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4 September 2020

## From the Principal

Dear GRC Peakhurst family,

Earlier this term we celebrated Education Week and the theme of 'Learning Together'. This concept has resonated more than ever given the unique challenges of 2020. And while there were a number of events at school to recognise this theme, it is something that I strongly believe underpins all that we do at GRC Peakhurst each and every day, and know that this is reflected in the brilliant activities that did happen across the week. I often speak of the strength of our school community and refer to it being equivalent to our school family, ensuring that every person, student, staff and parent feels known, valued and cared for.

I'd like to highlight two key events from our Education Week celebrations as fantastic examples of the positive learning community at our school. For those of you who have been a part of the GRC Peakhurst family for a while, you will be aware of the annual performance delivered by our Year 7 Performing Arts students. In recent years, we have had the privilege of seeing *Aladdin* and *The Lion King* come to life on stage in our school hall. It is always a tremendous feat of creativity, talent and community, as many parents and friends have assisted with the massive undertaking of having over 200 students dressed in costume with hair and make-up complete and ready to take the stage. As is becoming the trend of 2020, our Performing Artists had to pivot in their planning and preparation, as large group events and visitors on school grounds have been restricted over recent months. However, as an exciting secondary trend of 2020, the pivot resulted in a creative solution and the introduction of GRC Peakhurst's first 'Flash Mob'. So it was lunch like any other until... the song *Prince Ali* began playing over the speakers and groups of Year 7 students began dancing in the middle of the quad. As the song continued, more and more Year 7 students began dancing and moving in around the quad, upstairs and all around. Students from all other years rallied around watching and cheering the performance, with some older students also joining in on the

dance. It was a wonderful symbol of the way our students are given varied and challenging opportunities, are brave in taking on the challenge and of collaboration, in working together with their whole year group and several staff. The way many staff and students supported the performance reflects the caring and encouraging nature of our community. Well done to our CAPA staff and our talented and brave Year 7 performers on a school first!

Another pivot and creative solution to restrictions on school assemblies has been the move to Virtual Assemblies, shared on the PEAK Learning Google Classrooms for each year group. These assemblies rely on our impressive student leadership groups of SRC, Crew, Wellbeing and Media Crew to plan, coordinate, collate and deliver content for the assembly. Each of these groups is a 'vertical' class, comprising of students from all year groups, encouraging strong peer relationships, collaboration and skill development across the years. For our Education Week, May R and Aliyah J from our Media Crew (Year 9) curated a video of what 'Learning Together' means and looks like at GRC Peakhurst. One aspect of the video had students using a word or two of what 'Learning Together' means to them. Their answers included loyalty, collaboration, cooperation, working together, helping, teamwork, friends, accepting others, having fun, friendships, excellence, participation, harmony, bonding, overcoming challenges, and making new friends. These responses from our students are so impressive and are a further reflection of the caring and encouraging nature of our school. If you have some time, ask your child to log in to their PEAK Learning Google Classroom and take a look at the video – I know it will make you smile and warm your heart, as it did mine!

Following Education Week we have had many other pivots and creative solutions to ensure that we are continuing to learn together, and provide our students with amazing learning opportunities. Again, I'd like to share a few key examples. Our School Captain Brendan L was successful in getting to semi-finals of the state-wide Plain English Public Speaking competition. As another first, the competition was completed via Zoom, adding in another layer of challenge for the debaters. Brendon performed exceptionally well, and while he didn't

make it to the final, he was so impressive that he was invited to be the host of the finals, again via zoom, introducing the finalists, most of who were Year 11 and 12 students. Throughout this process, Brendon supported our junior debaters and our High Potential and Gifted debating group, reflecting again the collaborative and supportive culture of our school. Our Visual Artists High Potential and Gifted group, as well as some other elective art students were given the extraordinary opportunity to work with renowned artist Mulga on a mural covering the length of A block. Mulga took on recommended characters and imagery to best represent GRC Peakhurst blended with his iconic style and bright colours and the end result is amazing! This extension of our outside gallery will be a feature of GRC Peakhurst for a very long time to come, and something I know will also live on in the hearts and minds of the students involved for an even longer time. A couple of other creative pivots that involved all of our community was changing our Year 8 to Year 9 Subject Selection via Zoom and our Parent Teacher Night to be via the phone rather than face to face. Both were very successful and we appreciate your support in adapting to this change, in particular accessing the SENTRAL Parent Portal to book your appointments. This will become a way for us to regularly communicate with parents, as well as giving you access to your child's timetable, reports and school calendar. For any parents who did not get a chance to make appointments, please contact the school to leave a message for the relevant teacher/s to make contact with you.

