



Temora High School



Newsletter

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Term 2 Week 9 Wednesday, 26th June, 2019

Respite Finem "Look Toward the Goal"

Principal's Perspective

Thank you to all our students and staff for all the great learning and fun that has occurred during term 2. There has been plenty of action over the past five weeks in terms of learning, sport and school improvements. As Principal, I find it very hard to keep up with what's happening.

Thankyou

A big thankyou to Mrs Sharree Goesch our outgoing P & C President for all her support and efforts to make THS a great place for students and staff. We wish her all the best for her future move at the end of the term.

Welcome

Mrs Lisa Muller our new Deputy Principal will be starting in Week 3, Term 3. We welcome Lisa and her family to Temora and look forward to working with her to make our school a great place to learn and grow. Mrs Muller has previously been a staff member at Temora in the late 2000's and I have already spent some time with her and know she is very excited about being part of the Temora learning community. Thank you very much to Mr Simon Gaynor for relieving as Deputy Principal. Mr Gaynor has been fantastic and we are very thankful he answered our SOS call and returned from leave to help support our school. A special and dedicated teacher who lives and breathes for Temora HS!

Do Your Best Year 12

I wish all our Year 12 students the best for their upcoming HSC trial exams in Weeks 3 and 4, Term 3. Remember to be active (write study notes, do past questions, talk with others about content and questions) when studying as re-reading notes or highlighting notes are some of the least effective methods of learning. Remember listening to music saps brain power and stops learning moving from working memory to long term memory which is where we need it to be. As part of study you need to practice being absorbed in the task without the need for music. See more below on this. Remember to use the Atomi website as this a great resource to help you learn at your own pace and in your own environment.



Parent Teacher Meetings

Parent/Teacher meetings will be held on Thursday, Week 1, Term 3 from 4.00pm - 6.30pm. Student reports for Years 7-10 will be issued on the night. Please come along and have a learning conversation about your child. It's important for staff to talk with parents and to learn more about your child's learning needs. The most successful learning partnership is between parents, students and staff. We all have a big part in shaping the future of our learners. The smallest pieces of information can have the biggest effects on our students so come and be part of the conversation and get to know the staff a little more.

Are you moving?

In early August each year the school is required to estimate student numbers for the following year. This is to allow the school to plan, allocated resources and create a timetable. If you are planning on moving away from Temora HS for any reason between now and February, 2020 then please contact the school so we can take this into consideration when planning for 2020.

Year 11 - 2020 Subject Selection Information Night

All parents, staff and any students in Year 10 who intend to enrol at Temora High School in Year 11, 2020 are strongly encouraged to attend the Year 11 – 2020 subject selection information evening. The night will advise parents and students about the subjects' available, rules and considerations needed to successfully select subjects for 2020. Come along and talk with staff about options for your child and be part of the learning partnership with the school. The date and time: Year 11 @ 6.00pm, 6th August, 2019 in the Library.

Years 8 and 9 - 2020 Elective Booklets

Early in Term 3 students currently in Years 7 and 8 will be given elective subject information booklets to help select elective courses for 2020. When choosing elective subjects the best way to think is to choose subjects that you have enjoyed, been successful in, are interested in or are linked to a career you might be attracted to. If parents/carers have any questions about elective courses or the subject selection process please contact Mrs Muller, Mrs Croft or Mrs Cooper.

School Uniforms

Being part of a big organisation such as a school is being part of the larger community. The school strives to make all students feel part of our learning community, part of the Temora community and part of the wider world. One way to make students feel part of the school and Temora community is by wearing a uniform. The wearing of school uniforms by students helps build self-confidence and a sense of connection with their community.



Benefits Of School Uniforms

The wearing of school uniforms by students will assist school communities in:

- defining an identity for the school within its community
- developing students' sense of belonging to the school community
- providing an opportunity to build school spirit
- enhancing the health and safety of students when involved in school activities
- promoting a sense of inclusiveness, non-discrimination and equal opportunity
- reinforcing the perception of the school as an ordered and safe environment
- increasing the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school
- promoting positive community perceptions of public education
- making school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

Hoodies

Remember the Hoodies Rules:

- No draw strings and you might need to remove it in TAS subjects – Might get caught in machinery. It's about safety.
- Only THS hoodies are to be worn – We know it's cold. If you need help to purchase one please contact Millers Embroidery.
- Hoods are not to be up at school – We need to know who's who to keep everyone safe. There are other ways to keep you head warm.
- We have a formal school uniform for special events and the hoodie is not part of the formal uniform. Just wear the hoodie for normal school days

Food and Drink – Lets support the canteen and our school not the global fast food giants such as Macca's and Red Bull

Children's Health the Priority: Energy Drinks Banned

Just a reminder to parents/carers and students that Energy Drinks such as Red Bull, Mother, V and Rockstar are banned in NSW schools by the Department of Education. These drinks have been proven to have a negative affect on student's health and learning. Students with these drinks at school will have them confiscated. Some of these drinks have more than 108 grams of sugar (22 teaspoons) and 240 mg of Caffeine (3 standard coffees).





Fast Food such as Macca's

The school community is reminder that fast food such as McDonalds are not to be brought to school or handed to students at recess or lunch. Please supply a healthy lunch or money to purchase from the canteen.

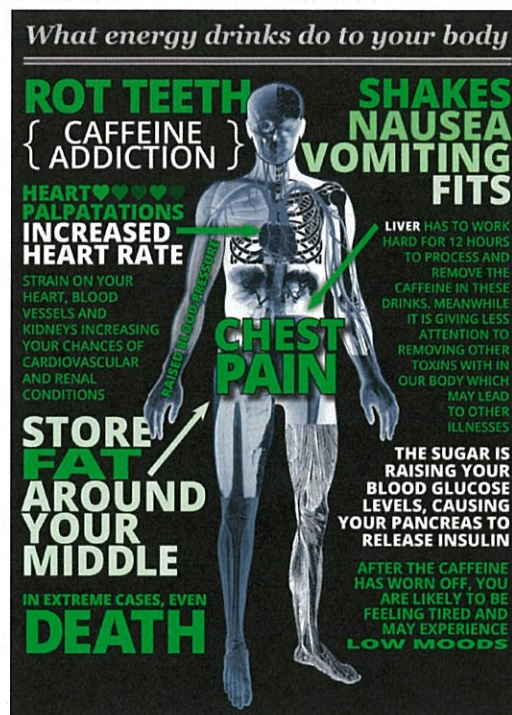
The school's P & C operates the canteen for all students to enjoy. In Semester 2 the canteen will transition over to a healthy canteen menu to support healthy eating and to educate all of us about positive eating habits. The school canteen is a wonderful service and only makes a small profit which is all put back into our school to make it a great place the learn and grow. We all need to take up the responsibility of trying to reduce obesity.

