & Career related presentations throughout Term 2. The channel will livestream one Virtual Talk a day 10am – 10:30am (5 days a week) on the DBB Pathways YouTube Channel (link below).

All virtual talks will be recorded and uploaded to the YouTube site for access at any time after the live event.

A program of the scheduled talks is at the end of this newsletter.

DBB Pathways YouTube Channel: [Study & Career Pathways DBB](#) for presentations.

DBB Pathways Facebook Page: [Study & Career Pathways Information](#) for more information and chats.

New resource - [The Gap Year and Uni](#)

Top Australian universities have teamed up to create a free online resource giving students the information they need to consider when deciding to or planning to take a ‘gap year’ after their schooling. There are heaps of different journeys to university and this resources encourages and supports them to consider their options and put thoughtful plans in place to ensure that they make the best use of their time and, most importantly, make a smooth transition to uni.

“Worried about the cost? Not sure what to do?
Nervous about leaving friends and family?

We are pulling together everything we know about gap years and university to help you make a decision that’s right for you.”

They have videos, quizzes, PDF resources, and a whole lot more for you to check out.

<https://astar.tv/gapyear/>

New tool - [Degree Chooser](#)

“Help students see that there is more to university course selection than ATAR cut-offs. An elegant new visualisation shows the likely spread of academic ability across student cohorts for hundreds of Australian Bachelors degrees.”
<https://degreechooser.com.au>.

[Exploring careers from home with myfuture](#)

“With learning communities currently disrupted by the COVID-19 outbreak, myfuture has compiled some handy lists of online resources to help students explore careers from home. Quick links and printable guides provide easy access to a range of resources designed for educators, students and parents.”

For more [details follow this link](#).

[HSC & BEYOND VIRTUAL CAREERS EXPO](#) is on 27th-31st May, 2020 and again on 24th-28th June, 2020.

In partnership with leading universities and higher education providers, students and parents will be able to:

Live chat with major NSW universities and Higher Education providers.

Schedule an appointment with a university advisor or ambassador.

Participate in live Q&A sessions with expert HSC teachers, careers advisors and counsellors.

Participate in exclusive webinars, view recordings, and download resources to help ACE the HSC across all major subjects.

Registration is FREE to all students, parents, and schools and will provide access to all of the event features across all days.

<https://inspired.edu.au/hscbeyond/>

Careers and Transition Team

Megan Brady - Careers Adviser

David Sneddon - Transition Adviser

TAS

Central to the work of students in TAS is ideation and creativity. TAS subjects value the research process and evidence based design and when combined with creativity this drives student application of knowledge, problem solving, decision making and evaluation. The process of designing the practical project is evident in the presentation of learning.

As the trimester draws to a close for year 7 and 8 our students have been presenting their assessment work on google classroom and they have continued to demonstrate their ability to embrace ideation and creativity. Our students this trimester have applied their new knowledge, communicated design ideas via online CAD programs; formed hypotheses to problem solve and presented work utilising creative online presentation styles such as Canva and Infographics. Practical projects from trimester one can be completed and collected just as soon as we open the workshops and design classrooms. The class rotation to start Trimester 2 will begin week 5 Term two. Notification of new google classroom codes will occur via class email, so students should be ready to switch teachers and TAS context. New classes will begin by embracing the new design brief and the research process. The practical component begins after experimentation, testing and design communication.

7 Coding

Coded 'Just blink' video submitted online by Yash Saxena



Mr Groom's comment "Brilliant"

7 Textile Technology

Evaluation of textile processes by Emma Broadbent

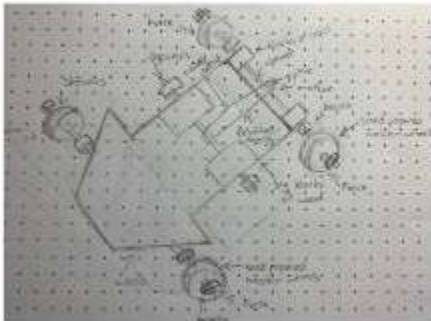
TAS design evaluation

- Tie-dyeing: I chose this style of tie-dyeing because when our class did the samples, this style worked the best. The tie-dye looked the most aesthetically pleasing and the colours didn't bleed through the elastic bands which made the pattern more definite.
- Pockets: I decided to put in the pocket because of the functionality of putting little things in there such as a usb or charger, so you don't forget it at school or work in some cases. Since the pocket is placed on the inside it also helps the overall aesthetic view of the case.
- Glitter application: It's really good and pleasing to the eye aesthetically. It also adds effect and can be cut and ironed into multiple shapes, objects, animals and basically anything you can think and cut.

