



Friday, 2 November 2012

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Principal: Jennifer Miggins

DATES FROM THE CALENDAR:

- **Monday 5th – Friday 9th November**
7-10 exam week
- **Monday 12th Nov** - Yr12 Formal 6pm
at Gundagai District Services Club
- **Tuesday 13th Nov – Wednesday 14th**
ESSA
- **Monday 19 November**
P&C meeting
- **Tuesday 4th Dec – 7th December**
Year 10 Camp till 7th Dec
- **Tuesday 4th Dec**
Year 6 Parent evening
- **Wednesday 5th Dec**
Year 6 Orientation Day
- **Friday 14th December**
Presentation Day
- **Wednesday 19th December**
Students Last Day
- **Thursday 20th December**
Staff Last day (SDD)



We acknowledge the Wiradjuri people who
are the traditional custodians of this Land.

Gundagai High School

NEWSLETTER

PRINCIPAL'S MESSAGE

The Proud and Deadly Awards celebrate and recognise excellence and achievement of Riverina Aboriginal students.

In 2012 congratulations go to Gundagai High School students:

Taylor Coulton-Harpley	Academic Achievement	Year 9
Makara Smith	Academic Achievement	Year 9
Thomas Franklin	Citizenship	Year 12
Amber Britt	Encouragement	Year 7
Jordan Crowe	Encouragement	Year 7
Tihanna Bromley	Encouragement	Year 7
Caden Piper	Encouragement	Year 8
Robbie Ward	Encouragement	Year 10
Michala Foster	Performing/Creative/Visual Arts	Year 11
Shian Kennedy	Year 11 Completion	Year 11
Maxine Blundell	Year 12 Completion	Year 12
Jake Russell	Year 12 Completion	Year 12
Thomas Franklin	Year 12 Completion	Year 12



These awards are in partnership between Aboriginal Education,
Riverina Region Department of Education and Communities,
Local and Regional Aboriginal Education Consultative Group (AECG).



Strive to Serve

Mathematics Faculty Review

In 2011, our Mathematics faculty underwent a review aimed at improving student outcomes and achievement. Parents, students and staff feedback were critical in this review process. To gauge the impact of implemented changes, the Maths faculty is again requesting the input of students, parents and staff via a short survey. Year 8 and 10 students will be requested in class to complete the survey and parents of Year 8 and Year 10 students are requested please to complete and return a survey by **Friday 9th November** to the front office.

The Parent Survey is attached at the back of the Newsletter.

Thank you for your participation in the survey.

Uniform Reminder

All students must ensure that they are wearing black enclosed leather shoes as part of their uniform. This is and has always been part of the school uniform at Gundagai High School and will be enforced as these footwear requirements are necessary for student safety.

I look forward to parent support in ensuring that students are wearing the correct footwear to ensure their safety.

Implementation of the new NSW Board of Studies Syllabuses that incorporate the Australian Curriculum.

Please see at the end of the newsletter a *Parent's Guide* that has been published by the Board of Studies. Gundagai High School has received to date Science, History, English and Mathematics syllabuses. Staff have begun professional learning in support of these syllabuses being fully implemented in 2014, with intensive professional learning in 2013.

A HUGE BIG THANK YOU TO OUR LOCAL SES TEAM MEMBERS

Thursday's big winds saw the roof of one of the Agriculture Plot sheds become unsecured and dangerous. The SES Team of Joe Bond, Lizzie Britt and Anthea Cooper under the supervision of Ross Tout, took control and made the area safe so that no more roof sheets were blown off and the building was secure.

We are very grateful and really appreciated their prompt help in this situation.

Thank you also to the employers who support our SES Members.

Jennifer Miggins
Principal



DEPUTY PRINCIPAL'S NEWS

University of Canberra Visits to Gundagai High School

The University of Canberra's **UC for Yourself** program is providing a unique opportunity for all GHS students in years 7-10. Lecturers and current students will be visiting GHS on **Thursday 15th Nov and Thursday 22nd Nov**, talking to all students and advising them about university life and further educational opportunities. Students will participate in an enriching educational experience that will help to demystify university and familiarise them with living and learning in a higher education environment.

Year 9 students have also been invited to experience firsthand what it's like to be a uni student for a day through an organised program of activities on **Thursday 29th Nov**. All year 9 students will travel to Canberra for the day and undertake an exciting and full days experience of university life.

Objectives for students:

- ✓ To develop an understanding of the courses and possibilities available through university study;
- ✓ To have first-hand experience and exposure to a higher education environment, academics, current students, facilities and support services;
- ✓ To be better placed to make an informed decision about their future and the pathways they will choose.

The Program: Students will experience a day in the life of a uni student by participating in activities related to various subjects or careers in lecture theatres, laboratories and classrooms on campus. Interacting with academics, current students and support staff will assist students in developing a genuine feel for a university campus.

Cost: University of Canberra is providing all services, they will pay for the students travel, have lunch available and provide students with a valuable experience all for **free**.