There's a handful of weekly events that also reflect this positive culture. Our Homework Centre is open each Tuesday and Wednesday afternoons; this is an opportunity for students to stay back for 75 minutes afterschool, have a snack to eat and with staff on hand to assist with homework, assessment tasks or general catching up on class work. Breakfast Club is each Wednesday and Thursday mornings and while this has changed to take-away foods and drinks only due to current restrictions, it is still a great way for our students to begin their learning day. The Games Room and Mindful Colouring social groups are options each Tuesday, Thursday and Friday for students to meet, socialise and become involved with their peers.

I am proud of the community and school family we have together cultivated at GRC Peakhurst, and look forward to further building upon these positive relationships. As we begin planning for our new School Improvement Plan we have begun to collate information from all community members – students, staff, parents and external agencies – to ensure that we develop a thorough, cohesive and genuine situational analysis to identify both our strengths and areas for improvement. You would have received an email recently with a link to complete the parent Tell Them From Me Survey. This provides the school with an annual snapshot of key parts of school community that supports connectedness. Staff and students will also complete the survey. Other information regarding this process and community consultation will occur throughout the remainder of this semester. Check that you are getting school emails for ongoing updates and if not, contact the office to update your details.

Looking forward to more examples of 'learning together' as we finish off Term 3.

Keep well!

**Ms Kim Osborne**  
**Acting Principal**

## Deputies' Report

Thank you to all the parents who registered with our SENTRAL Parent Portal and booked parent teacher interviews on Wednesday 26th August. Even if you didn't participate in the parent teacher interviews, we strongly encourage all parents to register with our SENTRAL parent portal as this facility provides parents with a range of information that includes a public school calendar, their child's timetable, daily student messages, semester reports and links to access student assessment handbooks and study skills programs. Parents who are having difficulty accessing the Parent Portal are encouraged to contact the school for assistance in accessing this facility.

This term, Georges River College Peakhurst Campus is taking part in the *Tell Them From Me* student and parent survey. The student survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. The parent survey helps to clarify and strengthen the important relationship between parents and the school.

Both the student survey and the parent survey is anonymous and individuals cannot be identified from the information they provide.

All students were provided with information in relation to the student survey. The student survey will be completed online at school by the end of Term 3.

As a parent, you are able to complete the 'Parent Survey' by clicking on the link below or by pasting this link into the address bar of your web browser.

<http://nsw.tellthemfromme.com/grcpeakhurst>

Participating in the survey is entirely voluntary, however we would appreciate your support in completing the survey as it will assist us as we embark on planning our 2021-2024 School Improvement Plan.

The end of Term 3 also marks the half way mark for Semester Two. As such, students in all year groups have already completed a number of assessment tasks across all subjects to contribute to their Semester Two academic report. A common question we receive from parents is whether their child has homework. When homework is not issued, it is usually because the expectation is that students are regularly working on the planning, developing and extending of their assessment tasks, to avoid the last minute rush. Parents can see assessment task notifications on the school website. Students are encouraged to utilise the following steps when receiving an assessment task:

1. Read the assignment. Clarify the questions with their teacher.
2. Highlight key words and instructions.
3. Break the task into smaller pieces.
4. Plan to complete each piece as part of homework across the week/s.

5. Complete a draft and share with a parent, teacher or peer for feedback.
6. Submit the final task.

Each Tuesday afternoon (3.00pm-4.00pm) and Wednesday afternoon (2.30pm – 3.30pm), the **Homework Centre is open in the school library. Homework Centre is an excellent opportunity for students to work on their assessments with the assistance of teachers, access to resources, technology and internet.** Afternoon tea is provided. To ensure that the Homework Centre is best meeting the needs of our students, we are seeking your feedback – please speak with your child and let us know if you have any suggestions regarding any improvement that can be made to the Homework Centre.

Our core school values of **Respect, Responsibility and Excellence** have been a focus of discussions at Monday and Wednesday morning school assemblies with students regularly reminded about expectations for learning, considering others at school and in the community and appropriately travelling to and from school. Students are reminded to follow the “Hands Off Rule” when moving around the school and playing games at recess and lunch. This rule is not about inhibiting student’s fun, but about ensuring student health and safety. Students are also reminded to model our expectations on their way to and from school by: using appropriate language when travelling on buses or in public spaces; placing litter in the bin; and walking or riding scooters and bikes sensibly and safely, particularly when crossing roads. We pride ourselves on our great reputation in the community and don’t appreciate the silly actions of a few that impact on the wonderful work of many. Parents are requested to discuss these concerns with their child.

## Student Study Skills Tip for September

Students sometimes ask ‘what is the best way to study?’ The answer, there is no best way. An important lesson for students to learn is that everyone learns in different ways, everyone has different approaches and preferences, and what works well for one person may not work well for another. This truth applies to all aspects of effective learning – time management, research skills, writing skills and so on. There are certainly good techniques and strategies available in all of these areas, and also approaches that work well for the majority of students. However it is essential that all students try different techniques to see what works best for them.

