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10 May 2019

## From the Principal

Welcome to the beginning of term 2 and more exciting times ahead here at GRC Peakhurst Campus. Our campus teaching staff, together with our Partner Primary School colleagues, continue to engage in high – order professional learning involving Growth Mindsets with highly acclaimed education specialist Dan Haesler. The focus of the professional learning revolves around “The Best Ways of Inspiring the Growth Mindset in Our Learners” and “Embedding Growth Mindsets Into Classroom Practices”. The Growth Mindset extends the concept of personal development in improving achievement levels and explores how students approach challenges with greater confidence and resilience. The establishment of a resilient mindset increases engagement in learning, motivation and achievement levels. The “will” helps develop the “skill”!

Research has undoubtedly proven that the human brain is far more malleable than once believed. It is a widely accepted belief that an individual will behave and respond differently if they genuinely believe their brain can grow. This belief and way of thinking is often referred to as a “growth mindset”.

Growth Mindset is not a method, but an instilled belief system that an individual’s abilities can be further developed, improved upon and cultivated. This means that we believe that success can be taught! A growth mindset will ultimately lead to increased levels of motivation and an appreciation of learning – leading to higher achievement levels. Simultaneously, resilience will be strengthened and the overall net result will be higher levels of accomplishment.

It is worth noting that an individual’s intelligence, talent and basic skills are not fixed traits and only people with a “fixed mindset” believe otherwise. A fixed mindset is a barrier to learning and further development. Fixed mindsets are widely considered to be detrimental to learning, the development of skill-sets and the future wellbeing of individuals.

The impact of the growth mindset in the early years of a student’s development can greatly influence how much time

and effort an individual will invest in the learning process. These early years are prime formative years where teachers help develop perseverance and resilience as young students develop setbacks in their quest to develop a range of new skills. A classroom environment that supports a growth mindset approach allows and assists young students / learners to tackle learning challenges with real determination and grit. Their growth mindset will instil a belief that their understanding will improve and continue to improve with increased effort, constant practise, good habits and support.

We all learn through the use of all our senses. We all discover and explore our environment with great curiosity. Asking questions denotes a student’s strong desire to construct knowledge and build theories. Teachers, parents and caregivers can support students in their learning by encouraging problem-solving and an attitude that allows for possibilities. Students learn through teaching, direct instruction, enquiry and modelling. Teachers can play a huge role in helping to shape students’ behaviours and mindsets during the process of learning within and beyond the classroom. A culture of high expectations and constant constructive feedback are essential characteristics of classrooms where a growth mindset is both evident and being fostered. Changing the language that is used to describe behaviour is often the first step in teaching a growth mindset to students. The language in the feedback will determine the degree of encouragement the student will feel and experience in coming to terms with their level of achievement.

Some examples of strategies teachers / coaches use to instil the power of a growth mindset in students and ensure it is evident within the classroom are listed below.

- Always praise the process of learning
- Praise students for their effort and hard work / determination
- Always affirm future potential in learning for all students
- Learning is always ongoing and success will eventually become evident with effort

- Everything is possible with patience, perseverance and hard work
- Difficulties experienced in learning translates to “we are not there yet”
- Model good attitudes by always speaking positively
- Common words used should include: persistent, capable, confident .....
- Sharing learning experiences by listening and looking at different approaches
- Working together and observing different approaches to learning and solving problems in cooperation with peers
- Working collaboratively to improve learning, communication and social skills
- Allowing students to determine “what works” and “what does not work” helps develop resilience in learning and strengthens problem-solving in learning
- The use of wide-ranging modes of lesson delivery within the classroom will assist students in developing a range of skill-sets in learning
- Inspiring a Growth Mindset in our students will strengthen their belief system for developmental success
- Ensuring learning accommodations are in place for students to allow for effective differentiation in teaching practice

In conclusion, our commitment to a Growth Mindset is a way of thinking and an approach to be embedded within our respective classrooms that will allow us, as teachers / educators, to inspire our students to greater heights in their learning and their commitment to lifelong learning. When we live with a growth mindset, we only see possibilities!

Growth Mindset is our choice and is the greatest gift we can give ourselves and our students! Keep smiling!

**Mr Terry Vallis**  
**Principal**

## Deputies' Report

Welcome to Term 2!

Throughout Term 1, all students completed **PEAK Learning** (PL) lessons on Tuesdays, Wednesdays and Friday mornings with a range of activities and discussions which explored our PEAK values of **Respect, Responsibility and Excellence**. This term, PEAK Learning will focus on the Social and Emotional skills of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Lessons are targeted for each year group, with the first half of the term for each group focusing on the following:

YEAR	SEL SKILL	OUTCOMES
7	Self-Awareness	This focus will enable students to:

YEAR	SEL SKILL	OUTCOMES
		<ul style="list-style-type: none"> <li>• Identify powerful members of their school community</li> <li>• Describe how members of their school community use their power</li> <li>• Demonstrate using power in a positive way to achieve status within friendship groups</li> <li>• Define aggressive, submissive and assertive behaviours</li> <li>• Describe the differences between the three types of behaviours</li> <li>• Demonstrate assertive responses in social situations</li> </ul>
8	Self-Awareness Self-Management	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> <li>• Identify what they like about their life</li> <li>• Discuss the challenges they face with moving to a new environment</li> <li>• Demonstrate an ability to access and utilise appropriate support</li> <li>• Describe ways to deal with things that negatively affect the way they feel</li> <li>• Demonstrate ways of focusing their attention on the positive aspects of their life.</li> </ul>
9	Social Awareness Relationship Skills	<p>In this unit, the students will formulate their own definition of bullying, discuss the components of bullying, such as power, and other aspects of bullying, including types and impact of bullying.</p> <p>This unit will enable students to:</p> <ul style="list-style-type: none"> <li>• Identify the behaviours that constitute bullying</li> <li>• Identify the types of behaviours that constitute the different forms of bullying</li> <li>• Describe the most common forms of bullying; identify which</li> </ul>

YEAR	SEL SKILL	OUTCOMES
		cause the most harm and summarise ways of dealing with bullying.
10	Self-Management Social Awareness Social Decision Making	<p>Students will analyse the risks and rewards of engaging in cyberspace.</p> <p>This unit will enable students to:</p> <ul style="list-style-type: none"> <li>Recognise the rewards and risk factors associated with cyberspace when mapped against content, conduct, confidentiality and contacts.</li> <li>Analyse the possible harms associated with each of these identified risks and map these harms on a harms scale.</li> <li>Devise a plan to minimise risk in each of these four areas.</li> <li>Define ways in which they can maximise the rewards of using technology in each of the key areas.</li> </ul>

As Excellence is one of our PEAK Values, a number of **study skills resources** have been purchased for our students. To support study skills, students have been issued with a resource titled *Assignment and Research Skills Handbook*. This handbook will be utilised each Friday in PL, with teachers working with the class to build targeted skills in working on assessment tasks. We have also funded the resource *Study Skills Handbook*, which is an online hub of study tips and skills, such as the May Study Skills Tip on Barriers to Developing a Good Memory shared at the end of this report. Visit the **Sentral Parent Portal** to see the link and password to access additional study skills support.

As we head into the cooler months, students are also reminded to **demonstrate responsibility by wearing the correct school uniform**. Students are expected to wear the correct school uniform and completely covered, black, leather school shoes on Mondays, Tuesdays, Thursdays and Fridays. Students are expected to wear the school sports uniform and supportive sports shoes on Wednesdays. For warmth, students must wear the school jacket, jumper or a plain navy jumper – at no time are hooded jumpers or those with logos and prints to be worn. Students who choose to wear undershirts for additional warmth must make sure that these are plain light blue or white, again without any logo or prints. When out of uniform, students are expected to collect a uniform slip from their PL teacher, and attend a reflection at recess or lunch. Visit our website for details of correct school uniform.

<https://peakhurst-h.schools.nsw.gov.au/>

Student learning and safety is always a priority at GRC Peakhurst and we are proud of the numerous and high quality wellbeing initiatives we have in place to support student connection and engagement. We have staff that are dedicated to student learning and wellbeing and a strong Wellbeing Team. To ensure we are best meeting your child's needs, parents and students are encouraged to see the following staff member for the nominated reasons (as detailed in the flowchart below):

- See the year group **Student Advisor** for any wellbeing concerns, such as a change in home situation or peer conflict.
- See the subject **Class Teacher** for any queries regarding classwork or assessment work, or issues happening in the classroom.
- See the office staff regarding fees, leave or when needing to communicate with your child or a staff member. The **PEAK expectation for mobile phones is that they stay off and away all day**; therefore, all contact between parents and children during school hours should be via the school office. Parents and all other visitors are reminded to attend the office rather than entering the playground or learning blocks.