When? **Thursday 15th Nov-** University visit GHS and spend time with students from Yrs 7-10
Thursday 22nd Nov- University visit GHS and spend time with students from Yrs 7-10
Thursday 29th Nov- All Year 9 visit University of Canberra

Departure – 8am

Return to GHS – 5.30pm

Simon Bridgeman
Deputy Principal



Year 10 Raffles

The winner of the firewood raffle last term was Emma Edwards. Thanks to Brandon Graham and family for donating the wood and local resident Jason Ross for cutting it up at short notice.

Do you like LAMB?

This terms raffle is for a whole dressed lamb, to be picked up from Smarts Butchers. Tickets are \$2 and can be purchased from most year 10 students, Year Adviser Mrs Appleby or drop your money to the front office at school and we will sort it out. The raffle is drawn on 20th November and the winner will be notified by phone.

Year 7 Science Homework!

Mrs Appleby's class were challenged to complete one homework sheet each week last term, with a significant prize available for one student. They had to submit their homework sheet on time, and were then given a ticket in a prize draw. Students who did not submit their homework on time did not receive a ticket and completed the homework sheets during lunchtime detention. Matthew Peterson was very lucky and won himself a HD video camera. Other students to also win prizes included Joseph Carberry, Shae Anderson, Clay Willshire and Rachel Stuckey (sorry if I missed someone!). The class will resume homework sheets after exams in week 5, with another round of prizes in the last week of school.

Snake Tails

Over 40 students across Years 7, 9 and 10 (and 1 Year 12!) participated in an incursion called Snake Tails. This is a travelling educational show about snakes and other Australian reptiles- how snakes interpret the world, different snakes in Australia esp poisonous ones, what to do when you come across a snake (don't kill it!) and the snakes place in our ecosystem. A number of the world's deadliest snakes were on display (safely behind glass)- of course all of these are native to Australia. Samantha Gradon had a hair piece made out of a Bearded Dragon, Cody Makeham and Regina Evans were draped in the Olive python called George and all students were able to touch/ hold George and a range of reptiles.

GATS

A number of year 7 and 8 students were given the opportunity to attend Tumbarumba High School and participate in a Science GATS (gifted and talented students) day centred on the topic of space. Some of the activities included making a telescope and participating in a video conference with NASA. Thanks to Samantha Gradon for sharing her experiences at assembly and to Ross Tout and Natalie Da Silva for driving the girls to Tumbarumba.



Gundagai High School P&C

The annual street stall was held last week with a stall outside the Newsagency on Thursday 25th and Friday 26th October this was followed by a sausage sizzle and raffle outside Woolworths on Saturday 27th.

A total of \$1340.00 was raised for our school

Many thanks to everyone who supported the stall in any way. Your hamper items and cooking were greatly appreciated.

A special thanks goes to Emily Bridgeman and Jack Casnave who kindly filled in on the stall when no one else was available.

Thank you

Lynda Petty – P&C Vice President

Community News

Gundagai Swimming Club is having their 1st rego day on Friday 2nd November between 4-6pm, where parents can pick up rego packs and the kids can come and see what training group they will be in. Training will commence the week of the 12th of November. On Friday 9th November at 5pm we will have our Swimming Club Launch. We have Belinda Fraser from NSW Swimming attending the launch.

Gundagai Swimming Club Launch

Date; 9th November

Time; 5pm

Place; Gundagai Pool - Swim Club Room

Belinda Fraser the Southern NSW Swimming Development Officer will be talking to the children and the parents at 5pm about attending meets development and setting goals. Our coaches will also be available to talk about training times, equipment you will need and to answer any questions. This will be followed by novelty events and a BBQ.

Year 6 into Year 7 2013 Uniform try-on & purchase

15th November 2012 (Thursday, Week 6)
3.30pm – 4.30pm

in the Administration Building
at Gundagai High School

Eftpos available



PARENTS' GUIDE



TO THE NEW NSW K–10 SYLLABUSES

WHAT IS THE AUSTRALIAN CURRICULUM?

The Australian Curriculum, Assessment and Reporting Authority (ACARA), in collaboration with states and territories, has developed agreed Australian curriculum for English, Mathematics, Science and History. Each of these learning areas includes content statements that represent essential learning for all Australian students.

HOW IS AUSTRALIAN CURRICULUM BEING IMPLEMENTED IN NSW?

In NSW, the Board of Studies has worked closely with teachers and key education stakeholders to develop syllabuses that include Australian curriculum content and further detail that clarifies learning. As a result of this work, Kindergarten to Year 10 syllabuses provide direction to ensure greater consistency between NSW schools.

WHEN WILL THE NEW SYLLABUSES INCORPORATING AUSTRALIAN CURRICULUM BE TAUGHT IN NSW?

Year	K–6	Years 7–10
2013	All schools in NSW will continue to teach the current syllabuses.	
2014	All schools will teach the new English syllabus. The teaching of the new Mathematics, and Science and Technology syllabuses is optional.	For Years 7 and 9, all schools will teach the new English, Mathematics, Science and History syllabuses.
2015	All schools will teach the new Mathematics, and Science and Technology syllabuses. The teaching of the new History syllabus is optional.	For Years 8 and 10, all schools will teach the new English, Mathematics, Science and History syllabuses.
2016	All schools will teach the new History syllabus.	