Preferences could also change over time, so it makes sense to at least once a year stop and reflect on approaches to learning. What did you do, what worked, what didn’t, what should you change, what should you keep, and what new things could you try. This is what ‘metacognition’ is all about. It means taking the time to try and understand more about the process of learning and your role as a learner. Students who take a metacognitive approach to their learning are much more likely to improve their results. How can you find out different study techniques to try? Talk to the people around you – friends, siblings, parents – ask them what techniques they have used. Also ask your teachers what they would recommend for their subject. You can also visit the unit on the Study Skills Handbook that covers how to study for tests and exams. You will find lots of active studying strategies and grids to help you plan for exams. Just remember

– there is a worst way to study – just reading your notes over and over and hoping the information stays in your head!

We look forward to seeing your children experience the many wonderful learning opportunities here at GRC Peakhurst while **aiming for excellence.** Please find this month’s study tips above as a way to support a focus on learning at home.

**Mr Scott Wilson**  
**Deputy Principal –**  
**Years 7 & 8**

**Ms Sophia Favuzzi**  
**Relieving Deputy**  
**Principal**  
**Years 9 & 10**

## Year 7 Student Advisor Report

This year is certainly evolving as the most challenging one our children/families and community will and have endured possibly since the last war. Although these events are not behind us we are moving into the unknown with a little more understanding.

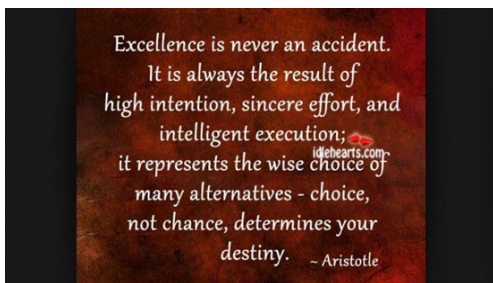
Congratulations to all Year 7 students who have continued to work diligently during Term 3 with strength and unity. As we have continued to settle back into the new normal there are still mandated health requirements that prevent a range of pre-planned activities from moving ahead. However, it is hoped that these events will go ahead in Term 4 but with the changing nature of the virus nothing is certain.

A gentle reminder to all year students regarding the importance of using their school diaries which are required during each lesson to record homework, messages and assessment tasks. Students can also refer to their diary for bell times, school rules and policies, uniform requirements and behaviour expectations. GRC Peakhurst is a proud uniform school. School uniforms promote school spirit. They provide students with a sense of unity and encourages a connected community of respectful and responsible learners. The recent cooler weather presents challenges with uniforms, however, logo fleecy jumpers and hoodies along with coloured socks and joggers are not part of our school uniform. Fleecy uniform jumpers can be purchased at the front office and are very warm. If there are concerns regarding uniform requirements, information can be found on the school website.

I encourage all students to attend the homework centre on Tuesday and Wednesday afternoons as it provides the opportunity to complete tasks, stay ahead of your work load and discuss any questions you have with the teacher in charge. Further details of future events will be forwarded to parents and students as we embark on new adventures through these changing times.

Should you have any questions or concerns, please don’t hesitate to contact me.





**Ms M Seinor**  
**Year 7 Student Advisor**

## Year 8 Student Advisor Report

As we approach the final few weeks of Term 3, students are reminded to remain focused and continue working to their potential. I would like to congratulate all students on their hard work to date and thank parents and carers for their ongoing support of learning throughout this current global health crisis.

Year 8 Subject Selection was held on Monday 17th, Week 5 and this process is now complete. Whilst the key learning areas will continue to be studied throughout Years 9 and 10, students will be afforded the opportunity to choose additional courses to study as elective subjects. This will give each individual the opportunity to broaden their knowledge and understanding in areas which they have a passion. Students and parents can expect to find out the results of the selection process in the coming weeks.

Term 3 will continue to be a busy term with a number of assessment and extra-curricular activities taking place. It is important that students continue to remain organised by using their school diary daily and ensuring they catch up on any missed classwork or assessment tasks if absent.

Students are advised to continue to check Google Classroom for work updates and assessments as teachers will be keeping this up to date as the term progresses. If you are absent you are encouraged to contact your teacher through Google Classroom to ascertain the work you have missed and catch up on what is required. A reminder to all that the school website is also a useful tool that has the individual Assessments Tasks listed for each subject. These tasks can be downloaded at your convenience.

Finally, please ensure your child is wearing the correct school uniform to and from school.

Have a productive and enjoyable last few weeks of term. Stay safe!

**Ms Giulia Testa**  
**Year 8 Student Advisor**

## Year 9 Student Advisor Report

As we progress through the second half of a busy Term 3, it is important that students are staying focused on their learning and completing all tasks to the best of their ability. Assessment Tasks are continuing to be distributed and students should be maintaining a regular routine to ensure all tasks are completed and submitted on time. Students are reminded that

Assessment Tasks can be found on the school website if required. If students require assistance with any tasks they should utilise the homework centre on Tuesday and Wednesday afternoons as well as notify myself to ensure all tasks are completed.