The school operates a breakfast club which is open each day to supply students with a healthy start to the day.

What can be done at home to support healthy eating

Strategies that you can try at home include:

- substituting sugary drinks with water at home and in lunchboxes. Adding slices of fresh fruit, herbs or vegetables to the water jug in the refrigerator adds to the taste especially during transition periods.
- including children from an early age in meal planning and preparation. Planning meals together, compiling shopping lists, including children in the shopping trip and allowing children to assist in the preparation and cooking of meals spikes interest, motivation and creates healthier eating options.
- encouraging older children and young people to plan a dinner menu for a day with support to compile a shopping list, purchase and prepare meals
- beginning the journey by planning a healthy eating day together once a week, fortnight or month.
- consulting children as to the contents in their school lunches and allowing them to assist in shopping and preparation where possible.
- planning and creating a small garden at home for growing fruit and vegetables. The greater the responsibility and participation given to children the more likely they are to eat what they have helped to grow.
- modelling good eating habits at home and limiting access to the type and amounts of highly processed foods available such as chips, chocolate, lollies and biscuits.
- providing healthy snacks such as fruit and vegetable wedges on an open platter.





- visiting the local shops and supermarkets and talking to your child about the foods being offered for sale and their value. The Healthy Food Finder will assist in working out the nutritional value of foods that do not display the Health Star Rating (HSR).
 - talking to your children about food sources and how the food they eat reaches the table.
 - focusing on the outside areas of the supermarket when shopping. These are the areas where fresh foods, meats and dairy products are more likely to be on display.
- Source: <https://healthyschoolcanteens.nsw.gov.au/parents-students-and-community/how-you-can-help>

Water Stations

Our new filtered cold water stations have been installed and are operating. These will be a good addition in the hotter months, please encourage your child to bring a water bottle.

New Carpet

Maintenance has started and new carpet will be laid in almost all of A block and parts of B Block. This has started and will be completed in the holidays and will make our classrooms and hallways much nicer places for learning.

Drama Light

Thank you to our hard working P & C for our drama lights. These have already been put to good use by our staff and students.

TAS

A laser engraver/etcher has been purchased for the maker space in the TAS area. We are eagerly awaiting the arrival and can't wait to see what new products the students produce. Marty the robot has been purchased. Coding and understanding of artificial intelligence is fast becoming part of our reality. Marty will help our students and all of us have a better understanding of the limitations and strengths of robotics. Therefore help us learn, design and build now and in the future.

Grounds

SRC students met with Katie Keith to discuss ideas to improve the playground area between Hall/COLA and Oval after the large gum trees were removed in late 2018. This will become a future new project that we can work toward completing.

My Community Project

Miss Kate Bruce has done a wonderful job to put together an application for new cricket net and extra basketball court for the school. Up to \$200K available. Voting opens 15 July to 15 Aug – Must be 16 and older and have MyServicesNSW account to vote. Please can all community members go to:

<https://www.service.nsw.gov.au/campaign/my-community-project> and vote for our school and encourage others to do so.



Solar Power

The successful contract for the solar power has been accepted by the school assets management team. An 80Kw system is to be installed in the October holidays. This will support the environment, reduce school energy cost and provide learning opportunities for students.

LED Sign

Two new LED signs are to be installed on Polaris and Anzac Streets. The design process has started and we are awaiting a time frame for installation. These will help to improve communication and promote the achievements of our school.

Quad

The new concrete in the Quad has been poured the final touches are being made to the garden areas. New trees and chairs will be position to provide students with seating and shade in the summer months. The area is much nicer then before and is a welcomed upgrade from the previous uneven concrete.

New Phone System

The school has a new phone system installed. No changes in contacting the school. The system has some new features such as message bank in staffrooms and can be connected to the school PA system.

Wireless Upgrade

The school wireless network has been upgraded. This includes three outdoor access points to expand the wireless to the playground and Ag plot. This will increase access, improve speed and reliability.

Education Perfect – Literacy And Numeracy Is The Priority And One Thing We Can All Do To Make Learning Easier

Remember – good literacy and numeracy make all other learning easier. We all need to continue to improve in these areas. One way to do this is to practice for a short amount of time daily. The school is running a Year 8 pilot to improve literacy and numeracy skills. This will be an opt-in process at first. The idea is to use the Education Perfect Software as a home learning tool to improve literacy and numeracy skills which makes all other learning easier. If you have not received information about this then please talk with your child or contact Mrs Croft for more information.

Youth Friendly School Counselling Offices

Well done Mrs Jo Brennen who was successful in receiving a \$10,000 grant to improve the appearance of our Counsellor's office. This will involve furniture and finishing's. We are keen to get student's input for the design to make our Counsellor's space a friendly place to go.



Events

Congratulations to all the students and staff who participated in the following events this term:

- THS Squash team
- Boys Tennis who came 3rd in Riverina
- Many students represented THS in Riverina Carnivals
- Years 9 and 10 Touch Football
- Rugby League University Shield game against Tumut
- Year 8 and 10 participated in a history competition
- Five students attended the Riverina Youth Mental Health Forum
- Students were assisted by Neil Martin from Temora Family History on their research project on Gallipoli
- THS Athletics Carnival completed on 5th June after partial wash out on 29th May – Thank you Ms Bruce for organising
- Year 10 PASS class support TPS Athletic Carnival
- Aboriginal art work painted by students for the Local Land Services as part of the reconciliation action plan
- All abilities netball carnival was attended by the Awesome Unit
- Year 11 and 12 VET construction students attended the HIA Trades Career Event in Wagga
- Riverina Cross Country in Gundagai
- SRC represented the school at local round table discussion with state member Steph Cooke and Mayor Rick Firman
- Five students attended Riverina Drama Camp with Mrs Elphick
- Meals on Wheels participation by the Awesome Unit
- Open Girls Netball team
- Zone Athletics
- Community Connect students
- HSC Legal Studies day
- Wagga Careers Day



Attention Years 11 and 12. If you want to learn and do well then read this!