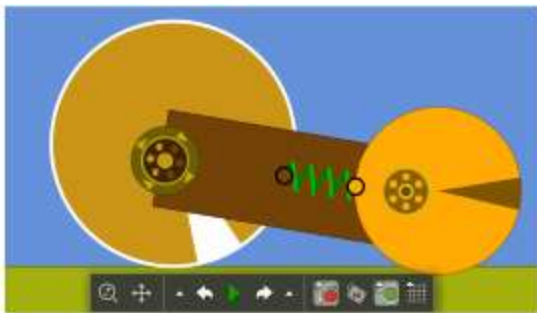
7 Engineering

Final car design by Cecilia Wang

My drawing of my final car design



And Lily Slade designs to create a simple machine with downloaded software 'Algodoo'



8 Coding

James Mylan and Liam Antonio create 'The Cyber Chase'

Research and Development Phase

Designing and making a functional text based adventure game? What did we need to know?

To develop our game, we played... Zork 1. The great background engine. By playing the game we learned... that a good storyline and interesting passages makes for a good adventure game.

From playing our initial thoughts were... That a good text based adventure game would be difficult to make. And we needed to learn about... Cyber security and how to coded yourself from it. And we needed to learn to... Code using Python and learn how to put variables in as well as making different scenarios for different users. This would be... make a text based adventure game that was interesting and relevant to a wide audience.

The biggest challenges we thought at the beginning were... Making the code better and the storyline that work with it. Without using Quick Learning to develop our Python skills, our group learning about...

- List of things you did at Cark
- Learned how to multiply in python
- We learned how to use the 'if' statements

The Build

```

name = "IT"
form = input system, name
print on
input sys
classroom system
def contact():
    time.sleep(10)
    clear()
    os.system('clear')
    print("Welcome to the IT system")
    print("Please enter your name")
    name = input()
    print("Hello " + name)
    print("Please enter your password")
    password = input()
    if password == "123456":
        print("Access granted")
        print("Please enter your command")
        command = input()
        if command == "help":
            print("The help command will show you the list of commands")
        elif command == "clear":
            print("The clear command will clear the screen")
        elif command == "quit":
            print("The quit command will exit the program")
        else:
            print("Invalid command")
    else:
        print("Access denied")
        print("Please try again")
        password = input()
    
```



An infographic on the Ethernet created by Aditya Mukherjee

8 Food Technology

Organoleptic assessment By Eric Hwang

Organoleptic Assessment of Meatless Meat

Name of Product	Ingredients	Color	Taste	Texture	Price per 100g	Health Benefits
Nature's Kitchen Soybean Meat	Soybean protein, oil, salt, spices	Brown, fibrous	Meaty, slightly salty	Chewy, fibrous	£1.50 per 100g	High in protein, low in fat
Veggie Delight Plant Based Meat	Soybean protein, wheat gluten, oil, salt, spices	Brown, fibrous	Meaty, slightly salty	Chewy, fibrous	£1.80 per 100g	High in protein, low in fat
Quorn Nuggets Chicken Nuggets	Quorn protein, wheat gluten, oil, salt, spices	Brown, fibrous	Meaty, slightly salty	Chewy, fibrous	£1.20 per 100g	High in protein, low in fat
Beyond Burger	Soybean protein, wheat gluten, oil, salt, spices	Brown, fibrous	Meaty, slightly salty	Chewy, fibrous	£2.50 per 100g	High in protein, low in fat

8 Timber

Passive speaker project drawn by Luke Davis in CAD with Fusion 360 whilst learning online

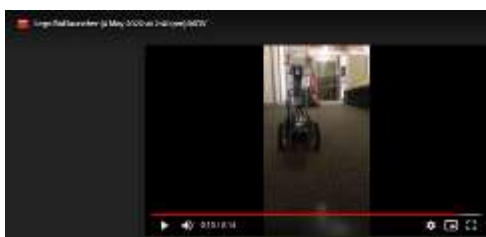


Isometric technical drawing of Daniel Su's passive speaker



All Year 9 and 10 classes have embraced their class online meetings in their virtual classrooms and have listened, shared and gathered ideas for their project work. Again central to the creative design work in stage 5 courses is collaboration and meeting by either Microsoft Teams or Zoom platforms has supported this important 21st century skill. Teachers have continued their teaching programs without great interruption and have been busy supporting student learning by posting home design resources to Engineering students, creating virtual demonstrations to support conceptual work and teacher made podcasts have assisted class understandings. Textile and Design students as well as Design and Technology students have been issued their Independent Research Project (IRP) brief and Design Studio Project Based Learning units and whilst the majority of time in these courses is assigned to practical work, much research and design planning needs to be achieved first. We ask students to continue their creative approaches to ePortfolio compilation and your teachers are hoping that this section of the design process is completed so as practical work may begin once we are able to.