Recently we took part in our annual parent teacher night with a twist; I hope you were able to speak to your child's teachers to assist in tracking their academic progress as well as express any concerns you may have. If you were unable to make an appointment with any teachers you wished to speak with, please contact the school and our administration staff can direct you to the right person.

As the weather is still cool, it is important that your child is continuing to wear the correct school uniform. If your child is out of uniform, please write them a note to bring to school with them.

Finally, if students have any concerns, they are encouraged to come and see me in the TAS staffroom that can be found in A block.

Hope everyone continues to have a productive and enjoyable Term 3.

**Ms Fotini Tzoumas**  
**Year 9 Student Advisor**

## Year 10 Student Advisor Report

As we near the end of Term 3, students will be hard at work completing their final assessments for their respected subjects, as well as, starting to prepare for their yearly exams starting in week 3 next term. It is important students **aim for excellence** during this period of time so that they can achieve results which best reflect their ability. Students can make use of the Homework Centre on Tuesday and Wednesday afternoons to ensure their work is being completed to their highest ability. It is important that all students are catching up on work or accessing their Google Classrooms if they are absent.

Furthermore, many parents have made enquiries about homework and assessment tasks this term. Parents are reminded that students will have homework and assessment tasks from each subject to complete most days of the week. The school website is also a useful tool that has the individual assessments tasks listed for each subject. These tasks can be downloaded at your convenience.

Hopefully a large number of parents utilised our recent parent-teacher phone interviews to track your child's academic performance as well as express any concerns you may have. The calls that I made were well received and a great way to discuss your child's progress.

Recently all Year 10 students had their Year 11 subject selection interviews with a number of well credentialed staff from our other GRC campuses. It was a great opportunity for students to discuss their interests and future endeavours in order to select subjects that will give each individual the opportunity to broaden their experiences to follow areas in which they have a passion.

I have been fielding many questions regarding the Year 10 formal. At this stage we haven't made a decision as we want to give it every opportunity to go ahead. If it does have to be cancelled, deposits will be refunded to those who have paid.

As the weather continues to stay cool, I would like to remind students to wear the correct uniform, including the school jumper or jacket only, to keep warm. If your child is out of uniform, please write them a note explaining the individual circumstances.

If students have any concerns, they are advised to see me in the PDHPE staffroom located in the school hall. I am always available to help.

Have a productive and enjoyable last few weeks of term!

**Mr Matt Hoggett**  
**Year 10 Student Advisor**

## FACULTY NEWS

### CAPA

#### Dance

The Peakhurst dancers started back at their morning rehearsals day one of term three. Throughout the first half of the term we worked on basic foundations of dance and technique as well as acrobatic skills. It was interesting to see our dancers that excel in gymnastics shine and others develop and improve upon new skills. It was great to see the dancers enhance their flexibility including kicks, splits and leaps as they stretched two to three times a week every week.

The Company dance group continued working on the commercial jazz routine to prepare it for upcoming performances. It was encouraging to see the commitment of most dancers turning up every week to add on more and more to the routine. Overall, students have been improving their ability to dance with attack and force.



The Ensemble dance group continued powering through their jazz/musical theatre number. This routine requires a lot of stamina and it was great to see the dancers keeping their energy up throughout the entire routine. This dance also includes a lot of tricks meaning students get an opportunity to shine individually.



On Wednesday's during sport students have the option to choose dance. The group of students in dance sport also began two new routines. The group split in half, one half learning a contemporary/lyrical routine and the other half a hip hop routine. It was amazing to see the confidence and initiative of Georga M. and Giselle L. (Year 10) as they began choreographing the hip hop routine with the dancers.

I am looking forward to future opportunities when all Peakhurst Dancers can perform their routines and show off their hard work and dedication.

**Ms Amy Johnson**  
**Dance Coordinator**

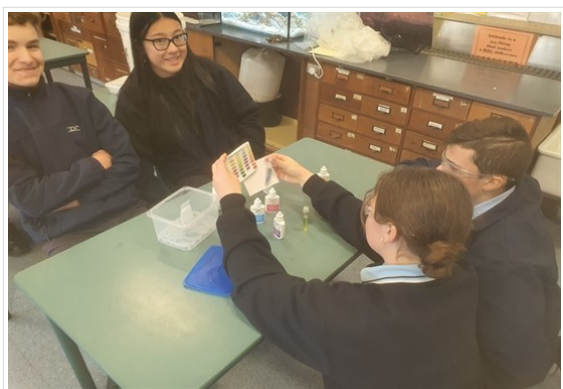
## MARINE AND AQUACULTURE TECHNOLOGY

It has been a busy and rewarding last few weeks for Year 9 and Year 10 students enrolled in the Marine and Aquaculture Technology electives at Georges River College Peakhurst.