All matters that are of a more serious nature will be referred to the appropriate staff of Wellbeing Coordinators, Subject Head Teachers, School Counsellors, Learning Enhancement, Deputy Principal and Principal.

GRC PEAKHURST - COMMUNICATION CHANNELS						
ISSUE/MATTER	FIRST STEP →→→		NEXT STEPS →→→		NEXT STEP →→→	
<b>WELLBEING</b> <ul style="list-style-type: none"><li>• Personal matters</li><li>• Family matters</li><li>• Conflict with peer/s</li><li>• Uniform</li></ul>	Contact: Student Advisor	If unresolved or of a more serious nature	Contact: Wellbeing Coordinator	Contact: Deputy Principal	Contact Principal – Mr Vallis	
	7 – Ms Testa		Ms Senior	Ms Osborne		
	8 – Mr Morley		8 + 9	8 + 9		
	9 – Mr Hayder		Mrs Talevski	Mr Wilson		
	10 – Mrs Talevski		7 + 10			
<b>LEARNING</b> <ul style="list-style-type: none"><li>• Academic progress</li><li>• Homework and assessment tasks</li><li>• Non-completion of work</li><li>• Assistance required</li></ul>	Class Teacher (refer to student's timetable for class teacher's name. This can be accessed in the student diary or via the Central Parent Portal)		Contact: Faculty Head Teacher			Contact: Deputy Principal – Mr Wilson
			English – Mr Zouroudis			English
			Maths – Mrs Kerr			Maths
			Science – Mrs Alexander			Contact: Deputy Principal – Ms Osborne
			POHPE – Mrs Hill			TAS
			CAPA – Mrs Byrdstrand			POHPE
			TAS – Mrs Gualtieri			CAPA
			Support – Mrs Holm			PSDE
			HSE – Ms Diamond			
	<b>ADMINISTRATION</b> <ul style="list-style-type: none"><li>• Leave</li><li>• Enrolment</li><li>• Fees + payments</li><li>• Contact details</li></ul>		School Office			
All visitors must report to the front office before entering school grounds. All contact with students should be via the front office.						
<b>Parents:</b> We always endeavour to work with our parents and carers as part of our learning community and always welcome parent contact via phone. However, as our day is spent teaching and working with students, we may not always be available to take calls. Please be assured that messages left will be answered as soon as the staff member is available. If seeking a meeting, please coordinate a meeting time prior to arrival.						
<b>Students:</b> Students are encouraged to speak with our staff if they have any concerns. However, as learning is the focus of our day, students are encouraged to seek						

## STUDY SKILLS TIP FOR MAY: BARRIERS TO DEVELOPING A GOOD MEMORY

Many students say 'I don't have a good memory' but there are many barriers to developing a good memory that are able to be overcome. Here are the top 3:

### 1. NEGATIVE MINDSET / ATTITUDE

Henry Ford once famously said, "whether you believe you can, or you can't, you are right". This refers to your mindset or mental attitude, and the concept that your mind is powerful enough to enable your thoughts to create your reality. If you have a negative attitude to your memory, it will likely reduce your chance of developing and maintaining a good memory. There are some simple steps you can take to start making changes to negative thoughts. Be aware that negative thoughts are just a habit, and habits can be changed with a little effort. Awareness is the key to changing a habit, as you need to



consciously be aware of the current habit before you can change it – so start catching yourself in the act of making negative statements. Affirm your intention to improve the way you think. Then correct the negative statement you just made, and make it into a more positive one.

## 2. ABSENTMINDEDNESS / NOT PAYING ATTENTION

The first stage of the memory process is encoding the information that is to be remembered – thus the brain uses the senses and emotions to process the information and form a memory. Here are some ways in which you can be less absentminded:

- Setting an intention to become more attentive.
- Sitting up front where there are less things to distract you, especially if you have difficulty paying attention in class.
- Taking notes in class to ensure you listen.

## 3. STRESS / ANXIETY

Stress will increase the likelihood of being distracted, resulting in low concentration meaning that information may not be encoded accurately – and thus cannot be later retrieved. Stress may also result in mental blanks. For example, if you're stressed before an exam, you may not be able to think clearly and access and retrieve the information you need. The best thing to do is to take ten deep breaths and calm down to allow your mind to focus.

We look forward to another successful term of learning at GRC Peakhurst!

**Mr Nick Zouroudis**  
**Deputy Principal –**  
**Year 9 & 10**

**Ms Kim Osborne**  
**Deputy Principal –**  
**Year 7 & 8**

## GRC Peakhurst Parent Portal

Our school has undertaken a new initiative, the GRC Peakhurst Campus Parent Portal, to provide parents with discreet and specific information about their child in our school. The school is confident that the Parent Portal will become more significant in your day to day management of your child's enrolment.

If you have not used the Parent Portal before, please visit the following link and follow the registration process:

<https://grcpeakhurst.sentral.com.au/portal/register>

You must use a valid email address to create your username.

Once successfully registered you will be required to log into the parent portal using the following link:

<https://grcpeakhurst.sentral.com.au/portal/login>

Once you log in, you will need to link your enrolled children by entering the access key that was posted from the school in a letter to your home address in early March 2019.

Please note that the access key is case sensitive so copy it into the box provided on screen, exactly as it appears in this letter.

Should you experience difficulties please do not hesitate to contact the school for assistance. The school looks forward to

hearing from you about your experience with our Parent Portal, and any feedback will be gratefully received with a view to adding further functionality and improvement.

## Year 7 Student Advisor Report

Welcome back to the start of another busy and productive Term! We expect the conclusion of Semester 1 to bring new experience, skills and knowledge to our Year 7 cohort.

During Term 1 our Year 7 students participated in the *Great Aussie Bush Camp* in Tea Gardens from the 6th – 8th of March. I would like to thank all of our students for their outstanding behaviour, teamwork and effort when trying new and challenging activities. A big thank you to our Year 10 SRC students who attended the camp with us, and our teaching and support staff, Mrs Seidel, Mr Morley, Miss Yates, Miss Reddy, Mr Grose, Mr Hoggett and Mrs Leeke. Please see included a short presentation of our time at camp.

Term 1 also provided the Verbal Combat performance which allowed our students the opportunity to see the affects of cyber bullying and how to keep their digital footprint safe.

Throughout Term 2 Year 7 students will be expected to complete a number of Half Yearly assessment tasks. Students and parents are reminded to check the Year 7 Assessment Booklet for details regarding upcoming assessment tasks. The school's website is also a useful resource that allows students and parents to access assessment tasks and related information.

**NAPLAN** is an annual assessment for all students in Years 3, 5, 7 and 9. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. This year, the test will be taking place at our school starting on **Tuesday 14th May – Thursday 16th May**. Students are reminded to bring all necessary equipment.

Students and parents alike are reminded that school diaries must be brought to school every day. Diaries are a useful resource that allow students to maintain their organisation across the working day. Parents are also encouraged to check their child's diary for information regarding homework and assessments.

Please ensure that if your child is absent, that their absence is explained with either a phone call to the school or a note signed and brought back to school on their return. A medical certificate should also be provided where necessary. It is important that students take on the responsibility of keeping up with work and asking teachers for any work they may have missed during their absences.

Students are reminded to see me in the TAS staffroom should they have any issues or concerns. I would like to wish our year 7's a successful and productive Term 2.

**Miss Giulia Testa**  
**Year 7 Advisor**

<http://www.youtube.com/watch?v=GGy3ugtCAcc>  
*Year 7 Camp*



## Year 8 Student Advisor Report

Welcome back to Term 2 which is set to be a busy and exciting conclusion to semester 1. Year 8 students will be expected to complete a number of Half Yearly assessment tasks over the coming weeks. Students and parents are reminded to check the Year 8 Assessment Booklet for further details regarding upcoming assessment tasks. The school's website is also a useful resource that allows students and parents to access assessment tasks and related information.

### Year Advisor program – Brainstorm Productions

'The Hurting Game' is an innovative play about cyber bullying and harassment and they will be visiting our school on **Monday 13th May during Period 1**. Please ensure your child has paid their \$6.00 to the front office no later than this date. It coincides with a unit of work being completed in PDHPE later on in the year on positive relationships. The play is considered compulsory for all year 8 students.



### School Diaries

Students and parents alike are reminded that school diaries must be brought to school every day. Diaries are a useful resource that allow students to maintain their organisation across the working day. Parents are also encouraged to check their child's diary for information regarding homework and assessments.