9 Engineering – Lola Turner’s Lego ball launcher film



9 Textiles and Design - Meerab Zahid scans her final designs for submission



9 Food Technology - Presentation of learning by Mikayla Smith



10 Engineering - Nomi Blom from year 10 Engineering completing her bridge building and testing while working online from home



Our senior students have also been working consistently completing their online activities supported by the tutorials offered by their teachers. Assessment work is now submitted online and also the return of marked work follows a process sensitive to the present online environment. Students are always able to speak to their teacher and I can also be invited to the conversation to support the student as they navigate their way to HSC success. Some classes have taken a flipped classroom approach such as Textiles and Design, where classroom theory and research work is completed before a class collaborative tutorial is hosted to assist and assess the understanding. Software Design students have zoomed their meetings and continued collaborative approaches with Zoom’s breakout rooms to keep continuity of collaborative problem solving and group work activities. Food Technology classes have continued their theory dense course with hosted online teacher led tutorials and year 12 Engineering students have gauged their knowledge against other students in a state wide student revision activity – go Gosford! Design and Technology

students have been proactive in submitting their folio to Ms Wellham for ongoing feedback as they move towards a NESAs externally marked folio submission date of 11th September. This due date has been extended however NESAs dates are always closer than you think. I commend our Year 12 Design students who are using their independent learning time efficiently to advantage their HSC mark. NESAs will release further information as a response to COVID19 about the internal marking system.

Work from Max Boyle 11 SDD

```

Testing
After creating a new function or algorithm, I tested it with all possible inputs and checked that the output was as expected. This was done by calling the function with the intended input in python shell after establishing all the variables etc. if there was an error when implementing or creating a function, I would try and locate the error causing the problem, either by checking the provided line numbers in the error or by testing the code bit by bit, trying to find the error doesn't work.
If code does not provide an error but doesn't work as intended, I would trace each variable back through the algorithm to find where the code gave an unexpected result. I demonstrated this process in a table under my movement function.
Max Boyle 11422 10/6/2020

movement_handler(direction, command)
This algorithm is called with a correct direction and the conditions to move the object in the correct direction.
Pseudocode Representation
def movement_handler(direction, command):
    if direction == north or east:
        direction = north
    elif direction == south or down:
        direction = south
    elif direction == west or left:
        direction = west
    elif direction == right or up:
        direction = east
    In room: direction of player position valid:
        if the room is not locked:
            if intended position 'end':
                return()
            Update player position to the new direction of the player position
            Output success message depending on command and direction
        else:
            Output locked door 'fail' message
    else:
        Output 'fail' message
    
```

11 SDD Jai Harrison

```

Algorithm design
Throughout my entire code I implemented the movement between rooms so that they could function properly and that there was no problems loading in the different rooms, you would type the command in and if that was an option it would proceed to the associated room.
def movement_handler():
    location = "Crossroads"
    print(f"Location: {location}")
    print("You are now standing a cross section of the hallway, that looks north, east and west.")
    direction = input("")
    while direction:
        if direction in directions:
            if north in direction:
                return()
            elif south in direction:
                print("You are in barracks.")
            elif west in direction:
                print("You are in barracks.")
            elif east in direction:
                print("You are in barracks.")
            direction = input("")
        else:
            print("Invalid command.")
            direction = input("").lower()
    
```

The above code is an example of how my rooms work in the game. It has a class definition that states what it is, in this case it is defined as crossroads. When it is called upon it prints Location: Crossroads and then the following room description on a new line. It prints on a new line using the \n so that this is a space in between text so that it is easy to read. It then takes form as an open input where the player can enter commands. At line 230 I make sure that if the entered command is not in the list of variables then a message will appear showing that it doesn't understand and you can enter another command. The open input is labelled as direction which I bring back up in line 213 where I start to go through my loop of what will happen when a certain prompt is entered. When South is entered it then prints the same algorithm for the south room which in this case is the barracks. The whole code then keeps

11 Design and Technology Alycia Goh

Environmental Impacts

Furthermore, the product is expandable as the environment allows users to be able to produce a syringe. Conventionally, this goods the size of a large syringe would have to be harvested from the patient's body or a donor body. In order for it to fit well, parts will have to be cut in the correct size and therefore there will be off cuts that cannot be used and so it has to be discarded. Otherwise, the cost of having to discard materials and also the environmental impact is much higher than if 3D printed. 3D printed syringes are lightweight and it is easy to use than born steel which allows the patient to inject their own skin. This is very useful for patients who are of the 3D printed syringe is reusable. A downside is that the syringe body made from plastic and with it being single use only. Although the material can be recycled, medical grade plastic and the most medical grade plastics are biodegradable, there is a possibility that the syringe will not be going to landfill.