Year 9 Marine Studies students studied the "dangerous marine creatures" unit of work which allowed them to investigate the psychology behind people's fear of dangerous marine creatures, including the role of films and journalism in creating myths and phobia. Students were also able to classify dangerous marine creatures as either aggressors or retaliators by studying certain behaviours and actions of some of Australia's most notorious marine creatures. A section of this unit also allowed students to investigate the contemporary treatment of injuries caused by dangerous marine creatures. For their assessment task each student individually researched a pre-allocated marine creature, submitted a descriptive report and presented their work to the rest of the class through various forms of media.

Year 10 students commenced the "Aquarium Design and Maintenance" unit of study. As part of their assessment, year 10 students investigated the chemistry and biology behind maintaining ecologically sustainable aquariums. This was achieved by having students collaboratively work in groups to set up and monitor their own aquarium. The aquariums were set up in various staffrooms and classrooms around the campus which exposed the calming effects of underwater settings to other staff and students in the school community, coinciding with the college wellbeing initiative.





Before setting up their aquarium, students researched the importance of mechanical, chemical and biological filtration and then designed a management plan that would allow them to control algae, increase dissolved oxygen and establish a nitrogen cycle. Students also used their research skills to select the right specimens for their system, allowing for balanced community relationships.

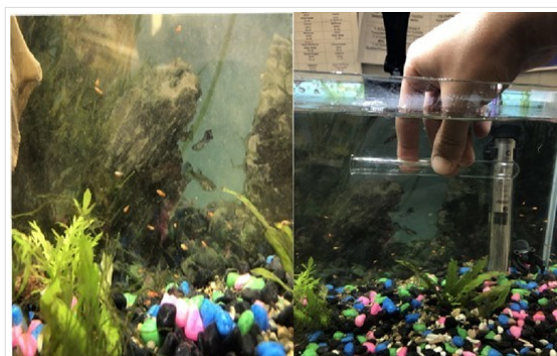


Once student's set-up their aquariums, they were equipped with scientific equipment and test-kits to measure and log various water parameters over a course of 5 weeks. They measured levels of PH, ammonia, nitrites, nitrates which were used as indicators to determine when it was safe to add their specimens.



Students demonstrated the core value of responsibility once the specimens were added to their system by regularly feeding their fish, observing behaviour, providing a light schedule for photosynthetic aquatic plants, conducting water changes, and monitoring changes in parameters.

A few days after the species were introduced, it was noticed that a fish in one of the aquariums kept in the well-being office had given birth to a brood of over 30 young. A notable mention to Barry L (Year 10) who demonstrated an even greater level of care and commitment by capturing and transferring all the fry to another nursery tank in the library.



A sample of a student assessment is attached below.

**Mr Ahmad Bouselah**  
**Teacher Marine and Aquaculture Technology**

## PDHPE

Due to current health restrictions, many of our much-loved annual events have unfortunately been cancelled this term. This includes our Year 9 & 10 PASS camp which was scheduled to run during Week 7, Term 3 at the Great Aussie Bush Camp. We look forward to hopefully being able to run this camp next year with our elective PASS students. On a positive note, we are excited to be holding a school-based Oz-Tag Gala day on the 18th September (Week 9) which replaces our involvement in the St George Regional Oz-Tag Gala day. In accordance with strict safety measurements, boys and girls will compete together as in-house teams to try and earn points for their respective houses. Trials will take place in the coming week to finalise teams for each year group. More information to come during upcoming assemblies.

As we begin the second half of the term, all year groups are currently undergoing assessment within PDHPE, PASS, Child Studies and Dance/Drama. Students are reminded about the expectations and importance of completing assessment tasks by the due date. If students require assistance, they are always encouraged to seek assistance and clarification prior to submission. Students should aim to check the school's website for assessment tasks if they require another copy or were away the day the task was handed out.

If a student is absent on the due date, they must see their respective teacher the first day that they arrive back at school with a medical certificate. Students must arrange to complete/submit the task on the first day they arrive back at school. Failure to submit a medical certificate with your task will result in zero marks being awarded. Computer difficulties, other technological issues or a student's lack of organisation are not valid excuses for late submission of a task. Any difficulty with the task must be brought to the attention of the classroom teacher at least several days before the due date of the task.

Homework centre is operational on Tuesday and Wednesday after school for an hour. This is a great opportunity for students to receive one on one assistance from teachers, should they require it.

Parents are reminded that students are currently required to wear their sports uniform to and from school on days in which they have a scheduled practical PDHPE lesson.

Best wishes for a productive and safe last remainder of Term 3.

**Mr Aaron Morley**  
**Relieving Head Teacher PDHPE**

## Sport

### HPG - Sport Coaching

It has been pleasing to resume the HPG Sport Coaching course for 12 of our Year 10 students who were identified in Term One as displaying the attributes for future success in the sport and recreation industry.

This term, the group began with the focus of facilitating inclusion for people with a disability, which has been identified as a vital area for improvement in the sport and recreation industry. This module provides the framework for all individuals, regardless of disability, with the opportunity to participate and succeed in physical activity free from discrimination and to maximise participation.