### Uniform

Please ensure your child is wearing the correct school uniform to and from school. A number of Year 8 students are, in particular, wearing incorrect jackets and shoes to school. With the colder weather just around the corner, students and parents are reminded of the uniform expectations that are in place. Students are not permitted to wear non-school jumpers or hooded jackets. This also includes wearing hooded jumpers/jackets under their regular school jumpers so that they are clearly visible. Warmer layers can be worn underneath the school shirt, so long as they are not visible.

### Attendance and absences

Please ensure that if your child is absent, that their absence is explained with either a phone call to the school or a note signed and brought back to school on their return. A medical certificate should also be provided where necessary. It is important that students take on the responsibility of keeping up with work and asking teachers for any work they may have missed during their absences.

Students are reminded to see me to discuss any issues or concerns they may be experiencing. I can be found in the PDHPE staffroom within the school hall. Finally, I would like to wish all students a productive and enjoyable Term 2.

**Mr Aaron Morley**  
**Year 8 Student Advisor**

## Year 9 Student Advisor Report

Welcome back to all year 9 students to the start of what will be a very busy term here at GRC Peakhurst.

**NAPLAN** is an annual assessment for all students in Years 3, 5, 7 and 9. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. This year, the test will be taking place at our school starting on Tuesday 14th May – Thursday 16th May. Students are reminded to bring all necessary equipment.

Year 9 will be attending an in school production being presented by Brainstorm Productions on the 3rd of June. The production is called '**Cheap Thrills**' and it covers topics such as motor vehicle accident, loss of life, alcohol/drug use and mental health issues. These topics are very important and are very age specific to year 9 students. It will provide them with a different experience on these topics from their regular in class settings.

Students and parents alike are reminded that school diaries must be brought to school every day. Diaries are a useful resource that allow students to maintain their organisation across the working day. Parents are also encouraged to check their child's diary for information regarding homework and assessments.

As term 2 begins, the weather will change and the uniform requirements will also change. As it gets cooler, its important students are wearing warm school clothes. Wearing long sleeve hoodies under their school clothes isn't part of the school uniform. White socks are also a school uniform requirement, along with black leather shoes.

Please ensure that if your child is absent that their absence is explained with either a phone call to the school or a note signed and brought back to school on their return. A medical certificate should also be provided where necessary. It is important that students take on the responsibility of keeping up with work and asking teachers for any work they may have missed during their absences.

Students are reminded that if they have any issues or concerns, to come and see me in the PDHPE staffroom located in the school hall. I would like to wish all year 9 students an enjoyable and productive Term 2.

**Mr Ibrahim Haydar**  
**Year 9 Student Advisor**

## Year 10 Student Advisor Report

Welcome back to Term 2. Year 10 students will be very busy this term with assessment tasks and exams taking place in all subjects. Students are encouraged to speak to their class

teachers if they are unsure of what to revise and seek out any work they may have missed due to absences.

## Oatley Taster Course Day

Students attended the Oatley Taster Course Thursday 1st of May. This entailed all GRC junior campuses attending where they were presented with information about subject choices for Year 11 in 2020. The students will select subjects for Oatley in Term 3 and will have interviews with Miss Arfanis (Careers Advisor) and Mr Vallis in Term 3 about their choices. They are to see Miss Arfanis if they require more information.

## Year 10 Formal

The Year 10 Formal has been tentatively booked for Wednesday 4th December 2019, at the Waterview at Olympic Park. This formal is held to celebrate the graduation of the students and serves as a final farewell to Year 10, 2019. At this stage, the total cost of the formal is yet to be confirmed, however it will be between \$95-\$105. This includes a three course meal, soft drinks, venue decorations, DJ hire and security, as well as travel to and from the venue. Students have the opportunity to pay for the formal in instalments. In order to confirm the booking for the Year 10 Formal, I am asking for expressions of interest as I need at least 100 students to attend in order for the formal to proceed. Please return the expression of interest note to me ASAP and pay a \$50 deposit to the front office by Week 3, 17th May to secure a spot at the formal. Any concerns or questions please come and see me in the English staffroom.

## Attendance and absences

Please ensure that if your child is absent that their absence is explained with either a phone call to the school or a note signed and brought back to school on their return. A medical certificate should also be provided where necessary. It is a requirement for assessment tasks or examinations that a medical certificate be provided to explain their absence.

Students are encouraged to come and see me in the English staffroom should they have any welfare concerns or questions.

**Ms Alice Talevski**  
**Year 10 Student Advisor**

## FACULTY NEWS

### English

Year 8 in term 2 studied Poetry and Australian Poetry focusing on learning poetic language techniques. They studied Indigenous poems and Australian poems by Kath Walker and Banjo Patterson as examples.

Posters created was a joint group effort with some Year 8 English students demonstrating their understanding of poetic language techniques.

English Poetry Work Sample.

### Cars

*Cars can be anything,  
They can be as fast as a rocket,*

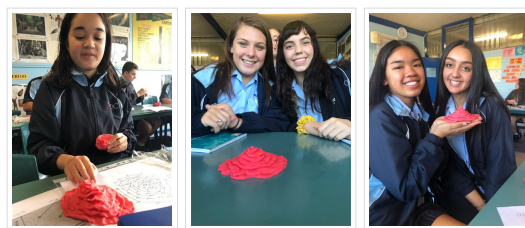
*Strong as a bullet,  
As fast as a single second,  
Drifting, turning,  
Flying through the wind,  
As birds of the land,  
And the sky.  
They are as beautiful as a diamond,  
Bullets soaring through the streets,  
They are works of art on wheels,  
They have the sounds of the fiercest predators.  
You can fit seven people,  
Maybe five, maybe two,  
Like a horse galloping through,  
With engines more powerful,  
Than Thor's Hammer.  
Comfort that you would die for,  
Cushioning your every move,  
Technology helping assist,  
And pleasuring you in every journey,  
Cars, a way of life.*

**Mohammed A. – Year 7Y**

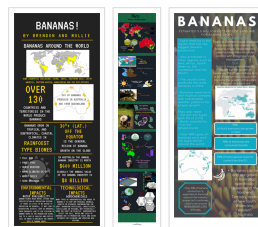
**Mr Nick Zouroudis**  
**Head Teacher English**

## HSIE

The H.S.I.E. faculty had a busy term with an abundance of valuable learning experiences for students from Years 7-10. From writing in Ancient Egyptian hieroglyphics and mummifying tomatoes in Year 7, building medieval castles with Minecraft software in Year 8, learning about contour lines by making playdoh mountains in Year 9 and engaging in mock trials and mock elections in Year 10, it has been an engaging term for staff and students alike.



## Year 9 Geography Sustainable Biomes:



## Year 10 History Elective Crime and Punishment Film Historical Documentary:

<http://www.youtube.com/watch?v=ypKo7H9W8-M>

**Nikki H.**

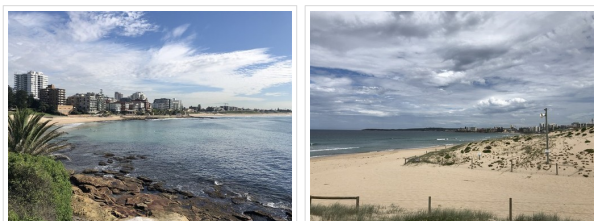
## Year 10 Commerce Law in Action

<http://www.youtube.com/watch?v=fPZUWOwHKS>

**Emily H.**

### **Stefi A.**

On Friday 29th March, the H.S.I.E. faculty took all of Year 10 to Cronulla for their mandatory fieldwork excursion for Geography. It was a great day with students undertaking various fieldwork activities relevant to their studies of Environmental Change and Management. Activities included fieldwork sketches, temperature and wind measurements, a practical longshore drift experiment and a vegetation transect.



*Year 10 Geography Fieldwork Excursion*

On Tuesday 2nd April, Ms Vlachos took students from Year 9 History Elective to the Rocks for the Groundwork Extended excursion. On this exciting day students visited archaeological and historic sites, met archaeologists and ventured into areas of Sydney's earliest European history not usually open to the public.



*Year 9 History Elective Excursion*

On Monday 8th April, Year 10 Commerce students travelled to Sydney CBD for the Year 10 Commerce excursion to NSW State Parliament and the Justice and Police Museum. Linked to their topic of study on Law in Term 1 and Political Involvement in Term 2, students spent an enjoyable and informative day learning about how parliament governs our state and the history of law enforcement in NSW. After a tour of the Houses of Parliament, students took part in a mock parliamentary debate for the passing of a bill in the Legislative Assembly and a mock trial at the Justice and Police Museum.