11 Textiles and Design – research and idea generation for ‘The Skirt Project’ by Gabrielle Ainsworth



12 Engineering mechanical analysis achieved by Angus Neville

Mechanical Analysis

SOLUTION

Look at the diagram below which shows a cylinder of radius r with a height of $5r$ while its upper end is tilted at an angle θ to the horizontal. The combined weight of the cylinder and the tilted upper end is $11W$. If you're happy that looks like something to work with then let's solve it by using a free body diagram. We'll consider the forces of $11W$ acting on the cylinder as follows:

Diagram showing a cylinder of radius r and height $5r$ tilted at an angle θ to the horizontal. The weight $11W$ acts vertically downwards from the center of mass. Reaction forces R_1 and R_2 act at the bottom corners.

$R_1 = 10W/11$
 $R_2 = 10W/11$
 $11W = 10W/11 + 10W/11$
 $11W = 20W/11$
 $11W \times 11 = 20W$
 $121W = 20W$
 $121 = 20$
 $101 = 0$

12 Food Technology James Linnet

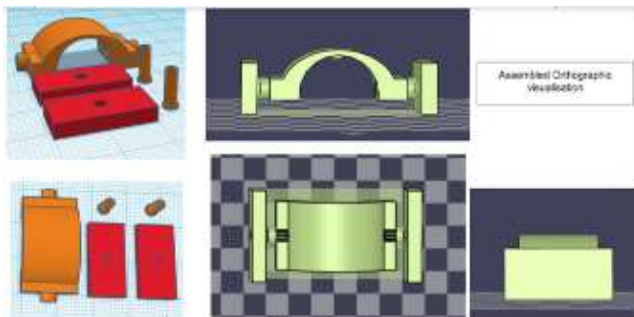
Food Technology - Year 7 - 2020 - 2021 - 2022			
Year 7 - 2020 - 2021 - 2022			
<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>	<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>	<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>	<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>
<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>	<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>	<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>	<p>Year 7 - 2020 - 2021 - 2022</p> <p>Year 7 - 2020 - 2021 - 2022</p>



Edward McGavin – Yr 7

12 Design and Technology Louise McGuiggan 12 DAT

When this print is completed I can conduct my first food cutting trial, I'm considering for food saving purposes since I can't really share the food with anyone in isolation to use play dough instead to limit waste and not have to go outside isolation a lot to get baking supplies to conduct tests. Is this a suitable replacement? And will it limit or make invalid experimentation further on when I do get a chance to use proper scroll dough or food as a test? I've attached below my current CAD Design both assembled and the separated print file. This is a very rough design for practicality at the moment, I plan on working on the ergonomics of the handles especially these holidays to produce more comfort and a better look.



While our TAS students take 'an online learning approach' our TAS teachers are never far away as email and messaging GC is ever present. We certainly note the quietness of the TAS block and we hope the students will also note the preparation teachers have taken to embrace the return of our design students in the coming weeks. We thank the P&C again this year for their continued and generous support in enabling the purchase of a vacuum former, class set of drones and a cafe style coffee machine. This technology provides contemporary approaches to learning and fulfils the TAS faculty aim of integrated technology projects and authentic creative learning. Our students have much to look forward to when they return and we look forward to welcoming them back.

ICAS Digital Technologies online exam is coming!