The second session this term focussed on a massive growth area in the industry, which is strength and conditioning. This area of sport coaching has been recognised as an area of importance throughout elite and grassroots sporting programs, and also for general health and wellbeing in the community.

The group were able to design a strength program, and then put their skills into practice in a strength and conditioning session in the school gym. Many of our students are already displaying the desirable attributes for success in the sport and recreation industry, if they decide to follow this career path.

We look forward to the rest of the course, where we will study other important components of the industry, including sports medicine and officiating. Well done to all group members thus far.

**Mr Rob Butler**  
**HPG Sports Coach**

## Special Education

Welcome to Term 3.

It's great to see everyone settling back into school routines.

Please write in your child's communication book if there are changes to your child's routine. Similarly, if your child is on transport, please make sure that **you** inform the driver of these changes.

Students in the Support Unit are expected to wear correct school uniform, including shoes and white socks. No converse or canvas shoes. Wearing the correct shoes is an Occupational Health and Safety requirement – especially when students are participating in practical subjects such as Food Technology.

Review /PLP meetings will be held during the last few weeks of this term. Information relating to these meetings will be sent home via the communication books.

Transition dates and times are currently being organised for our Year 10 students. Please keep an eye out for information.

**Don't forget to check our school website and download the school app!**

Happy hand washing!

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

## SRC News

It has been refreshing to see so many students at school this term, thriving with a positive mindset and a drive for not only their studies but also our extra-curricular opportunities.

### Dame Marie Bashir Peace Awards 2020

We recently received the news of our School Vice-Captain Mollie H who has been successfully nominated for a prestigious award – 'The National Council of Women of NSW – Dame Marie Bashir Peace Awards 2020'. The nomination was given in order to acknowledge Mollie's ongoing and significant contributions to harmony, social justice and leadership. If selected by the committee, she will represent our school at the 'United Nations International Day of Peace' later in the year at Parliament House. We acknowledged her successful nomination during Week 5 this term during morning assembly – congratulations Mollie H for some well-deserved recognition of all of the work that you do!



### SRC Hoodie Day Fundraiser – in support of Youth Homelessness and 'Youth Off The Streets'

Earlier this term on Friday 21st August, your SRC proudly supported 'Youth Off The Streets'. Please see below for a report from Cameron A, Alivia B and Chloe S, three of our Year 9 SRC members.

"Youth Off The Streets is a non-denominational community organisation working for disadvantaged young people who may be homeless, drug dependent and/or recovering from abuse.

Since opening in 1991, 'Youth Off The Streets' has grown from a single food van delivering meals to young homeless people on the streets of Kings Cross to a major youth specific agency offering a full continuum of care through delivery of a wide range of services.

We wanted to provide you with some context on Youth Homelessness right now in Australia. This cause is also close to some of our peers' family's hearts, especially during such tough times like Covid-19.

'Youth Off The Streets' goal is to see that no young person is denied the right to education, safe accommodation, drug and alcohol rehabilitation, counselling and other support services aimed at breaking the cycle of disadvantage, abuse and neglect.



The theme for National Homelessness Week, which was just last month, was “Everybody Needs A Home”. There are many factors which contribute to youth homelessness in Australia including poverty, social inequality, youth unemployment, domestic and family violence and relationship/family breakdown. School aged children experiencing homelessness are more likely to experience mental health problems than housed children, and some evidence suggests that homeless children are more likely to have physical disabilities, emotional or behavioural problems, than housed children.

Some concerning statistics:

- Over 25,000 youth aged 12-22 are homeless and around 17,000 kids under the age of 12 were reported homeless.
- The risk of homelessness may be closer than many of us may think- a recent study shows up to 30% of Australians are up to six 'pay-days' or only 12 weeks away from homelessness due to lack of savings, Covid-19, job loss or being given fewer hours. Devastatingly, that's more than 1 in 4 Australians.
- 53% of homeless youth reported that they had been diagnosed with at least one mental health condition in their lifetime.
- 61% of homeless youth are males and 39% are females.
- 39% of the homeless youth in a CSI survey reported police coming to their home because of violence between parents on one or more occasions, with 14% experiencing police coming to their house more than 10 times.

We hope that you can see now just how important this cause is to our society and our community.

If you want to learn more, or hear about any personal experiences from those who have been homeless, please do some research when you get home to see how we can all do our bit.

**Thank you to our school community for helping us to raise \$804.20 to support “Youth Off The Streets” and the work this organisation does to support youth homelessness in NSW”.**

***Cameron A, Alivia B and Chloe S***



As always, please approach the representatives in your year cohort with your ideas or utilise the Suggestion Box which is next to the merit boxes near the Deputy's Office in D Block.