*Year 10 Commerce excursion to NSW State Parliament and the Justice and Police Museum*

Thanking all staff and students for a great term!

**Ms Hayley Diamond**  
**Head Teacher HSIE**

## **Marine and Aquaculture Technology**

Marine and Aquaculture Technology is a newly introduced Stage 5 elective, offered to students at GRC Peakhurst in Years 9 and 10 for the first time this year. This course provides an opportunity for the future custodians of our planet to study its environment and appreciate its value. Students enrolled in the Marine and Aquaculture Technology elective this year have now completed the first subject core module and will continue to study many different aspects of the sea, coasts, rivers and how people use them.

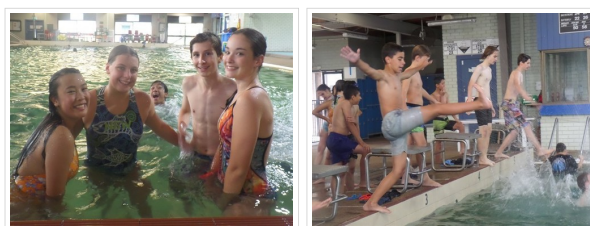
During Term 1, Year 9 Marine Studies students were introduced to the subject by partaking in theoretical and practical activities which emphasised the responsible use of equipment in aquaculture and marine activities. Students were given the opportunity to put theory into practice by completing the 'Marine Studies Challenge' held at Peakhurst West swimming pool.

The physical challenge encouraged students to practise water safety techniques including stride water entry and towing, and emphasised the importance of energy conservation when faced with certain scenarios. The adopted techniques served to complement the students' theoretical understanding of procedures and precautions associated with safety in, on and around bodies of water.

Students also learnt how to identify Occupational Health and Safety (OHS) issues and apply principles of water safety and first aid in marine situations. The successful completion of Royal Life Saving Australia's nationally recognised emergency care and resuscitation training aided students with this achievement.

The completion of the core module in Term 1 served to adept students with safety skills not limited to the marine course but applicable to several occupations, sports and recreation.

Photos of the 'Marine Studies Challenge' activities and participation in the Royal Life Saving Australia's emergency care and training course are showcased below:



During Term 2, students will undergo a local study to assess the health of mangroves in local rivers and wetlands. The study will also include an investigation into the history of Georges River and its uses in relation to economic value. It is important for students to attend the upcoming activities as they will be introduced to new sampling techniques and report writing techniques needed to complete the upcoming assessment task. The activities to be conducted will also serve to strengthen student understanding in core subjects such as Science, Geography and Mathematics.

**Mr Ahmad Bousaleh**  
**Science / Marine and Aquaculture Technology**  
**Teacher**



## Mathematics and Computing

I'd like to warmly welcome Ms Anna Pham to GRC Peakhurst Campus. Ms Pham has been permanently appointed to the Mathematics faculty and comes to us from Bossley Park High School. Ms Pham has already met all of her classes and looks forward to meeting parents/carers at upcoming school events and parent/teacher evenings.

### Google Classroom

The Mathematics staff have been utilising Google Classroom to support students in their learning of course content. Posts include class reminders, classwork, revision tasks and past papers.

Parents are encouraged to remind students to regularly access the Google Classroom for their respective classes so as to maximise their opportunity to successfully achieve course outcomes in Mathematics.

### Aiming for Excellence in Mathematics

Study tips previously published in other editions of our newsletter have been included again in this edition.

Students should read this guide carefully and prepare a study regime to bridge any gaps in their knowledge and consolidate their understanding of concepts taught/learned during lessons.

### Term 2 Assessment

Students are encouraged to regularly revise Mathematics content in preparation for upcoming examinations.

This term, Mathematics examinations will be held during the weeks indicated below. Assessment Task notifications will be distributed two weeks prior to the assessment date and will be made available on the school website.

- Year 7: Week 4
- Year 8: Week 6
- Year 9: Week 7
- Year 10: Week 7

IST Assessments are scheduled during Week 6 for Year 9 and during Week 5 for Year 10.

### NAPLAN

As mentioned early last term, NAPLAN is fast approaching for students in Year 7 and Year 9. This year, the Numeracy component of NAPLAN will be held during Week 3 on Thursday 16th May 2019.

Students are encouraged to practise as many NAPLAN-style questions as possible to familiarise themselves with the style of questioning and the format of the paper. A scientific calculator is required for the 50 minute component (Section A) of the Numeracy assessment. There is also a 10 minute (Section B) non-calculator component to be completed.

Students have been provided with past paper samples during lessons and are encouraged to attempt these papers under examination conditions to best prepare for this external diagnostic assessment.

## Minimum Standards Testing (Numeracy)

Year 10 students completed national minimum standards testing late last term. Most students who attempted the tests have successfully achieved the minimum level required for Numeracy.

The Mathematics faculty will be continuing to support those students who are still working towards achieving the minimum standard in readiness for their second attempt later in the year. Students yet to attempt the tests will be given an opportunity to sit the tests later this term.

### Digi Ed Incursion

Last term, Year 9 IST students participated in a Digi Ed incursion as a part of their assessment for the topic on Digital Media.

Students had the opportunity to create their own custom animation. They were required to design their own storyboard, design and construct backgrounds and characters from clay and slowly animate their models by capturing images using an SLR camera, frame by frame. Students then used iMovie to edit create and edit their animation by adjusting transitions and timing, and including title credits, music and sound effects.

Students thoroughly enjoyed and appreciated the effort and detail required to turn over 4 hours of positioning and photography into a 60-second animation.

The photos and created animations can be viewed below.



<http://www.youtube.com/watch?v=wSSsIN1ttc0>

#### ***Go Go Cheese Rangers***

<http://www.youtube.com/watch?v=jXDHnMys6bE>

#### ***A day in the Kingdom***

<http://www.youtube.com/watch?v=5P4otAKIWfM>

#### ***The Sword Fight***

<http://www.youtube.com/watch?v=5P4otAKIWfM>

#### ***The Homeless Man***

<http://www.youtube.com/watch?v=OrORGsFyZTY>

#### ***The Heist***

<http://www.youtube.com/watch?v=A4QDD1HorUE>

#### ***The Unknown***

<http://www.youtube.com/watch?v=wXtld6mMTdU>

#### ***The Magical Pie***

<http://www.youtube.com/watch?v=qBASkaTVo8Y>

#### ***The calamity of the Ladderinator***

If you have any queries or concerns regarding matters in Mathematics or IST classes, please don't hesitate to contact either your child's teacher initially or myself at the school.

**Ms Christine Keir**  
**Head Teacher Mathematics/Computing**

## PDHPE

### Regional Swimming

On Tuesday, 19th March GRC Peakhurst had 22 students represent the St George Zone at the Regional Swimming Carnival. The event was held at Sydney Olympic Park Aquatic Centre. GRC Peakhurst had one of the largest representative teams in the zone. Furthermore, we had teams in each age group of the boys 4x50m freestyle relays, which is a fantastic achievement! On the day, our U13s boys relay team was successful in their race and earned their spot at the Combined High Schools State Swimming Championships. Well done boys!



*Sam D, Theodore V, Ahmed Y and Callum S are off to the State Swimming Championships!*

A massive congratulations to all the students in the way they represented their school and our zone at the carnival. What a successful year of swimming!

### Winter Sport

Winter Sport is well under way, with competitions kicking off in Term 2. Students in grade sport teams are reminded to bring their equipment (boots for Oz Tag, boots and shin pads for soccer and boots and mouthguard for rugby league) to ensure they are able to play.

Students that have any questions or wish to change sports are to see Miss Yates in the PDHPE staffroom.

### PASS Gala Day

At the end of Term 1, our Year 10 PASS elective students were responsible for organising a sporting gala day for Peakhurst West Public School, as a part of their Event Management assessment task. Each group of Year 10 students developed a range of engaging games that were designed for enjoyment and to improve the fundamental movement skills within their

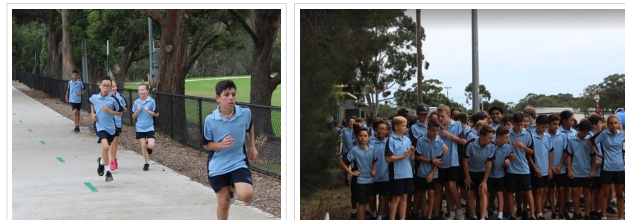
year 5 audience. We would like to personally thank the staff and students at Peakhurst West Public School for their continued support and involvement in our Year 10 PASS Gala Days. We look forward to doing it all again next year!