Maxine Johnson
Head Teacher TAS

Images in Isolation



Colour Wheel - Tiffany Song Yr 7



The Human Form - Nika Shatorkina Yr 11



Wild – Samantha Reed Yr 7



Wild - Haidee Underwood Yr 7

Self Portraits

Year 10



Avalon St Clair



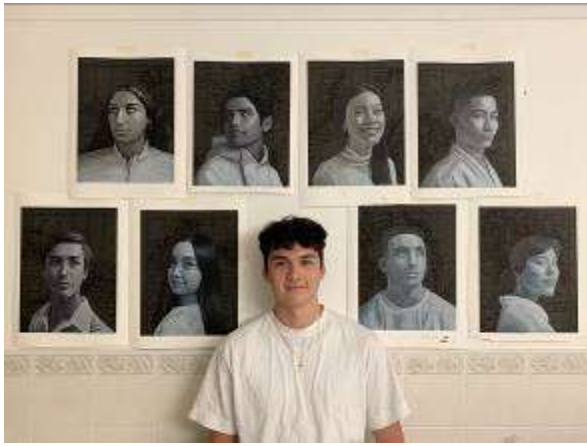
Charlotte Liang



Eric Xu

The extraordinary bookwork of Kiah Dow





Gabe Forcadilla Yr 12



Nadia Wordsworth Yr 12



Sarah McEwan Yr. 12



Chris Yang Yr 12

Matilda Kaeser
Colour Wheel
Yr 7



Noah Crowder - Colour Wheel, Yr 7



India Lavac - Fauvism Landscape, Yr 7



Tara Jayaguhan - Fauvism Landscape, Yr 7



Matilda Kaeser- Fauvism Landscape, Yr 7



Paris Harper-Jung Film Poster 'Isolation', Yr 10 PDM



Jye Hughes- Film Poster 'Elapsed', Yr 10 PDM



Joshua Baldwin Film Poster 'Where did I put them?'
Yr 10 PDM

Music

In a very unique Anzac Day, musicians of Australia were encouraged to go out on their driveways at 6am and pay tribute to those who have served by playing The Last Post. A large number of Gosford High musicians supported this great initiative. Well done - a special contribution to the community.





Ailsa Chen – Pods Yr 12



Ellie Richardson "Moon Paintings" Yr 12



Anya Tatarinoff & the chooks Yr 12



Chelsea Payne Yr 12

ENGLISH

"The more that you read, the more things you will know. The more that you learn, the more places you'll go" – Dr Seuss.

The promotion of critical and creative thinking skills and the development of academic writing continues to be a focus in our English classrooms. With the move to online learning, we have been able to provide students with the opportunities to learn in diverse ways and apply their skills in contexts outside of the classroom. It has been a steep learning curve for teachers and they have undertaken a variety of professional learning experiences to develop their skills and practices in digital learning. I would like to take this opportunity to thank all English teachers for their wonderful contribution to the faculty and their efforts in creating engaging self-directed tasks for our high potential students.

At the beginning of this term, we welcomed Miss Tamara Love to the faculty. Miss Love has risen to the challenge of teaching online in a new school with aplomb. Also I would like to take this opportunity to thank Miss Kaylah Jacobs for her contribution to the faculty throughout Term 1.

Year 12 students have been encouraged to register for a number of online study days. The English Teachers Association and the University of Wollongong are offering free online sessions for

students. The sessions are being presented by experienced English teachers who will not only provide revision of the core concepts but also provide examination tips.

Our English Extension 2 students are very busy preparing their Major Works which are due on Friday 21st August. It is always a joy for teachers to work with our extension students who push the bounds of concept and textual forms. Their enthusiasm for literature and research is exciting. In week 5, they will have the support of an experienced HSC Extension 2 marker, Ms Susan Lynch, who will mentor students and provide valuable feedback on their projects.

Teachers have been full of praise for the high quality of learning that our students are demonstrating in the online learning space. In particular, Year 10 teachers have been very impressed by the calibre of the research and conceptual development that students are demonstrating in the process of their Individual Research projects.

Year 9 have also been very engaged in their Documentary Unit and many students have produced some innovative and engaging short documentaries as part of the learning process.

The building of a rich culture of reading has been a major faculty focus in 2020. When we let students know that reading is worthwhile and empower them to experience it joyfully, it creates a chain reaction of learning.

Ready your laptops for
online learning.

**HSC
PAPER 2
MODULES**

Registrations must
be complete and correct
for you to receive
your recording.

 REGISTER @
ENGLISHTEACHER.COM.AU

Central Coast Library Service News High School



Term 2, 2020

We encourage you to keep up-to-date with the evolving COVID-19 situation by following Council's Facebook, Instagram and Twitter social media pages and website at centralcoast.nsw.gov.au/council/council-news/covid-19-information. We're all in this together.

KEEPING CONNECTED AND ONLINE LEARNING

WELCOME TO TERM 2

School holidays have come to an end and regardless of whether you are home-schooling or back in the classroom, we are still here to help.