We are currently working on a couple of ideas from your suggestions, such as; ways we can support Beirut and the upcoming Multicultural mufti day in support of World Vision and our sponsor child, Simret. Thank you so much for using your student voice through our suggestion box and demonstrating your empathy and awareness for global issues facing our world.

Please remember to reach out to your peers and teachers when you need it, as well as with any suggestions you may have for our school.

### ***Miss Osmond and the GRC Peakhurst Campus Student Representative Council 2020***

## **TAS**

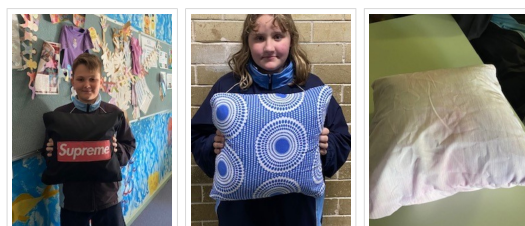
It was a productive Term 3 in TAS.

New vinyl flooring has been laid in the Food Technology classrooms. This has completed the upgrade of the kitchens which was started a few years ago with the encouragement of our retired principal Mr Vallis and the hard work and dedication of the TAS faculty, including our organised kitchen assistant Mrs Giles and our skilled General assistant Mr Thurlow. While we may be a 7-10 school, our students are working in kitchens with commercial equipment, like those in senior courses.

The faculty is now focussing on establishing an Innovation Centre in the faculty, where students can utilise the latest technology. We have increased the number of laptops students have access to and purchased a new 3D printer. The laser cutter purchased last year is now been used in many student projects as well as other projects around the school such as name tags and signs.

The end of the rotation for Year 7 and 8 Technology Mandatory saw many wonderful projects completed which included:

- cushions from Year 7 Textiles



- café foods from Year 8 Food

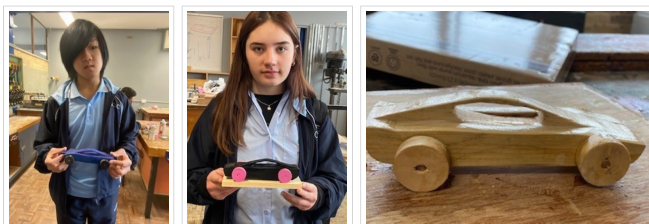


- LED lamps from Year 8 Materials

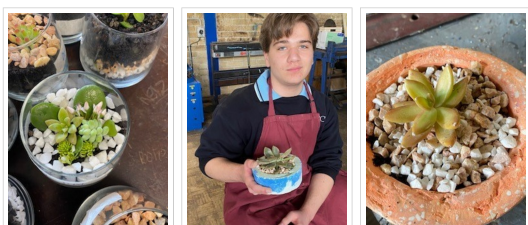




- wooden toy cars from Year 8 Engineering.



Year 10 Design and Technology got to use concrete, soil and glass as materials this term, making concrete pots and terrariums. They also learnt to propagate succulents to use in their pots.



Meanwhile Year 10 Food have been producing foods suitable for bakeries



**Rosalie Gualtieri**  
**Head Teacher TAS.**

## Aboriginal 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.

During Term 3 the students have been working with the 3 Bridges Aboriginal team gathering information for the implementation of a mural in the learning circle. The new Acknowledgement to Country signs are in the process of being finalised, with final artwork, acknowledgement and designs being confirmed by a local Aboriginal elder.

Due to the current restrictions we have been unable to interact with our community but our young deadly mob having been working hard through these challenging times and continue to face uncertainty with strength and courage.

## Gifted and talented classes

This year we started to run a series of workshops for our Aboriginal students to encourage a connection to their culture and each other. Due to COVID restrictions these activities were put on hold. We are now beginning to work toward these objectives again which are aimed at designing our journey reflective of GRC Peakhurst Aboriginal peoples and the students learning journey on the land. More information will follow as we progress.

Here is a brief overview of what a possum skin traditionally has been used for.

## POSSUM SKIN

### Old ways of making

Once an everyday item for Aboriginal people in south-eastern Australia, possum skin cloaks were worn for warmth, used as baby carriers, coverings at night, drums in ceremony and for burial. Incised and painted with ochre, possum skin cloaks also mapped the identity of their owner, holding stories of clan and Country. Today, possum skin cloaks are of continuing importance to Aboriginal people across the south-east of Australia, with new uses and contemporary ways of making.

Worn from a young age, cloaks started out small with a few skins sewn together to wrap a baby. Over time more skins were added so that as a person grew, their cloaks grew with them. Possums would be hunted, the skin carefully removed, scraped with a shell, and then stretched by pegging them out on the ground. Once the skins were sufficiently dried, animal fat would be rubbed into the pelts to make them more pliable. The edges of the skins were then pierced with tiny holes using a sharp pointed bone. Kangaroo sinew was threaded through these small holes and the skins sewn together, using 40 to 70 skins to make an adult cloak. Wooden or bone pins could be used to fasten cloaks that could be worn skin to skin or with the fur side to the wearer's skin, exposing intricate designs incised with mussel shell or sharp bone.