### Cross Country

GRC Peakhurst hosted our annual Cross Country carnival on the 25th March, 2019. We braved the elements: wind, rain, cold temperatures and luckily were able to complete all races at Gannon's Park. The PDHPE department would like to thank all PASS students who assisted with the carnival operations on the day. Your help allowed for the day to run smoothly and be such a success. THANK YOU! The results have been compiled and a zone qualifiers list has been placed on the sports notice board. This year, the carnival will be taking place at Scarborough Park, Hawthorne St, Monterey on Tuesday 21st May, 2019. \$10 is now payable to the front office and students are reminded that the bus will leave from school at 8am sharp from behind the school's library. Students are expected to wear full sports uniform on the day.

We wish all of our competitors every success on the day. We look forward to receiving your permission notes and payment ASAP!



### Athletics Carnival

A reminder to all that the GRC Peakhurst Campus Athletics Carnival will run on 24th May at The Ridge Athletics Track. A note was distributed in Week 2. These need to be signed and handed back to the front office by Friday, 17th May. Students are encouraged to wear their house colours and compete in all events to increase their house points!

### 2019 Year 9 & 10 PASS Camp

In Term 3 the PDHPE department is conducting a 3 day Outdoor Education camp to compliment several units taught in stage 5 Physical Activity and Sports Studies (PASS). The camp will take place at **'The Great Aussie Bush Camp' – Kincumber.**

The purpose of this camp program is to allow students to develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing.

During the three day camp experience, PASS students will be participating in a selection of the following activities: Abseiling, orienteering, canoeing, commando course, high and low ropes,

raft building, sailing, rock climbing, archery and the giant swing. Further information will be distributed home in the coming weeks.

Notes and payment is now due. Please hand permission notes to the PDHPE staff room and make payments to the front office. Spare notes are available in the PDHPE staff room.

## Yr 8 & 10 Drug Education Incursion

Year 8 & 10 have recently been involved in interactive workshops that were designed to provide students with the skills and knowledge to make safe choices in relation to drugs. The incursions coincide with units of work being completed in PDHPE later on in the year. Both incursions were thoroughly enjoyed by the students and we look forward to running similar initiatives in the future.



**Mr Aaron Morley**  
**PDHPE Teacher**

## Special Education

Welcome to Term 2!

This term we will again be participating in Community Access on Fridays. Please ensure your child has their opal card topped up.

Our Year 10 students will also be participating in our Work Experience program at Coles, Westfields Hurstville. Notes have already gone home outlining dates, times, dress code.

We are currently in the process of planning our camp for Term 3. More notes will soon follow for your completion. Please check your child's communication book.

### A few friendly reminders

**Label** student's clothing and keep them at home when they are sick

**Communication books** are checked daily and are our main line of communication between school and home

### Transport

Please ensure you inform your child's driver if your child is going to be absent from school or there is a change to their morning/afternoon routine simultaneously let the Support Unit staff know.

Have a great term!

**Ms Peta Holm**  
**Head Teacher Special Education**

## TAS

The TAS department welcomes Ms Milis who is replacing Ms Sklavouos who has taken maternity leave after the birth of her beautiful baby daughter.

Students in year 7 and 8 Technology have had a busy term 1 and soon they will rotate to their next module in the course. Year 7 Technology students studying materials have produced creative cushions and drawstring bags, while students studying food and agriculture have grown their own microgreens from seeds and like in many cooking shows on television they have used herbs grown in our garden to flavour dishes they have produced during practical lessons. Year 7 students learning computer coding have been impressive on how quickly they have learnt and applied this computer language. Year 8 Technology food classes have produced nutritious café menus, those studying timber have produced display shelves while electronic students have learnt to design and work with acrylic and to make a light flash by wiring a circuit.

Year 9 timber classes have designed serving trays while Year 10 timber have made jewellery boxes with inlays of different timbers and shelving compartments as design features. Year 9 Food are now examining current food trends in food choice, diets as well as presentation of food while Year 10 Food are now learning about the food service and catering industry which is the largest employer of teenagers in Australia.



**Ms Rosalie Gualtieri**  
**Head Teacher TAS**

## Careers

**Subject Selection Preparation for Year 10 students** is underway. It kicked off with a great day at Oatley Campus on 2 May, whereby Head Teachers of the senior campus presented to students regarding the 90 subject choices made available to them, to choose from, in 2020.

### Career Voyage

Deciding what it is that a student wants to study or do as a career can be a daunting task. A personalised career and study plan can help you make this decision.

To help you with the important decision of what to study and what a student can do as a career, GRC provided a free career and study planning tool. At the end of last term all Year 10 students undertook an online program called Career Voyage. Each student who undertook Career Voyage received a personalised Career Voyage career interest report which identified job and study suggestions, from a broad range of occupations and qualifications based on your responses to relevant questions. Sometimes the jobs suggested confirm existing ideas and provide backup by listing similar jobs. On the



other hand, the program often suggests jobs not heard of or not previously considered. Students should discuss the results of the report with parents. Students can use their Career Voyage 2019 Log In to explore more about careers.

It is important to remember that the career planning process is likely to happen several times during our lifetimes as we first define and then redefine ourselves and our goals.

## Student emails sent by Careers Advisor

A number of emails were sent to Year 10 students, at the end of Term 1, to help them better prepare for the upcoming subject selection for Years 11 and 12. Go back and re-read these emails, sharing it with your parents, to start the discussion of what subjects you think could be right for you. Simply do a search for "Subject Selection Preparation" in the search bar of your school inbox. It has come to my attention that some students do not check emails. This needs to be addressed because you may be missing out on some interesting but also important information about careers news.

## Interviews

Each student will have an interview with the Careers Advisor or Principal regarding subject selection towards the end of Term 2 and beginning of Term 3. Make yourself informed and come prepared.

## GRC, Peakhurst Careers Website

Parents and students should access the new GRC Careers Website at:

<https://grcpeakhurstcareers.com/>

This site will help prepare students for subject selection too, bearing in mind post school options available to students, these days.

Your future lies ahead, and it will be of your making. I encourage you to **research career options** so you do something you want to do but bear in mind your likes/dislikes (maybe Interests Report from Career Voyage can help). Other important considerations are your abilities, motivation levels, career goals and YOUR aspirations. You may like to consider going to university open days, and attending the GRC, Oatley subject selection evening and Careers Expo.

My experience is that those students who are most successful in Year 11 and 12 put thought and consideration into choosing their subjects, and they do so by seeking out and using all the information that is made available to them. These students align their subjects with their interests, their strengths and the pathways they want to follow in the years beyond school.

As always, I am happy to discuss any aspect of subject selection with individual students or families. Please get in touch if you would like to meet at any point. I look forward to working with all students and families in the months ahead to help them make the decisions to set you up for successful senior study.

Other important dates to remember are:

- Week 5 – Oatley Campus Taster classes (dates vary for students – 27 or 28 or 30 May)

- Subject Selection Information Night at Oatley campus starting at 7:00pm
- GRC College curriculum expo at Oatley Campus on 2 July
- GRC College Skills and Thrills presentation night to parents and students at Peakhurst Campus, in school hall, regarding post school pathways.

## White Card Training

White Card Training course in NSW is designed to raise awareness of best practices to eliminate risks that cause injuries and fatalities in the work place. In order to work in the Construction Industry, you need to complete a White Card course.

GRC has offered this course to students on three occasions and the next course is scheduled for Monday, 13 May, held at GRC, Peakhurst. The course requires the ability to demonstrate personal awareness of Work Health & Safety (WHS) legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

This White Card course covers the basic WHS knowledge required prior to commencing work tasks within any of the sectors of the construction industry. Students planning to choose VETiS Construction Pathways as a subject in 2020 at the senior college will be required to have done this training.

Bedford College

Bedford College is coming to GRC to present on post school pathways options on 20 May. Students interested in attending should speak to Ms.Arfanis and let her know.

## Torrens University

Torrens University is coming to GRC to present about the ATAR and non ATAR pathways. Students interested in attending should speak to Ms.Arfanis and let her know.

**Interview Skills and Techniques workshop** will be held with all Year 10 students on 17 June, in the school hall/gym.

**Getting Your First Part Time Job, Your Rights, and Introduction to Resumes workshop** will be held with all Year 9 students on 17 June in the school hall/gym.