Our branches remain closed, but our eLibrary is available 24/7 with a range of online services and resources to support teachers, parents and students. You can still call our branches for assistance with setting up resources, reading recommendations, requesting books or finding information. Our specialist teams are also available to help you navigate online resources - simply email your enquiry to the Outreach teams below via library@centralcoast.nsw.gov.au

Children and Young Adults Team - Beckie, Wayne and Yvonne
Training and Support Librarian - Philippa
History Team (Family and Local History) - Michelle and Geoff

Bateau Bay 4350 1580 | Erina 4304 7650 | Gosford 4304 7500
Kariong 4325 8155 | Kincumber 4304 7641 | Lake Haven 4350 1570
Tuggerah 4350 1560 | Toukley 4350 1540 | Umina Beach 4304 7333
Woy Woy 4304 7555

PREPARING FOR HSC TRIALS

With exams fast approaching we are hosting online sessions to help students and their families prepare during this challenging time. Reserve your virtual seat via centralcoast.nsw.gov.au/authorevents

FOR PARENTS - WEDNESDAY 20 MAY, 6.30-7PM.

Elly Robinson, co-author of classic bestseller 'Surviving Year 12' will be providing advice to help parents support their child as they navigate the pressures of their final year at school. Topics include: overcoming anxiety and stress, getting enough sleep, setting goals, dealing with procrastination, ensuring good exercise and diet regimes and coping with exams.



FOR STUDENTS - TUESDAY 26 MAY, 5-7PM

HSC expert, Rowan Kunz from Art of Smart Education will be hosting a webinar showing how to catch up on your studies if you've fallen behind. Learn how to develop a rock solid study plan, effective ways to memorise and learn lots of content fast, minimise exam anxiety and stay healthy along the journey!

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Joining the library has never been easier.

1. Visit centralcoast.nsw.gov.au/membership
2. Click 'join online'
3. Accept the terms and conditions
4. Choose your preferred branch location
5. Enter your details
6. Press submit

You will be issued with a library membership number. Use this number to access the eLibrary resources and sign into the Central Coast Library Service app.

Your password is your date of birth as an eight digit number [ddmmyyyy].

All online membership accounts will remain valid until our library branches re-open.

Need further assistance? Email library@centralcoast.nsw.gov.au

ONLINE PUZZLES

Challenge yourself with our unique Local Studies jigsaw puzzles.
<https://www.jigsawplanet.com/HistoryCCLS20>

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RÉSUMÉ WRITING

With sweeping changes to employment across the Nation, many students are now left to look for new part time jobs. Students can get the edge they need to secure an interview with 24/7 online CV and cover letter help from real professionals with Studiosity!

Connect Live: select Job Skills for Adults, type your question and you'll be connected with a friendly, professional Subject Specialist for live, one-to-one help in real time. It's typed chat and you can share files with the specialist and ask for feedback on your résumé, cover letter, or even job interview tips.

CV Feedback: submit your CV or cover letter, and in less than 24 hours one of the writing specialists will send it back to you with detailed feedback on how you can improve it. They'll comment on your spelling, grammar, structure, choice of language, clarity of presentation, and more.

Visit centralcoast.nsw.gov.au/Studiosity and login with your library membership number.

Studiosity

ONLINE AUTHOR EVENTS FOR YOUTH

Connect online and discover something new to read at our special 'Skype for Business' online author series!

MARTIN CHATTERTON - THE TELL

Tuesday 19 May, 4.30-5pm

Make your mark! Author, illustrator and children's performer is back to introduce Central Coast audiences to his latest book 'The Tell', a powerful action, crime and intense family drama story in the vein of 'Two Wolves' or a young 'Boy Swallows Universe'. Martin is also the author of 'Mortified', 'Mortal Combat' and 'Mort'. He has co-written two books from the 'Middle School' series with James Patterson. Martin usually incorporates a drawing or two into his presentations... maybe it will be you!



WILL KOSTAKIS - MONUMENTS

Thursday 28 May, 4-4.30pm

Enjoy Will's hilarious anecdotes when he introduces us to his new young adult fantasy series 'Monuments'. Best known for his award-winning novels 'The Sidekicks' and 'The First Third', Will has also worked as a celebrity journalist, crafting celebrity tweets and creating content for reality TV. A regular presenter at writer's festivals, Will is an advocate of literacy and reading and is sure to inspire and entertain.



Even though online, spaces are still limited. Register today by calling 4304 7500 or book online via centralcoast.nsw.gov.au/authorevents Once you have reserved your virtual seat, instructions and an event link will be emailed 48 hours before the event.

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Order individual items or request a 'Book Bundle' of five items.* Bundles are available for all ages, different genres, audiobooks and DVDs. Bundles are visible on the catalogue under the 'Click and Deliver' tab.

Significant care is taken for the health and safety of staff and our community when handling books for delivery and collection. Measures include the use of gloves, disinfectant, sealed containers and a three day quarantine period for all returned items.