Listening to music whilst learning affects memory retention, is inefficient and lowers performance.

Listening to music may seem like it helps you to concentrate and study more. Research into how the brain works show otherwise. Listening to music makes your brain inefficient, uses valuable brain resources and means you retain less information. There are certainly times where music can help relax you, motivate you and mask out other noises however, it is not the best option.

Why?

Our brain cannot multi-task. We cannot listen to music and learn new information. We do not do both well at the same time. Our brains are sequential and can only do one thing at a time. What our brains are good at is task switching. This means our brain switches from one task to other quickly. However, task switching is tiring and burns up brain power. When burning up brain power listening to music whilst learning the brain does not transfer learning from the working memory to the deep memory parts of the brain as effectively. It's working too hard to task switch and sacrifices memory coding into your deep memories.

Listening to music will seem to help. You will argue it helps. You may have been listening to music for so long you don't notice the effects. When task switching your brain is still using its working memory to good effect. Working memory is what you are think with or using right now. You can answer the question, complete the questions and are getting learning done; however, in the back ground your brain is not being efficient in coding information for later recall or retrieval. It is also getting tired more quickly and you get tired more quickly. Your body burn 30% of its resources on keeping the brain functioning. When you don't drink much water or are a bit dehydrated, have you ever notice how you don't think as well? This is why you can bring water into three hour exams.

Memory coding is the area you don't see or think about when learning as the brain does this in the background or subconscious. The key is you will seem like you are achieving and completing work. The down side is in one week, one month or one year down the track you will not recall or be able to retrieve the learning. This means you will need to relearn more often, spend more time studying and most likely not perform as well in exams. Do you often think I don't do well in exam or I can't remember this? Memory code can be learned.

Music is a short term gain with a long term loss. For the HSC or for any job you need to know how to learn. You will need to retrieve information and knowledge from your deep memories.



So take the steps now and learn how to be absorbed in learning, how to block out noise, how to get into the learning zone without music. Little thing can make a big difference.

Dismiss this at your own peril. You may think this doesn't apply to me. We all are different. It works for me. We are certainly different and we code information in our long term memory in different ways. As different as we think we all are, researchers and neuroscientist understanding of the brain and the need for coding is the same for all brains. Task switching by listening to music whilst learning affects the coding process. Read the article below. It is an article that sums up how to use music to help and also how it doesn't help. Act on the tips at the end. There are plenty of writings on the internet about listening to music and learning. This one seem to cover the main areas well and is written for Years 11 and 12.

Source: <https://blog.kingscollege.qld.edu.au/study-in-silence-or-listen-to-music>

Study in Silence or Listen to Music?

Year 11 and 12 exams are fast approaching. Teenagers across Australia are holing themselves away for their final slog of study and revision. Heads down and headphones on. What's their study soundtrack? Pop? Classical? Ambient whale sounds?

There's a whole industry geared towards 'brain music'. Spotify, iTunes, YouTube and mozarteffect.com (more on that one later) all tout 'revision soundtracks' and 'concentration music' to stream or download. Their relaxing strings, 'alpha waves' or binaural beats promise students increased focus, relaxation and brain power.

Dare to question whether listening to music might ... ahem ... be a distraction to your teenage child's study, however, and you're likely to be shot down by cries of outrage and incredulity. "But it helps me concentrate!" they insist, "It calms me down", "It helps me study for longer".

Music is a major part of a teenager's life. It's deeply connected to their language, emotions and developing identity. Neurologists have confirmed that the music we relate to in adolescence has a stronger grip on our emotions and memory than music we enjoy at any other period of our lives.

And music has never been more accessible or portable. Today we stream music from our phones or watches to discreet earbuds or wireless, noise-cancelling headphones. Shopping malls, gyms, offices - libraries even - are full of people going about their day-to-day cocooned in their private audio worlds.

But when it comes to tasks requiring concentration, memory and processing skills, is listening to music beneficial? Or should we be reaching for the off switch?



The case for music

Study can be isolating, boring and repetitive. Listening to music can improve a person's mood, provide 'company' and make the tedium more tolerable. Our brains release the feel-good neurochemical dopamine when we listen to music, which makes us happier and more relaxed. Stressed-out students may find music calms them down and relieves their anxiety.

Then there's the oft-quoted 'Mozart effect' i.e. "classical music makes you smarter" This theory is based on 1993 research by Rauscher, Shaw and Ky in which participants listened to 10 minutes of Mozart sonatas **or** other relaxing music **or** silence. Those who listened to Mozart performed better in a spatial reasoning test immediately afterwards.

However, this was quite an abstract mental task, involving working out what objects would look like when rotated. The results were short-lived (they lasted 10-15 minutes after listening to the music) and other studies have been unable to replicate the results. Music is certainly stimulating and can keep a person mentally alert. There is much evidence that music training improves brain function and structure ... but listening to music while trying to concentrate on something else is another matter entirely.

The sound of silence

While music is a great motivator for routine and repetitive tasks, listening to music can never be a completely passive activity. No matter how 'background' the music may be and how little we notice it, the brain is still processing sound signals.

Almost all research in this area has shown that problem solving and memory recall tasks are performed better in silence than with any kind of background noise.

Random background noises, however, prove even worse. Studies have shown that sounds like vacuuming, sneezing, roadworks and children yelling outside have a more detrimental effect on concentration than listening to music. If you need to focus in a noisy environment, playing gentle music to mask the distracting background racket may well be beneficial. Or use those noise-cancelling earphones to create a silent space for study.

Is some music more conducive to study than others?

Clearly thrash metal played at full volume is going to be more distracting than gentle string concertos. But any music with lyrics, up-tempo beats or a catchy hook is likely to disrupt concentration. If you find yourself tapping your toe or humming along to a song while studying, you have chosen the wrong music! If you're dancing and singing the chorus into your hairbrush - you've definitely chosen the wrong track!

When it comes to unobtrusive background music, 'bland' would be the key word. Think gentle, acoustic, light strings, movie soundtracks, ambient water sounds - familiar, regular music with no surprises or break-out rhythm sections.