WHAT WILL MY CHILD LEARN AT SCHOOL?

The new syllabuses build on the strength of the existing NSW curriculum. Many features of the new K–10 English, Mathematics, Science (incorporating Science and Technology K–6) and History syllabuses are retained. Literacy and

numeracy remain important areas of focus in K–6, where essential foundation skills are developed.

The syllabuses identify the knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area. They are designed to provide flexibility for teachers to develop their teaching and learning programs to meet the needs of their students.

K–6

English

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- For the first time, there will be a requirement that students experience a range of texts including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- There is an increased emphasis on grammar and the teaching of quality literature.

Mathematics

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
 - number and algebra, eg whole numbers and fractions and decimals
 - measurement and geometry, eg length, area and time
 - statistics and probability, eg data and chance.
- They develop their problem-solving skills, and mathematical reasoning and communication.
- Students in Stage 3 develop a deeper understanding in statistics and probability.

Science and Technology

- Students develop their skills in using processes of Working Scientifically and Working Technologically to answer interesting questions and develop creative solutions to important 21st century problems.
- They develop their curiosity and understanding about the Natural Environment and the Made Environment through learning about the Physical World, Earth and Space, the Living World, the Material World, Built Environments, Information and Products.
- Students learn about the influence and relevance of science and technology in their lives now and in the future.

History

- Students investigate their personal, family and community history.
- They develop understanding of Australia's Indigenous and colonial history and how Australia became a nation.
- Students learn about:
 - historical concepts such as viewing an historical event from a different point of view
 - historical skills, such as using historical sources for an investigation.

English

- Students build on and refine their language skills through activities involving speaking and listening, reading and viewing, and writing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- Students study a wider range of texts that give them experience of quality literature, Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.

Mathematics

- Students develop their mathematical knowledge, skills and understanding through a range of learning experiences across:
 - number and algebra, eg financial mathematics, ratios and rates, and equations
 - measurement and geometry, eg angle relationships, trigonometry and Pythagoras' theorem
 - statistics and probability, eg data collection and representation.
- They develop their problem-solving skills, and mathematical reasoning and communication.
- Students develop a deeper understanding of statistics and probability.

Science

- Students develop their skills in science inquiry through hands-on practical experiences, including student research projects.
- They further develop their understanding about how evidence-based scientific knowledge explains the Physical World, Earth and Space, the Living World and the Chemical World.
- Students learn more about the importance of the contribution and influence of science in their own lives and in finding solutions to personal, social and global issues.

History

- Students gain a broad understanding of world and Australian history from ancient to modern times through the teaching of historical overviews.
- They gain a deeper knowledge of history through the study of depth studies such as Ancient India, the Ottoman Empire and Japan under the Shoguns.
- Students learn about 20th century Australian history through the Australians at War and Rights and Freedoms depth studies.
- They experience an inquiry-based approach to learning, developing key historical skills in research, source analysis and communication.

In addition to subject-based content, all syllabuses address important contemporary themes and general capabilities as students prepare to live and work successfully in the 21st century. These include Australian curriculum cross-curriculum priorities and general capabilities and other learning across the curriculum areas identified by the Board of Studies.

Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability
General capabilities	Critical and creative thinking Ethical understanding Information and communication technology capability Intercultural understanding Literacy Numeracy Personal and social capability
Other learning across the curriculum areas	Civics and citizenship Difference and diversity Work and enterprise

WHERE CAN I FIND MORE INFORMATION?

Parents page on the Board of Studies website: <http://www.boardofstudies.nsw.edu.au/parents>

Board of Studies NSW syllabuses website: <http://syllabuses.bos.nsw.edu.au>

Parent Survey – Mathematics – Year 10

In 2011, our Mathematics faculty underwent a review aimed at improving student outcomes and achievement. Parent feedback is critical in the evaluation process. I would appreciate if you could complete this survey and return it to the front office.

	Almost Always	Usually	Sometimes	Rarely
My child's teacher provides work for him/her in Mathematics that allows him/her to achieve to a high standard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher provides my child with a wide range of assessment tasks which allow them to demonstrate what they know in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives my child feedback on their assessment tasks that allows them to improve their ability in Mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's Mathematics teacher knows what my child is good at and what it is they need to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's Mathematics teacher has high expectations and always pushes my child to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Survey – Mathematics – Year 8

In 2011, our Mathematics faculty underwent a review aimed at improving student outcomes and achievement. Parent feedback is critical in the evaluation process. I would appreciate if you could complete this survey and return it to the front office.

	Almost Always	Usually	Sometimes	Rarely
My child's teacher provides work for him/her in Mathematics that allows him/her to achieve to a high standard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher provides my child with a wide range of assessment tasks which allow them to demonstrate what they know in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher gives my child feedback on their assessment tasks that allows them to improve their ability in Mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's Mathematics teacher knows what my child is good at and what it is they need to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's Mathematics teacher has high expectations and always pushes my child to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>