Once items are reserved it may take up to two weeks to be delivered. We will contact you before your items are delivered to confirm your address and contact details.

Reserve your items online, email library@centralcoast.nsw.gov.au or phone a branch between 9.30am-4pm. *Limit of five individual items or one book bundle per card.

Keep connected... subscribe to our newsletter online at centralcoast.nsw.gov.au/libraries

Parents and carers play an important role in helping their children to make career choices. They are the greatest influence on their children's career choice. Making career choices may be challenging. The "world of work" is complex and careful investigation is needed so that careers can be properly planned.

The workplace children will enter may be very different from when their parents started working.

Some strategies to help your teenagers with their career choices:

Remain positive

No matter how complex and confusing the changes in employment and training may seem, the majority of school leavers now have access to a number of education and vocational pathway opportunities.

Try to avoid the "What are you going to do/be when you leave school?" Type questions. These questions are often very confronting. Instead take the opportunity to talk about career options whenever possible, for example when a news item appears on a current affairs program or when a University/TAFE Open Day is approaching.

Encourage your child to develop a positive self-esteem

Focus on their achievements – but not just at school. Acknowledge their efforts in all their activities – keeping their room tidy, participating in sport, community activities, setting goals and achieving them.

Show them you believe in them!

Allow for a change in direction

It is very unusual for a student to choose a career at a very early age and never waiver in their choice. Be prepared for changes in direction and encourage your teenager to continue to explore a variety of options.

Encourage them to learn from their mistakes

Even if you feel uncertain about their choice, remain positive as they make their first steps towards their career. It isn't the end of the world if they choose the wrong work experience or subject. Discovering that a previous career interest is not for them is a positive step in the decision making process as it gives them the time to re-assess their interests and to broaden their options.



Encourage them to find an industry contact

When a teenager begins to express an interest in a particular career, if it is possible, help them to establish links with someone in that field. This person can then provide a direct, first hand information link with that particular occupation or industry.

Networking

Students should be actively encouraged to develop an information network themselves. This network could well be friends, neighbours, part-time work employers, work experience employers and your family's builder/car repairer/plumber/accountant (depending on their career interests) and other contacts made by the student. The network serves two purposes – it allows students to gain realistic insights into their chosen career and it broadens their chances of finding jobs as a large number of vacancies are only advertised by word-of-mouth.

Share your experiences

Talk to your teenagers about your own experiences of work and study and your reasons for making particular career decisions. Discuss the problems you have faced and how you dealt with them. Speak openly of the positive and negative aspects of the jobs you have done.

Respect their feelings and their privacy

Do they have someone special, perhaps not always you, to confide in? A relative, family or professional friend or someone who is interested in young people like a church or sports group leader can provide a sympathetic ear. Each student is special and needs someone to listen in a special way. No matter how strongly you may feel about what your teenagers are doing, there may be times when you need to be able to step back from the situation.

Inspir^{ED}

HSC & BEYOND

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WEDNESDAY 24TH TO SUNDAY 28TH JUNE 2020



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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.

Where do you want to be in 5 years?

This is a dreaming exercise

The answers to the following questions are designed to help you focus on your interests and on what motivates you.

Directions.

Answer each of the questions honestly. Write down what you want to do, not what you think you should do, or what someone else wants for you.

1. If you had the time and money to study or learn anything at all, what would it be?
2. If you could have any job and be qualified to do it, what would it be?
3. When you were little, what did you dream about doing? What seemed appealing about that job?
4. What are your favourite subjects? Why?
5. What are you good at?
6. How would other people describe your strengths, likes, and dislikes?
7. What gives you feelings of satisfaction or pride?
8. What issues do you feel strongly about?
9. Describe three things you've done that you remember enjoying the most. What, specifically, did you enjoy about them?
10. Finish this sentence:
"I won't feel I've really accomplished what I wanted to, until I..."
11. Close your eyes and imagine a typical day at your "dream job". Write down as many details as possible. What exactly are you doing? What skills are you using? What does your work environment look like? Are you working alone or with other people? Do you use tools? Do you wear a uniform? What do you like about this job?

Now review your answers and look for patterns. Use these answers to research jobs using Job Outlook – www.joboutlook.gov.au





BFA Home-made Video Prize Announcement

Send us your Bouddi-est home video.

You could win \$2,000!

The [Bouddi Foundation for the Arts](#) invite you to shoot your isolation video.