Research by Dr Nick Pernham of Cardiff University in 2010 suggests that students might fare better listening to music they don't even like, instead of their favourite artists; research participants were asked to recall eight items, in order, while listening to music they either liked or disliked or to no music at all. Performance in the disliked-music condition was significantly better than in the liked-music environment ... but all participants had greater recall when the background music was removed entirely.

Personality

Various studies indicate that some people are better at studying with background noise than others.

Extroverts and multi-taskers juggle music and study the most efficiently, while anxious fidgeters benefit most from calming, relaxing music.

Emotional recall

Music is extremely emotive and associative. When we listen to a piece of music, we remember the emotions we experienced the last time we heard it. We recall information better in environments similar to those in which we learnt them. So, if the Ed Sheeran track you listened to while revising is playing in the exam room, well - bingo! However, this is unlikely. Exam rooms are quiet. Get used to it!

Deliberate distraction

Trying to memorise information while listening to music may not be a great idea. But students can use the distracting properties of music to *test* their recall once they think they know their stuff. This is a trick used by actors trying to remember lines. The theory is that it's easy enough to recall information in ideal situations but if something throws your concentration off - eg nerves, a cough, a dog barking outside - your mind might suddenly draw a blank. Once you think you know your Japanese vocabulary, your English literature quotes or your mathematical formulae, try recalling them with noisy, distracting music blaring out in the background. Way more difficult! If you succeed in that environment, it should be a doddle in the peace of the exam room.

Tips for students:

- Try to get used to working in silence, in quiet environments - these are the conditions in which you will be doing your exams.
- Use music to wind down after or between periods of study, rather than during.
- If you must listen to music, make a study play list of non-intrusive background tracks. These should be relaxing, familiar - boring even. No lyrics or up-tempo beat. Think movie scores, acoustic or ambient music, light classical. Play at a low volume.
- Try to study for as long as possible without listening to music and only put it on when you feel you can't cope without it any longer!
- Turn music off when you are focusing on the most complicated part of your studies or if you find you are struggling, tapping a toe or day-dreaming.



- If household noises interfere with your concentration, use noise-cancelling headphones to create a 'silent space' in which to study, or mask with gentle background music.

Source: <https://blog.kingscollege.qld.edu.au/study-in-silence-or-listen-to-music>

Have a great and safe holiday.

Term 3 start dates: Staff return Monday, 22nd July and students return Tuesday, 23rd July 2019. Have fun!

Mr Ian Pattingale
Principal

PARENT TEACHER INTERVIEWS

for parents and students in Year 7 to Year 12

Thursday, 25th July

from 4.00pm – 6.30pm, in the School MPU

(Collect Semester 1 reports from front of MPU)

No bookings required. Sausage sizzle provided



Deputy's Desk.....

As winter is here I would like to remind everyone that we are a school that wears uniform. To show that we are committed to upholding high expectations at THS, students should ensure that their uniform is worn to school every single day. If there is a special reason why uniform cannot be worn students are to bring in a note from home and present it to the Deputy Principal before school starts. They will be given a red slip which they can show teachers that day to say they have permission to be out of uniform. Please note; jeans, tights of any description, and branded items are not part of the school uniform. Students are not to wear hooded jumpers other than the school hoodie. They will be asked to change if they wear this type of apparel to school. At THS students have many opportunities. We have high expectations and in order to ensure that our students strive to be successful we try to teach them to be responsible. They need to recognise that with the rights they have they also must accept that they have responsibilities.

Some food for thought on developing **responsibility** in children:

- *A responsible person is one who is able to act without guidance or supervision, because he or she is accountable and answerable for his or her behaviour. Such a person can be trusted or depended upon to do things on his or her own.*
- A person with a reputation of being responsible will not blame others for any problems. Instead, the person will have the character to take full responsibility. With this risk comes the reward of increased self-worth, confidence and a feeling of achievement.
- It is important to remember that obedience is not responsibility. Developing responsible children is a fine balance between guidance and support on how things should be done so that eventually the child chooses to act that way for themselves. At school, teachers work consistently with students to build their capacity to be responsible.

The ability to accept and fulfil responsibilities will make our students productive and valuable members of society. It is very important that the school and parents work together to ensure they learn about their responsibilities in a supportive caring atmosphere. So please make your children responsible for ensuring they are in school uniform.

Also our students need to take responsibility for their safety on our roads. Staff have observed that some students are not looking when they cross the road or crossing where there is no pedestrian crossing. We are hoping parents and carers can help us to reinforce the message of always being vigilant when crossing roads.



A special mention to our SAS staff for their tireless efforts and professionalism in the day-to-day organisation of school matters, attending to student needs and supporting staff. They go above and beyond. Our school couldn't operate without them.

Mr Simon Gaynor – Relieving Deputy Principal

Temora's got Talent

THURSDAY 1ST AUGUST 2019

5.40pm for 6pm Start
Concludes at 7.30pm

Temora High School MPU

Featuring:

-  **Temora High School**
-  **Temora West Public School**
-  **Temora Public School**