**Ms Toni Arfanis**  
**Careers Advisor**

## Debating and Public Speaking

On Thursday 4th May, our Year 8-10 Debating teams travelled to Lugarno Public School to facilitate a Training Day for our partner primary schools. Students designed and delivered engaging presentations that outlined the key skills required for successful participation in formal debating competitions.

Students disseminated their expertise about a range of debating skills, including: models, definitions, impromptu speaking and allocations.

Our students explored the roles and responsibilities of individual speakers, effective oral communication and critical thinking skills. In addition, students participated in a mock-debate

designed to illustrate the aforementioned concepts in a light-hearted and entertaining manner. Each student must be congratulated on their efforts in promoting learning in their local community.

On Wednesday 8th May two of our Year 10 students will represent us at the local final of the Plain English Speaking Award at Sylvania High School. Best of luck to Brianna C and Sharni I who will be participating on the day.

Another important event on the public speaking calendar is the Mental Health Public Speaking challenge which is to be held on Wednesday 5th of June. This is the day where the team will receive their topics, to be presented later on in the year. GRC Peakhurst has received impressive past success in this competition, achieving the Judge's Choice Award in 2018. We also received news that a 2 minute segment of their speech is being presented at an international conference in Norway later this term – congratulations again to Valandou C (Year 11 at Oatley Campus), Tayanytah I (Year 10) and Chloe T (Year 9) who were the successful team last year.

If any students are interested in the many debating and public speaking opportunities we offer here at GRC Peakhurst, please visit the English staffroom.

**Ms Lauren Osmond, Ms Lauren Dunstan and Mr Patrick Fisher**  
**Debating Coordinators**

## SRC News

Welcome back to a busy Term 2!

Last term, we also officially inducted our Year 8-10 SRC members at formal assembly. They also participated in our annual Training Day as well as presented at a staff meeting in Term 1, discussing their ideas and vision for our school community. We held a major event in support of the Leukaemia Foundation (Crazy Hair Day) and our first mufti day of the year in support of Autism Awareness. We were also represented by our students at leadership programs and conferences such as Make A Difference Day and Leadership By The River.

Congratulations to all students who continue to lead and inspire our school community.

On Friday 5th April, Rhys O and Katerina P represented our school at the inaugural 'Make A Difference Day' at Parliament House. This civics and citizenship program offers student leaders the opportunity to develop their knowledge of our system of government and parliamentary proceedings, as well as meet other student leaders from other schools. Please see below for their report on the day.

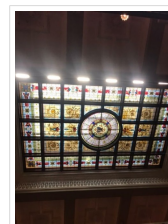
*"On Friday 5th April, we had the opportunity to represent GRC Peakhurst at Parliament House in the city. The conference began with a small talk about what we would like to change in our world, then a guest speaker presented to us about her life experiences as well as policies her parents changed (for example Aboriginal rights and activism) and ideas for what she thought we could advocate for in our lives.*

*We then were split into groups and had the opportunity to move to rooms and explore Parliament House. We had our next*

*session in the library and discussed how we can enact change in our local communities, feeling empowered to stand up for the causes we are passionate about.*

*Overall it was a highly enjoyable learning experience and we look forward to any other opportunities that come up".*

**By Rhys O and Katerina P**



GRC Peakhurst is also participating in a program named 'Leadership by the River'. This program will develop the leaders within our school. This program will be run throughout the year but GRC Peakhurst will be attending two major events. One was held in March and the last one will be held in November. GRC Peakhurst will also be working on projects of our own in between these events. Our projects will be environmentally, wellbeing and diversity based: more details about these events will be told throughout the year.

The GRC Peakhurst Team consists of Mitchell B, Nina D, Anastacia M, Chloe T, Cooper A, Kai D, Jermaine B, Jack M, Aiden J, Leon J and Katerina P so please direct your ideas to them and listen out for opportunities that will arise.

We hope to inspire future generations of this school to continue with this program and our projects to make GRC Peakhurst a more leadership, wellbeing-driven school and a more environmentally aware school.

## Leadership By The River Report

Representatives from the SRC, the Wellbeing committee and Aboriginal and Torres Strait Islander students attended the Leadership by the River conference with student leaders from other schools in our local area. The day consisted of guest speakers and student-focused activities.

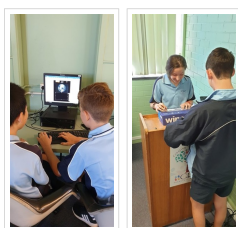
The first guest speaker was Arthur Alla who started an organisation 'Red Earth'. This is a program which allows high school students to volunteer in remote Indigenous communities to hear the elders' stories and help build structures to help these communities such as water tanks and chicken pens.

The other guest speaker was Jioji Ravulo. He spoke about his involvement in counselling 16 NRL teams and his experiences with social work. He also spoke about how we, as young people can make a difference by celebrating our unique qualities and through active student representation.

Throughout the day we learned new ways we can make a change within our school and how this can improve the wider community. We formulated ideas and made plans for how we can build on the previous initiatives 'Peaky Goes Green' and 'Peaky Spreads Positivity', and we developed a new initiative called 'Peaky Promotes Diversity'. We want to embrace more of our peers' differences to make our school a better place.

The Leadership By The River team are also going to meet with the other Georges River College campuses to discuss a

college initiative and help build connections between the four campuses.



## Autism Awareness Mufti Day

*On Friday the 12th of April, our SRC ran an Autism Awareness mufti day in recognition of Autism Awareness month. The theme of the day was 'wear it blue' and everyone showed their support in wearing blue clothes and accessories.*

*In the morning, the Peak learning lessons were dedicated to learning more about autism. At recess there was a cake stall as well as Autism Awareness ribbons for sale and it was a great hit. At lunch we had pizza for sale as well and it all sold out within 5 minutes. It was an incredibly enjoyable and rewarding day to plan with students learning about and developing empathy for those with autism.*

*In total we raised over \$800 and I am very proud of everyone who participated, donated or helped out on the day – thank you to our school community's ongoing support of our SRC initiatives.*

**By Tayanytah I**



## Year 10 SRC Introductions

**Name: Rhys O**

Three things about me:

- I am tall.
- I like sleep.
- I like the outdoors.

A reason I joined SRC is/ A reason I am passionate about student leadership is:

It gives me an opportunity to improve our surroundings and provides me with experience and skills that I can use in the real world.

**Name: Percy B**

Three things about me:

- I like different sports – basketball, soccer, oztag and footy.
- I love Italian food.
- I love to listen to Bollywood music – old and new.

A reason I joined SRC is/A reason I am passionate about student leadership is:

To help the school and students in any way that I can. I also enjoy bonding with new people.

**Name: Peter K**

Three things about me:

- I like soccer.
- I like all sports in general.
- I like having fun.

A reason I joined SRC is/A reason I am passionate about student leadership is:

I felt like I could make changes around the school to help my peers and teachers.

**Name: Maili L**

Three things about me:

- I love the colour purple.
- I love Mickey Mouse.
- I like school.

A reason I joined SRC is/A reason I am passionate about student leadership is:

I love helping out our school.

**Name: Brianna C**

Three things about me:

- I am one of our school's debaters.
- I play netball.
- I enjoy Marvel movies.

A reason I joined SRC is/A reason I am passionate about student leadership is:

Because we spend so much time at school, I feel like it's only fair that we have active student representation to help make our time here as great as possible.

Year 7 Elections are taking place at the end of week 2 – thank you to the 27 successful applicants and good luck!

## Coming events-

Term 2 events – See your SRC representatives in your year group for more information and if you have any ideas/performance items for your year assemblies.

World Vision Young Leaders Conference – Thursday 30th May

Year 9 Leadership Excursion (Altitude Day) – Tuesday 4th June

Mental Health Public Speaking Challenge – Wednesday 5th June

Conviction Group – Men's Youth Health Forum – Friday 7th June

As always, if you have suggestions or queries about SRC, please do not hesitate to consult your peer student leaders or either of us in the English staffroom.

Have a great term 2!



## Woolworths Earn and Learn

Our SRC has also signed up to the Woolworths Earn and Learn program. This means that when our school community is shopping and spends \$10 at Woolworths they will receive a sticker. For example if you spend \$50 you can get 5 stickers. With these stickers you can either put them into the box at Mortdale Woolworths or you can give the stickers to me and I can put them into the GRC Peakhurst box for you. When the program ends, we will then get to choose a range of learning and sporting supplies but this also depends on the amount of participation that we have from everyone. If we all collect the stickers we could end up receiving a range of equipment that will benefit us all. So please start saying yes when the Woolworths cashier offers you the stickers or ask for them if they don't give them to you straight away. Please feel free to approach your SRC members or myself if you have any questions. Thank you!