*Send us your funniest, cleverest, most entertaining, heart-warming, or just doing your thing home-produced video to the Bouddi Foundation for the Arts by **July 31, 2020**.*

*The best video according to our panel of judges headed by our Chair and Patron, John Bell AO OBE, will win **\$2000**.*

*There is also a **\$1000** prize for the People's Choice video.*

The Bouddi Foundation for the Arts supports and encourages young Central Coast talented visual, performance and creative artists, to further their careers with a grant.

BFA Home-made video prize, 2020

Who can enter a video: 15-25-year-old with a connection to the Central Coast* Anyone who assists you in making the Home Video must normally be resident in the house where you live.

About your entry: Your video must be shot and edited at home, with no commercial production allowed. Creativity and artistic talent, not production standards, will be the main criteria for judging.

Length - minimum 3 minutes, maximum 5 minutes.

Your entry must not have previously been uploaded to any internet-based video publication site.

How to send your entry: - Mp4 format by email to bouddiarts@gmail.com or via a recognised file sharing video service such as DropBox or similar, with no password being required to view and download the entry.

Entries must be received by 11.59pm, by 31 July 2020 at bouddiarts@gmail.com

Important dates: Entries close 31 July 2020. All entries will be reviewed by our judging panel. The two winners will be announced at our Annual Awards Day on 15 November (location TBA) and be published on our social media pages.

* A connection with the Central Coast broadly means the Central Coast Municipal area and includes having lived, worked or been to school in this area at any time. It is ultimately the decision of the BFA committee and if in doubt contact us.

[Full entry details bouddiarts.org.au](#)
[T&C's and Consent Form bouddiarts.org.au](#)

Further information can be obtained by contacting **Bouddi Foundation for the Arts** - bouddiarts.org.au by emailing bouddiarts@gmail.com, or Joy Park on 0448 436028 joymedleypark@gmail.com or Phil Donnelly 0458 235 904 phildonnelly1@bigpond.com

Virtual Study & Career Pathways Talks - Term 2, 2020 (week 1 to 5)

Week 1	29-Apr	Macquarie University	Learn more about all the different study options at Macquarie University
	30-Apr	Bedford College	Learn more about the Business, Leadership, Community, Health and Childcare courses
Week 2	4-May	SkillsRoad	Learn more about the different industries, job options, future skills and how to find a job
	5-May	Kaylene Bosman - Ward Civil Environment Engineering	Learn more about how it is to work in the Civil Engineering Industry and enjoy a virtual tour
	6-May	ACU	Learn more about all the different study options at the ACU
	7-May	The Academy of Entrepreneurship	Learn how entrepreneurs think and how you can become a succesful entrepreneur in this hands-on workshop
	8-May	Sue Banos - Crown Plaza Resorts Ltd.	Learn more about the diversity of job options within the Hospitality Industry
Week 3	11-May	Juliet Attenborough - Unicef Australia	Learn more about working for a global non for profit, social justice and the different jobs available
	12-May	UAC	Learn more about how to enrol into uni after school
	13-May	The Hotel School	Learn more about the courses available within the Hospitality Industry, international internships and job options
	14-May	NECA	Learn more about electrical or communications cabling Apprenticeships
	15-May	NSW Cyber Security Innovation Node	Learn more about the industry that is most in demand at the moment, study options and career pathways
Week 4	18-May	Rhonda Moore - Sydney Trains	Learn more about the different job opportunities with Sydney Trains and discover their Apprenticeship Program
	19-May	UNSW	Learn more about all the different study options with the UNSW
	20-May	Sarina Russo - Apprenticeships & Traineeships	Learn more about Apprenticeships, Traineeships and School Based Apprenticeships
	21-May	Michelle Blicavs, CEO, Association of Consulting Surveyors	Learn more about the Construction & Surveying industry
	22-May	Murray Hurps - Director of Entrepreneurship at UTS	Learn more about how to become a succesful entrepreneur & what program the UTS offers
Week 5	25-May	Judith Viado - Online Entrepreneur	Learn more about setting up your own international, online business, what skills do you need etc.
	26-May	Torrens University	Learn more about the different study options with Torrens University
	27-May	Australian Film & Television School	Learn more about the different course options with the Australian Film & Television School
	28-May	Australian Defence Force	Learn more about the different study and career options with the Defence Force
	29-May	Amazon Web Services - John Dwyer	Learn more about Amazon, how they work, what career options they offer etc.

Where to watch these talks: https://www.youtube.com/channel/UC-bR6YPekYfa73beQOeP3qg?view_as=subscriber

What time: **10am - 10.30am (video will stay at the YouTube channel afterwards)**

For more info: <https://www.facebook.com/studyandcareerpathwaysinformation>