Gold Coin Entry



SCHOOL CALENDAR

TERM 2	
July	
<u>Week 10</u>	<ul style="list-style-type: none"> Years 9/10 Debating (Ardlethan) Year 11 Workplacement (VET students) – all week
Monday, 1 st	
Thursday, 4 th	<ul style="list-style-type: none"> HSC Business Study Day (Wagga Wagga)
Friday, 5 th	<ul style="list-style-type: none"> Last Day of Term 2
TERM 3	
<u>Week 1</u>	
Monday, 22 nd	<ul style="list-style-type: none"> Staff Development Day – No students in attendance
Tuesday, 23 rd	<ul style="list-style-type: none"> All students to return for Term 3
Wednesday, 24 th	<ul style="list-style-type: none"> Young Rotary Driver Seminar Year 11
Thursday, 25 th	<ul style="list-style-type: none"> Parent/Teacher/Student Interviews Years 7 – 12 (4.00pm – 6.30pm MPU) Years 7 – 10 Reports issued at Parent/Teacher/Student Interviews
Friday, 26 th	<ul style="list-style-type: none"> State CHS Cross Country (Eastern Creek)
<u>Week 2</u>	
Monday, 29 th	<ul style="list-style-type: none"> Education Week – all week
August	
Thursday, 1 st	<ul style="list-style-type: none"> Temora's Got Talent
Friday, 2 nd	<ul style="list-style-type: none"> Riverina Athletics (Albury)
<u>Week 3</u>	
Monday, 5 th	<ul style="list-style-type: none"> HSC Trial Exams – all week
Tuesday, 6 th	<ul style="list-style-type: none"> Year 11, 2020 Parent/Student Subject Selection Evening – 6.00pm (Library)
Wednesday, 7 th	<ul style="list-style-type: none"> Year 8 and Year 9, 2020 Subject Selection Booklets distributed to students
<u>Week 4</u>	
Monday, 12 th	<ul style="list-style-type: none"> HSC Trial Exams – all week
Tuesday, 13 th	<ul style="list-style-type: none"> 2020 Subject Selections due to Administration Office Schools Cup Netball – Wagga Wagga
<u>Week 5</u>	
Tuesday, 20 th	<ul style="list-style-type: none"> P & C Meeting – 7pm
September	
<u>Week 7</u>	
Wednesday, 4 th	<ul style="list-style-type: none"> CHS Athletics (Homebush) – until end of week
<u>Week 8</u>	
Monday, 9 th	<ul style="list-style-type: none"> Year 11 Yearly Exams – all week
<u>Week 9</u>	
Monday, 16 th	<ul style="list-style-type: none"> Year 11 VET Work Placement – all week
Tuesday, 17 th	<ul style="list-style-type: none"> P & C Meeting – 7pm
Wednesday, 18 th	<ul style="list-style-type: none"> Year 12 Reports issued
Friday, 20 th	<ul style="list-style-type: none"> THS & Beyond
<u>Week 10</u>	
Monday, 23 rd	<ul style="list-style-type: none"> Year 11 VET Workplacement – all week
Wednesday, 25 th	<ul style="list-style-type: none"> Darwin Safari leaves THS





SCHOOL NEWS

School Winter Uniform:

- Black/Grey pants
- Red Shirt with emblem – Juniors
- Red Jumper – Juniors
- Black & White Jumper and Jacket – Seniors
- Grey Skirt
- White Shirts with emblem – Seniors
- Red & Black Jacket – Juniors

All are available for purchase from Millers Trophies & Embroidery.

Rules around wearing the hooded jumper are:

- ***Only THS hoodies will be allowed to be worn***
- ***Hoods are not to be up in school grounds due to this preventing student identification***
- ***No hoodie is to have a draw string in the hood***
- ***Hoodies are not to be worn to any THS formal event this includes presentation and Anzac Days***
- ***There may be time you are asked to remove your hoodie in a TAS class if there is a risk of injury***

Attendance

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnerships with parents are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences.

Aurora College

Students in [rural and remote government schools](#) who did not qualify or did not apply for entry in Year 7 may apply for vacant positions in **Years 8, 9 and 10** at Aurora College, the NSW Department of Education's virtual selective school (www.aurora.nsw.edu.au).

Applications for enrolment in Years 8 to 10 (2020) open today, Friday 21 June 2019, and close Friday 26 July 2019.

Education Perfect Trial For Year 8 In Term 3

In looking for study and learning programs that can be done at home, to help students develop or enhance their skills, Temora High School has decided to trial Education Perfect. This is an Australian education initiative that enables students to access **personalised** online learning, in a variety of subjects, in an engaging digital format. It provides students with explicit teaching,





content at their level, remedial activities and automatic marking with the answers explained. This immediate feedback helps to build a student's confidence and all activities are aligned with the Australian Curriculum. It is self-paced, home learning that will require minimal parental involvement other than providing a computer and internet access. Teachers will check up on how students are getting on with the program and the initial focus will be on improving Literacy and Numeracy skills. Other subjects will be available if the student wishes to expand their learning. We would expect students to spend no more than an hour and half each week, which is a good study practice to get into to prepare them for later years.

This free trial will be set up and run by our Learning and Support Teacher, Jo Croft, and Librarian, Naomi Elliot, and will be **free of charge** in Term 3 and 4. In Term 3, it will only be offered to students in Year 8 that want to be involved. This will be an **opt in** process and your child will be pretested, and later post tested, so you can see the student's improvement. Jo and Naomi will be available to discuss this if you wish to call and they will demonstrate it to all Year 8 students here at school. We will open the trial to the rest of the school in Term 4 if we get positive feedback and improved results. If you are interested in being part of this trial of a digital technology that your child will be able to easily access and complete learning activities that are tailored to their individual needs, then please sign and return the slip on the bottom of the letter that the students will have brought home. If you cannot find the letter then just call into the office and sign the slip so your child can be involved in this free trial.

Identifying Detail

To work out what the **weather** is like, look for words that **describe** the surroundings...

Are there any **weather related words** like wet, dry or cold? Sunshine or snow?

In the extract, words like **hot**, **heavy** and **stifling** tell us that the **weather** is **warm**.

He looked out the window, although there wasn't much to see — mostly fields of hay and cotton. He was on a long bus ride to nowhere. The bus wasn't air-conditioned, and the **hot heavy** air was almost as **stifling** as the handcuffs...

Identifying detail is as simple as that!

Round 0.3911 to 2 decimal places.

$() + - \times \div \pm = \sqrt{} \sqrt[3]{} x^2 \cdot x^n x_1 \sin \cdot \cos \cdot \tan \cdot \log \cdot e^n \pi \theta \cdot$

$\times 10^n \rightarrow$ Show less

Enter a line of working or your final answer here

Use handwriting + Add a line of working

Education Perfect has tools available so it can read text to you, allows handwritten answers on iPads or touch screens and allows students to play a game to reinforce the skills learnt after they complete an activity.

Come on – Get involved. Year 8 will trial this in Term 3 and it will be offered to the rest of the school in Term 4. This is an opt in process so if you are interested please return the letter or sign one at the office.

Mrs J Croft – LST





Head Lice

We suspect that nits/head lice are present in the hair of some students at Temora High School. We would ask that every family check every child's hair for nits/head lice tonight using the methods recommended in information from NSW Health.

If you find eggs or lice please commence treatment as recommended.