**By Cooper A**

**Miss Lauren Osmond and Miss Lauren Dunstan**  
**SRC Coordinators**

## Wellbeing Team Report

### Peer Support

The Peer Support Program for 2019 has now come to an end, involving every Year 7 student and 45 Year 9 and Year 10 Peer Support leaders. This program is considered highly valuable and rewarding for all students. The objective of this program is to foster friendships and allow the discussion of many issues that the Year 7 students may be experiencing. It also creates a bond between the new students at the school with our senior students.

I would like to thank the following Year 9 and 10 students for being outstanding leaders and role models for our younger students. It was a wonderful program and effectively implemented around our school values of Respect, Responsibility and Aiming for Excellence.

### Year 9

Mollie H / Aiden J / Leon J / Brendon L / Chloe T

### Year 10

Leah A / Cooper A / Natalie B / Percy B / Tia B / Brianna C / Chloe C / Joshua C / Tamara D / Sinead G / Jessica H /

Kiera H / Nakeeta H / Sharni I / Taya I / Alex J / Jasmine J / Peter K / Aleksej K / Elizabeth K / Maili L / Kaylee M /

Daniel M / Rose M / Alexander M / Anthony M / Sebastien N / Rhys O / Katerina P / Angela P / Farzaad P / Troy R /

Bailey R / Hrikesh S / Alexia S / Ranita T / Angel T / Matthew V / Anna W / Joshua Y

These leaders will be presented with a certificate during their Year assemblies later on this term. They were also awarded a special lunch on Thursday 11th April to celebrate their wonderful achievements.



### PBL

As part of the PEAK Learning (Positive Expectations and Knowledge) initiative, all students are invited to place merit cards that they have received for being respectful, responsible and aiming for excellence in a twice a term rewards draw for a gift voucher of their choice to the value of \$20. Congratulations to the following students who were successful in the draw and have each received a \$20 gift card.

Yr 7 – Jordan B / Jon L / Hassan D / Santiago T

Yr 8 – Isabella L / Zak N / Ahmed K

Yr 9 – Andrei E-W / Chloe S / Farzaad P / Micah T

Yr 10 – Bailey C / Taya I / Brianna C / Edison L

### Harmony Day

On Friday 22nd March 2019, GRC Peakhurst Campus celebrated Harmony Day. Harmony Day is a day to celebrate Australian multiculturalism. It is a day about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background. Students wore orange accessories to school to show their support.

During lunchtime, students participated in a variety of activities, such as a photo booth, cultural face painting, hand-painted collages and purchased a variety of multicultural foods from different food stalls.

At the conclusion of lunchtime, the students were treated to a cultural performance by the Pacific Islander group celebrating cultural traditions such as the Maori Haka, Samoan war dances and traditional songs. A big thank you to Tiana from Menai Youth Community Centre and special guest Sera Naiqama, Australia Rugby player as well as parents and family for their support.

A huge thank you to the Student Wellbeing Committee, the SRC, the Earth Crew and the Pacific Islander Group for coordinating the day and ensuring everything ran smoothly.



### International Women's Day

A group of selected student's attended a function for International Womens Day at the Garden's on Forest on March 8. The event included a high tea with guest speakers Georgia Durmush and a Q&A panel to discuss gender equality. Other guests included representatives from Georges River Youth Advisory Committee and the Women's Interfaith Network. The event was to encourage an intergenerational dialogue on how

we may be able to work together more effectively to bring out gender equality.

Molly Hardy delivered the Acknowledgment to Country and the girls all joined in on some exciting conversations.



## Student Eyecare Program

GRC Peakhurst Campus is pleased to announce that the Student Eyecare Program will be running this year. An optometrist will be onsite during school hours to provide students with a **free comprehensive eye examination** that is covered through **Medicare Australia**.

1 in 6 students have eye conditions that go undetected. This is due to the high level of visual demand on their eyes from books, laptops, tablets and smartphones. Every student will receive a full report about their eye health and a prescription will be provided if glasses are required. The prescription can be taken to any optical store to get the glasses made.

Notes have been sent home with your child and need to be completed and returned to the school's front office. Eye examinations will begin Term 2 Week 5. Don't let your child miss out on this worthwhile health program!

**Miss Julia Picone**

**Peer Support Coordinator/Wellbeing Coordinator**

**Ms Michelle Seiner**

**Wellbeing Coordinator/Aboriginal Education Coordinator**

**Ms Alice Talevski**

**Year 10 Advisor/Wellbeing Coordinator**

## Girl's Supervisor Report

For Georges River College Father's/Carers:

I include in this week's newsletter an article from Pam Myers to assist in ways which Georges River College dads can strengthen their relationship with their daughters.

## 6 Ways Dads Can Bond With Their Adolescent Daughters

A daughter's relationship with her dad is a precious one. It can be a complicated one, too. Adolescent girls are going through a difficult time. It's a time when they're beginning to separate more from their parents. They turn to their peers for insight and advice instead of their parents.

For dads, this separation can be traumatic. It may seem like just yesterday you were playing together and now she's wearing makeup and rolling her eyes at everything you say. Rest assured you haven't lost your little girl. She's just going through some growing pains. There are simple steps you can take to bond with your adolescent daughter.

1. **Just Listen** - Dads have a need to give their daughters advice. Most of the time, unless your daughter specifically asks for input, she's probably just looking for you to listen to her. Yes, you want to fix things for your daughter. However, at this age she needs to know that you trust her to manage things herself. Listen, keep the advice to yourself, and strengthen your bond.
2. **Educate Yourself** - Being a man, you may not be in touch with what's going on in your daughter's mind, heart, and body. Learn a little bit about what she's going through and why. You'll be in a better position to understand her and to connect and communicate.
3. **Show the Love** - Let your daughter know that you love her by continuing to physically express your affection with hugs. You might pat her on the back or place a kiss on her forehead. Yes, she's growing up but she still wants to know that you love her.
4. **Help Her Out**. Be there for your daughter - When she does need help with something (she wants a ride to meet her friends at the shopping centre, for example) go ahead and be the one that's there for her. It also gives you a little one on one time in the car ride to the shops.
5. **Teach Her to Be Independent** - As a dad you have specialty knowledge. Share that with your daughter. For example, teach her how to change a tyre or to kick a ball/hit a ball with a cricket bat, go to an NRL/AFL/A-League game together. (Become a member of one of these clubs and make a commitment to attend all home games during a season.) Find activities that you are both interested in and can do together.
6. **Be Respectful**. Show her mother and other women respect. This simple expression can lay the groundwork for the relationships your daughter chooses later in life. When you respect her mother and other women, you teach your daughter that she deserves respect too. It bonds you to her for life.

Being a dad is both difficult and rewarding. Being a dad of adolescent daughters ups the ante. It can be a challenging time for both of you. Look for small ways to connect with your daughter and let her know you're still there for her.

**By Pam Myers, BSEd | June 9, 2014**

<https://childdevelopmentinfo.com/parenting/6-ways-dads-can-bond-adolescent-daughters/>

I hope the article is helpful for the dads at Georges River College, Peakhurst Campus.

Reminder – Breakfast Club is open in A0.11 on Tuesday & Thursday mornings from 7.45 – 8.15am. All welcome!

**Michelle Seidel**

**Girls Supervisor**

## Indigenous Education

Georges River College Peakhurst Campus is committed to and passionate about Aboriginal Education and provides a culturally inclusive learning environment, not only catering to their educational engagement but ensuring that a diverse curriculum and breathe of extra-curricular opportunities are availed to meet the cultural needs of our Aboriginal students.

In term 1 the students were invited to take part in the Leadership by the River Initiative. Three students were chosen to attend and are the representatives for the Aboriginal student leadership team. Student leaders from primary and high schools across the Georges River and Port Hacking Network will be involved in leadership activities with local Principals and guest speakers to strengthen their leadership skills. They will also prepare a plan for a project that they will implement back at school applying the leadership skills that they learnt on the day. The students will be working on a project over the next 12 months and although they are yet to finalise their concepts, they have some fabulous ideas aimed at sharing culture within the college and connect with students in the other campuses and primary schools.

Students are in the planning stages for the excursion to Arnhem Land in late August with community members getting on board to offer support in assisting these students to go.

Whitehorse Coffee and Grilled kindly donating coffee tokens and burger coins to help with fund raising.