Further information on head lice is available on the NSW Health website or through the Department's website at:

<http://www.schools.nsw.edu.au/student-support/student-health/conditions/lice/lice/index.php>

Infectious Conditions and Exclusion from School

We have had students presenting to school with very infectious conditions. Please adhere to the below NSW Health Department Guidelines if your child/ren present with these symptoms.

Condition	Common symptoms and how it's spread	Should I keep my child home from school?
<u>Diarrhoea</u>	Diarrhoea is loose, watery stools occurring more than 3 times in 1 day. It can be caused by a virus, bacteria, parasite, food poisoning, allergy, or other conditions. Stomach cramps, nausea, a fever, headache and loss of appetite are common associated symptoms.	Yes, until they have not had a loose bowel motion for 24 hours.
<u>Gastroenteritis</u>	Gastroenteritis, also known as 'gastro', can cause vomiting and diarrhoea, as well as nausea and stomach pains. It spreads easily from having contact with an infected person (or their vomit or stools). It can also spread via contaminated food or water.	Yes, until they have not had a loose bowel motion for 24 hours.

We ask parents/carers to keep their child/ren home for a minimum of 24 hours after symptoms have ceased.

Please do not send your child back to school the next day as you may be called to collect them.

We appreciate your understanding with this issue.

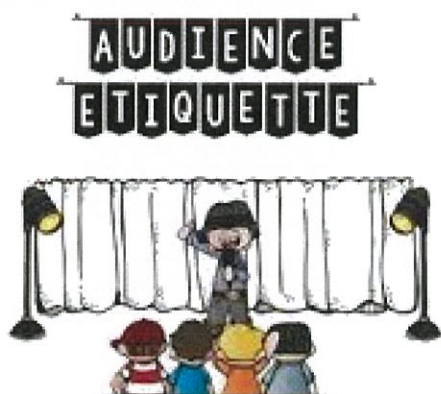


FACULTY NEWS

CAPA

Temora's Got Talent

This combined performance evening will be held Thursday 1st August in the MPU. Doors open at 5.40pm and audience members are asked to be seated by 6 pm as the show will start on time and finish by 7.30pm. The cost is a gold coin donation. Once again, we encourage you to remind family and friends that the show is about the performers on stage and that audience members need to show appropriate etiquette. We hope to see the MPU full of people there to support the performers.



- ★ RESPECT THE PERFORMERS
- ★ TURN OFF DEVICES
- ★ SIT STILL & QUIETLY
- ★ WATCH & LISTEN
- ★ CLAP AT APPROPRIATE TIMES

Dance

It is a busy time for the HSC dance class as works near completion for the practical marking in August. Major Studies are being completed in Dance Composition and Dance Film, along with Core Composition pieces and some interesting work is being created.

A big thanks to our student dancers who have been giving up their time to perform for our Year 12 students: Kate Harper; Gabi Frazier; Michael-Dominic Laxina; Katie Holmes; Emerson Kurtzer; Emilee Weckert; Sarah Heard. Your hard work is greatly appreciated, and we look forward to having an evening for parents and friends to come along and see the results of their work Wednesday 31st July, 6pm in the PAC. This will be the day of their practical trial exam, so we expect to see some polished performances.

The Riverina HSC Dance study day was held in Wagga Friday 31st May, with students from Young, Wagga, Albury, Leeton and Temora in attendance. Our senior dancers found the day very informative, with tutor Ms Kelly Vine from Rose Bay Secondary College passing on a wealth of knowledge about the HSC practical examination.

The Dance Ensemble have been rehearsing before school on Fridays. They will be performing at Temora's Got Talent, along with Year 10 Dance. Both groups will get the chance to prepare for TGT with a performance on assembly in week 10.

Temora High School and Beyond 2019

Lock in the date for Temora High School and Beyond 2019! We will be presenting this program on Friday 20th September, with the community evening being held at the Bowling Club from 6.30 pm. Keep an



eye on our FB page for details of our wonderful line up of speakers.

Mrs Sheree Elwin – Dance/PDHPE Teacher

Drama Camp



In Week 7, five of our students Elizabeth West, Emma Cleverdon, Katie Holmes, Ben Rayner and Elizabeth Reardon attended Riverina Drama Camp at Borambola. This is an annual camp, where students from all schools across the Riverina, from Hillston to Albury, come together to learn and develop new skills. They participated in a number of workshops run by industry professionals including actors, mime artists and musical theatre experts. They were offered a wide range of electives to choose from including: audition tips, mime, Commedia Dell Arte, Physical Theatre, Musical Theatre, script writing, costume and set design, improvisation and Theatre of the Absurd. They also spent a few hours allocated to their play-building group. Where they had to work together over the week with students from different schools and an assigned tutor, in order to work together to devise a performance. Performances were

performed at Wagga High Saturday night where family and friends and the public were invited to attend. Elizabeth Reardon created a script during the script-writing workshop which was selected for inclusion in Saturday night's performance. Which was a fantastic achievement.

All students had a fantastic week. They all increased their confidence and skills as well as made new friends. They would highly recommend this opportunity for any students interested.

Example from the writer's workshop
Elizabeth Reardon:

This piece was written in response to a postcard

Below is the excerpt as edited for performance

The whispering wind encroached upon my spine, hissing words audible only to the ones who choose to listen. I dangle naked feet above the water, sinking them just beneath the surface, then bringing them back out into the brumal August air. Laughter echoes across the wharf. I startle, then curl back into my soul. Their laughter is not mine to enjoy. I stare at the blank sheet in my lap, its pallid glow provoking the pen in my right hand. Like lifting a fallen tree I raise my arm; aiming an empty gun at an unmoving target. I shoot, but all I receive in return is an isolated click. What do I say when saying a single word leaves so many in its wake? I raise my eyes to the evening sky, wondering how the dancing orange glow would reflect upon dismal irises. Beyond the



*setting sun is the is the looming shadow of
night, ready to pounce upon
me in my most vulnerable state. With
shaky digits I write three words:*

I

miss

you

*And while the words themselves may not
seem to hold significance in
the minds of others, I find them resonating
within the very fibre of my
being. Alas, I find myself unable to write
any more. I cast the
unfinished letter upon the water's surface
and count three ripples
spreading from its edges.*

image: Daido Moriyama 'mizu no yume' (dreams of water)

'Embracing Ability'

At the end of May, the Year 10 Drama class comprising of: Taleah Wiencke, Emma Cleverdon, Ebonie Axtell, Katie Holmes, Gabrielle Frazier, Sarah Burgess, Joshua Reid and Cassie Doughty created and submitted a short documentary in this years 'Focus On Ability' film festival. The annual festival aims to raise awareness of inclusion of people with disabilities. The class worked together to create their piece 'Embracing Ability' in all aspects of production from: scriptwriting, voice overs, interviews and camera work. Their intention for the piece, was to highlight how well our school incorporates students with a disability. Showcasing the Awesome Unit, including the awesome staff and the fantastic opportunities they offer to our students. A big thanks to Mr Devereux for his amazing technological assistance and

expertise with editing. You can check out 'Embracing Ability' by clicking on the following link:

<http://www.focusonability.com.au/FOA/school-entrant-documentaries.html>

You can also vote online for it, in order to help them increase their chances of winning.