**Ms Michelle Seinor**  
**Aboriginal Educational Coordinator**

## Gifted and Talented Education News

Georges River College – Peakhurst Campus is an educational community that celebrates varied forms of student giftedness through the provision of diverse extra-curricular activities. These initiatives foster student development by exploring subject-specific skills in exciting, individual and team-based programs. Over the past month, students have participated in sporting, academic and social-justice events designed to facilitate ongoing student development and achievement.

Specifically, students have been involved in the School Spectacular, Premier's Reading Challenge, Premier's Debating Challenge, Primary Links Days and Faculty Excursions. All students are encouraged to listen attentively to announcements made during morning assemblies in order to learn about new and exciting learning opportunities. All students are gifted and are encouraged to extend themselves through involvement in these programs.

**Mr Patrick Fisher**  
**Gifted and Talented Education Coordinator**

## Students for Meritorious Mention

### Students for Meritorious Mention - May

Georges River College – Peakhurst Campus is an educational setting that celebrates the broad range of student

achievements that are present in everyday activities. Each school day, our students display a committed attitude towards their ongoing education, advanced interpersonal communication skills and an outstanding sense of social justice.

The following students have displayed our school values in the previous weeks and are commended by each and every staff member for their achievements.

**Louisa A** – School Spectacular  
**Dion V** – School Service  
**Bailey R** – School Service  
**Josh Y** – School Service  
**Year 8-10 Debaters** – Primary Links Debating Day

## 2019 NAPLAN Timetable

<b>Tuesday</b> <b>14 May</b>	<ul style="list-style-type: none"> <li>Language Conventions</li> <li>Writing</li> </ul>	Period 1 - 2	Year 9
		Period 3 - 4	Year 7
<b>Wednesday</b> <b>15 May</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>	Period 1	Year 9
		Period 3	Year 7
<b>Thursday</b> <b>16 May</b>	<ul style="list-style-type: none"> <li>Numeracy Calculator</li> <li>Numeracy Non-calculator</li> </ul>	Period 1	Year 9
		Period 3	Year 7
<b>Friday</b> <b>17 May</b>	<ul style="list-style-type: none"> <li>Catch-up Day</li> </ul>	Both years and tests, as required	

All Year 9 Students need to ensure they are at school by 8:30am on all exam days.

A letter informing parents about the upcoming NAPLAN Tests was sent home with your child last week. Your child should be prepared for all these tests.

How can I help my child prepare for NAPLAN?



## Assist your child by ensuring that he/she

- brings a HB pencil and a black ballpoint pen
- brings an eraser and sharpener with shavings catcher
- **a working calculator on Thursday 16th May**
- has had a sustainable breakfast on the morning of the test,
- and Year 7 students have a decent snack for recess; avoid anything sugary or artificial as this can lead to a lack of concentration
- is not over –tired for the tests and has had at least eight hours rest each night.
- has your support and encouragement to attain realistic goals

**Ms Jenny Jarman**  
**LaST**

## LEARNING ENHANCEMENT IS FOR EVERYONE

### LEARNING ENHANCEMENT IS FOR EVERYONE

In any one school, there will be students who may experience difficulties with learning. These difficulties may vary in cause, nature, intensity and duration. At GCR – Peakhurst, The Learning Enhancement Team plays a key role in ensuring that the specific learning needs of all our students experiencing difficulties are met.

SUPPORT is available to every student in need and we can help in the areas of;

- ❖ Learning difficulties
- ❖ Physical disabilities
- ❖ Anxiety
- ❖ Injury
- ❖ Long & short term learning concerns
- ❖ Assignment help (Available recess and lunch every day)
- ❖ Organisation



We have a

- ❖ Lunch games room – now open every Tuesday, Thursday and Friday recess and lunch
- ❖ Sensory/rest room
- ❖ Support Enhancement centre

If you have any questions or would like to contact the Enhancement Team to discuss the learning needs of your child please contact us on the school number or by email on;

Peta Holm - Head Teacher Support & Enhancement - [petaholm@det.nsw.edu.au](mailto:petaholm@det.nsw.edu.au)

Jennifer Jarman - Learning and Support Teacher (Yrs. 7 & 9) – [jennifer.jarman@det.nsw.edu.au](mailto:jennifer.jarman@det.nsw.edu.au)

Monique Van De Pol - Learning and Support Teacher (Yrs. 8 & 10) –

[monique.vandepol@det.nsw.edu.au](mailto:monique.vandepol@det.nsw.edu.au)



*Always at your service*

11 March 2019

Dear Principal,

Please help us supply appropriate bus services by reminding students to tap on and tap off with their School Opal cards.

One of the more significant changes created by the introduction of the School Opal card was the need for students to tap on and off when they travel to and from school. Opal data gathered by tapping on and off is used to determine demand for bus services. If students do not tap on and off, services may be cancelled due to the lack of recorded patronage.

With this in mind, we ask for your assistance in reminding students that tapping on and off at the beginning and end of each trip is one of the conditions of using their School Opal card. If a student does not have a School Opal card or their details have changed direct them to visit [www.opal.com.au/en/about-opal-opal-for-school-students/](http://www.opal.com.au/en/about-opal-opal-for-school-students/)

Any student that is not eligible for a School Opal card should obtain a Child/Youth Opal card or purchase an Opal single bus ticket from the driver when boarding the bus.

Damaged or lost School Opal cards can be replaced by completing the form found at <https://ssts-apply.transport.nsw.gov.au/ApplySSTS/ReplaceCard.html>

Thanking you in advance for your assistance. Please feel free to contact me if you have any questions about any of the above.

Yours sincerely,

Hamish Fraser  
Planner & Scheduler  
Punchbowl Bus Company

Punchbowl Bus Company Pty Ltd ABN 39 000 067 569

56 Hannans Rd Riverwood NSW 2210  
Telephone (02) 8522 5000 Facsimile (02) 9533 1778 [www.punchbowlbus.com.au](http://www.punchbowlbus.com.au)



student eyecare



## Free Eye Tests

Covered through Medicare

Haven't had your eyes tested in a while?

According to the **Optometry Association of Australia**, every person should get their eyes checked at least once every two years.

Full eye tests will be conducted at **Georges River College – Peakhurst**.

At least **1 in every 6** students have vision issues that go undetected.

Typical symptoms that go undetected are **quick loss of concentration, reading avoidance, blurry vision, tired eyes and headaches**.

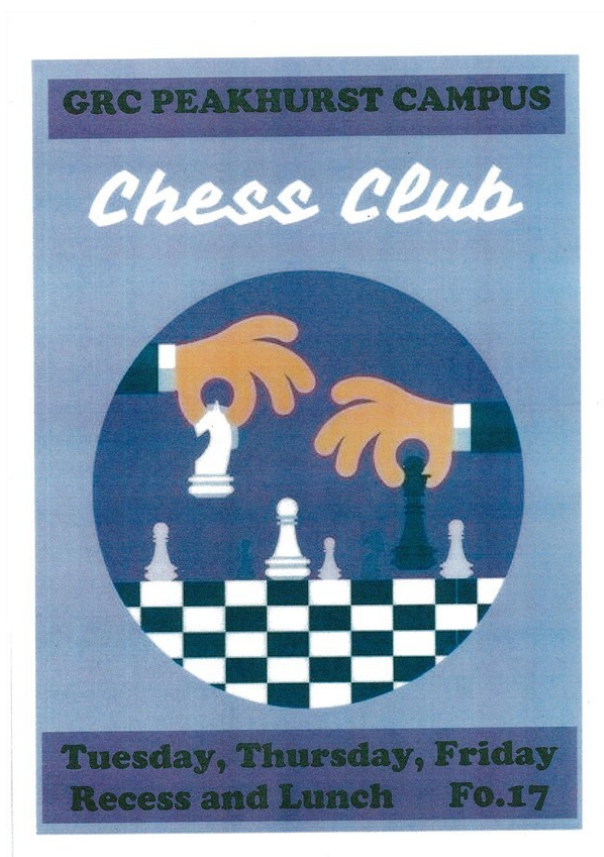
All students are given a detailed report at the end of their eye tests.

Find out if your child's eyes are in good condition!

**Don't miss out**

For more info, please visit [www.studenteyecare.com.au](http://www.studenteyecare.com.au)

(02) 8188 1336



## MINIMUM STANDARDS

### MINIMUM STANDARDS TESTING

Last term Year 10 students sat the Minimum Standards Tests for Numeracy, Literacy and Writing.

Students will have other opportunities to catch up or re-sit these exams throughout the year. These times will be during Term 2 Weeks 7 and 8 and the beginning and end of Term 3. More information to follow throughout the term.