Mrs Alana Elphick – Drama Teacher



Michael Dominic Laxina at 'In Concert'

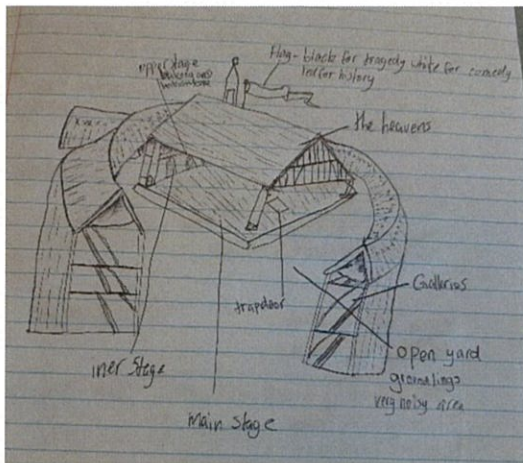
Michael Dominic Latina attended 'In Concert', the NSW Public Schools Secondary Choral Festival, at Sydney Town Hall. This involved singing in a massed choir of 700 students from 33 schools, performing with the NSW Public Schools Symphony Orchestra and with this year's guest artist, Casey Donovan.



ENGLISH/HISTORY/KOREAN/ MEDIA STUDIES

This term **Year 8** have been discovering Shakespeare and his life and times, reading *A Midsummer Night's Dream* and putting on some impressive performances.

Some sketches of the Globe Theatre, Shakespeare's theatre. The first is by Aidan, the second by Ali.



Brayden and Jack all ready for their performance.

Well done to Year 8 for their efforts on this task!

This year are now completing a novel study in English, reading either "Trash" or "Holes". We hope they are enjoying these fantastic novels.

Year 7 Korean are experiencing the yummy delights of Korean culture by way of eating 'mandu' also known as dumplings. The smells coming from Rooms 3 and 4 were



amazing on Friday, and I know the other classes were very jealous of year 7. All students were engaged and excited to be trying some Korean food.



Year 7 Korean classes have also been participating in video conferences with students in Korea. These photos are of Year 7 talking with Mokpo Girls High School, via video conference in our new library.



Year 11 and Year 12 English classes have assessments at the moment or due soon. Please remember to talk to your students about what they have due, and ensure you all understand the illness/misadventure requirements. Remember we are always here to answer questions!

Year 11 Advanced have been giving class tutorials on narratives that shape the world and I have been hugely impressed by the quality of work the students are presenting. **Year 11 Standard** have just started multimodal presentations on the topic 'Contemporary Possibilities' and the wonderful film "Run Lola Run".

Year 12 have their last assessments due soon and will then be in the period leading up to Trial Examinations and we encourage them to start thinking about revising topics from the last three terms as soon as possible. Remember your teachers are here to help, just come and find us.

Year 9 and 10 English classes are starting their drama units and learning the finer

skills of being dramatic! Both years are studying Shakespeare and we know our students will get a lot out of his wonderful stories and his amazing way with words.

Year 7 English classes are starting a drama unit as well, studying the wonderful Australian play "Stories in the Dark" By Debra Oswald – a brand new play we are bringing in for Year 7. We hope they love this engaging play.

In History Year 10 are starting to learn about popular culture in the 1950s and onwards. We are looking at sport, music, technology and more and how they have changed over the years. A good chance for parents and carers to share their music and old photos!

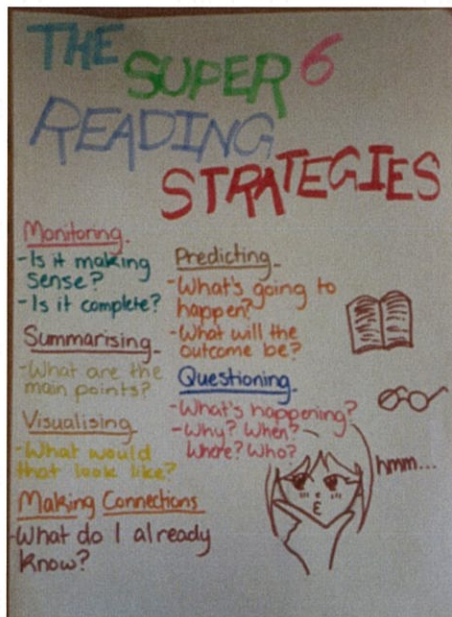
Teacher Time

The English/ History/LOTE staff have been very busy this term participating in professional development to ensure that our teaching is as innovative and engaging as possible.

Mrs Willoughby and Mrs Groth recently went to a History Teacher's Association Day at Wagga Wagga. Ms Willoughby was able to participate in Ancient History courses and learn some fantastic skills in marking for her Year 11 and 12 students. Mrs Groth participated in the Junior History sessions and learnt a variety of new skills for teaching these syllabuses. Ms Irvine, Mrs Corby and Mrs Groth went to the annual English Teacher's Association day in Sydney to learn the newest techniques for teaching English, and the newest text suggestions for our students. Already we are envisioning escape rooms, new texts in the junior classes and much, much more.

Ms Harper, Mrs Corby and I participated in a Stage 6 English course on the new syllabus Year 12 and Year 11 are completing. We were able to see what other schools were doing for the new assessment mode 'multimodal presentations' and get a strong understanding of the new modules. Ms Josie Tomlinson – Head Teacher

Literacy and Numeracy News



Our Year 8 RAW (Reading and Writing) students have been mastering the Super Six reading comprehension skills: *Predicting, Making Connections, Summarising, Questioning, Visualising and Monitoring*. They have been practising transferrable strategies to deepen their understanding of the content they are

learning about in their Key Learning Areas. Recently, they had fun using their listening skills to visualise their understanding and improve their comprehension.

To improve student writing at a whole-school level, we have been targeting common mix-ups such as **there** (in that place), **their** (belonging to them) and **they're** (=they are) as well as **it's** (= it is or it has) and **its** (belonging to it). These can be tricky to get right and every opportunity to reinforce correct usage helps students choose the right one intuitively.

Our numeracy focus has been teaching (and using as much as possible) mathematical symbols in all our KLAs. Note-taking abbreviations often use these symbols and can also help students save time when summarising and studying.

Also:

- ≠ not equal to
- ≈ almost equal to/ approximately
- ∵ because
- ≤ less than or equal to
- ≥ greater than or equal to

For example:

- synonyms and antonyms e.g. relaxed = calm, hyper = hypo etc.
- Roman numerals in chemistry and the acts and scene numbers of Shakespeare's plays

=	equals
in+	in addition
<	less than
>	greater than
↑	increase
↓	decrease
cf	compared with
c	with
eg	for example
ie	that is
//	in parallel to
lrr	in relation to
re	regarding
∴	therefore
→	leading to/results in

<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=83485§ion= unit2.4.1>

Mrs Willoughby – English Teacher





Information & Subject Selection Evening for *Year 10* enrolling into Year 11, 2020

Tuesday, 6th August
to be held in the Library
6.00pm (sharp)

All students, parents and carers are requested to attend this important event.



PARENT TEACHER INTERVIEWS

for parents and students in Year 7 to Year 12

Thursday, 25th July

4.00pm – 6.30pm, in the School MPU

(Collect Semester 1 reports from front of MPU)

No bookings required. Sausage sizzle provided

All students, parents and carers are requested to attend this important event.

Temora's ^{got} Talent

THURSDAY 1ST AUGUST 2019

5.40pm for 6pm Start

Concludes at 7.30pm

Temora High School MPU

Featuring:

Temora High School

Temora West
Public School

Temora Public
School



Gold Coin
Entry



Temora High School

Year 12 Fundraiser

Prizes

- 1st Load of wood - donated by Reid family
- 2nd Basket of groceries
- 3rd Candle and essence pack - Design a Candle
- 4th 'Rusty' wallet - donated by Gazza's
- 5th \$20 'Hibernia café' voucher

Tickets \$1

Drawn: 14th August, 2019

SCHOOL HOLIDAYS AT PLATFORM Y

ALL SESSIONS FREE

ALL SESSIONS 11AM - 1PM

CALL MEL TO BOOK ON 0418 357 230

Monday 8th July
Vocal Workshop with
local singers Kim
Sandgren and Kim
Nicholson

Tuesday 9th July
Healthy Sweet Treat
Cooking workshop with
Megan from Combaning
Larder

Tuesday 16th July
Lebanese Cooking Workshop
with Julez from Julez
Kitchen

Friday 12th July
Friday 19th July
Gaming meet

Hands On Support

Girl Power Workshop

A **FREE** event for girls to celebrate
School Holidays

DATE: Wednesday 17 July 2019

VENUE: Temora Community Centre
225 Hoskins St Temora 2666

TIME: 2.00-4.00pm

AGES: 10-14 ONLY

The afternoon will be fun-filled with craft
activities including, cake decorating, flower
magnets, BFF photo frame and necklaces.

Girls only need to bring themselves!

Bookings essential

Phone: 02 6978 0500

CDAT community drug
action team
We're Stronger Together

@Temora Community Centre



Could \$500 help you with high-school costs?

Join Saver Plus and we'll match
your savings, dollar for dollar, up
to \$500 for school costs.

- laptops & tablets
- specialist subjects
- uniforms & shoes
- books & supplies
- sports fees & gear
- camps & excursions

To join Saver Plus, you must be at least 18 years or over, have a child
at school or attend vocational education yourself, have regular income
from paid employment (you or your partner), have a current Health
Care or Pensioner Concession Card and be in receipt of an eligible
Commonwealth social security benefit, allowance or payment*



saverplus

*Many Commonwealth payments are eligible, please contact your local Coordinator for more information.
Saver Plus is a initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Brotherhood of St Laurence and The Smith Family and other local
community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to www.saverplus.org.au for more information.

What is Saver Plus?

- A free ten-month savings
program providing financial
education, budgeting and
savings tips.
- Participants receive up to
\$500 from ANZ in matched
savings for education costs for
themselves or their children.
- Delivered by Brotherhood
of St Laurence, Berry Street,
The Benevolent Society and
The Smith Family and
other local community
organisations.
- Offered in communities
across Australia in every
state and territory.

A Saver Plus Participant's Journey



Who can join?

Participants must meet all of the below criteria:

- Be 18 years or over
- Have a child at school or attend vocational education themselves
- Have regular income from paid employment (themselves or their partner)
- Have a current Health Care or Pensioner Concession Card
- Be in receipt of an eligible Commonwealth social security benefit, allowance or payment*

Benefits for participants

- 87% continue to save the same amount or more 3 to 7 years after completing the program
- 78% were better equipped for unexpected expenses
- 88% reported increased self-esteem
- 80% had more control over their finances

How did it start?

Saver Plus began in 2003 as a Brotherhood of St Laurence and ANZ pilot program with 268 participants in three sites across Victoria and New South Wales.

Since then, the program has expanded to all Australian states and territories, reaching more than 40,000 people, making it the largest and longest-running program of its kind in the world.

Since 2003:

- 40,000+ participants
- \$23m+ - total amount saved by participants
- \$18m+ - matched funds paid by ANZ

Find out more

- 1300 610 355
- saverplus@bsl.org.au
- saverplus.org.au
- @SaverPlusAU

saverplus

*Many Commonwealth payments are eligible, please contact your local Coordinator for more information.

*RMIT University, 2018. A number of Saver Plus program evaluations have been carried out since 2003.
For more information see anz.com/saverplus

Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to www.saverplus.org.au for more information.