In the mid-1800s, British colonies across the south-east distributed woollen blankets to local Aboriginal people. Many Aboriginal people began using government issued blankets rather than their possum skin cloaks. Woven wool blankets, however, were not as effective as possum skin cloaks, they were not as warm nor were they waterproof and offered little protection from the cold and wet winters of south-eastern Australia. During this time, many Aboriginal people became ill and died from common European colds and influenza viruses.





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

## Careers

**Subject Selection Preparation for Year 10 students** is complete. All students had a subject selection meeting with a Careers Adviser. The Oatley Campus Subject Selection Night was adapted to a virtual delivery, in response to comply with the COVID-19 pandemic situation which we are currently experiencing. The interview was fruitful and students were able to discuss their subject choices and rationale so that they made an informed decision to help optimise their performance over 2021-22.

### Join GRC Peakhurst Careers website

Year 10 students have been asked to join GRC Peakhurst Careers website at the link below.

<https://www.grcpeakhurstcareers.com/>

Each student should have created a resume and should be working on completing their Workplace Safety Certificate in preparation for work experience to be undertaken in Term 4. At this stage, Department of Education is encouraging all students to undertake a week of work experience however to be COVID-19 aware, implementing COVID-19 safe practice when in attendance.

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

<https://grcpeakhurstcareers.com/>

This site will help prepare students for their future. For students to access information, you need to register as a GRC Peakhurst student firstly by going to *FOR STUDENTS -> STUDENT'S SECURE AREA -> LOGIN* (if you are doing this for the first time, you need to REGISTER first). Please keep these details in a safe place. YOUR EMAIL is your USERNAME and remember the PASSWORD (Use Peakhurst2210, using a capital P and no spaces, as your password, if you do not have a good memory. Write it down somewhere safe so that you can refer to it).

### Student emails sent by Careers Advisor

As said, a number of emails were sent to Year 10 students, during Term 2 and 3. Please be mindful to read the careers news items regularly.

## White Card Training



*Social distancing in the classroom*

The first group of students undertook White Card Training on 20th August and it was a most enjoyable day, for all participants which included Zane A, Mohammed B, Max B, Adrian D, Jaafar E, Felix F, Jayden G, Matthew G, Fonua K, Alex M, Indiana M, Toby P, Daniel W and Matthew W. These students should be commended on their ability to hold their attention for a prolonged period of time and good behaviour displayed during the course.



*Matthew G*

If students aged 14 years old + and are interested in undertaking this course, you need to inform Ms Arfanis (by Google Classroom stream item, email, telephone or face to face). The next course will run on 7th September.



*White card training, in action*

## Barista Course

If students aged 14 years old + are interested in undertaking this course, they need to inform Ms Arfanis (by Google Classroom stream item, email, telephone or face to face) and when feasible, dates will be arranged and advised to students. To



date, externally delivered courses are on-hold due to the government imposed restrictions.

## School Based Apprenticeships and Traineeships (SBATs) and Apprenticeships and Traineeships Talk

Micheal Leibrandt from the Department of Education spoke to interested students regarding SBATs, apprenticeships and traineeships on 24th August. Students who participated included Zane A, Zac B, Noah C, Giorgio D, Allira G, Angelica G, Matthew G, Ibrahim K, William K, Vedanta K, Holly M, Jordan O, Alias S, Jordan V, Emmanuel T, Nadim Z, Danny A, George P, James G, Dean L, Niko K and Alex H. An SBAT is a great way for students to complete their HSC while also being in paid employment whilst undertaking Stage 1 of an apprenticeship or traineeship. If you are interested in undertaking an SBAT, apprenticeship or traineeship in 2021, you should make an appointment with Ms Arfanis, Careers Adviser, to support you through the process.

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

## High Performing/Gifted and Talented Students - Debating and Public Speaking

The Arts Unit have ensured that the vast majority of their valuable extra-curricular student opportunities for debating and public speaking have continued for 2020, and have consistently provided updates and resources for schools. Our GRC Peakhurst staff are proud to continue to offer these opportunities for our talented and thriving students.

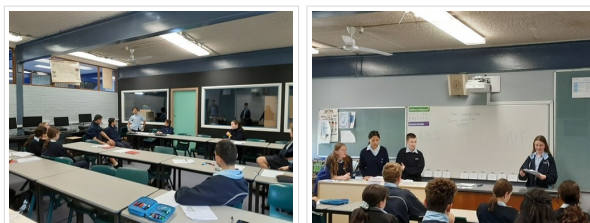
Our students have certainly missed participating in their debating and public speaking opportunities! This was evident throughout our Debating Selections/Training Day, with over 25 students vying for the 16 available spots in teams. Due to the changing nature of the competition, we are able to offer various rotational reserve positions as well as technology/crew positions. Congratulations to all students who continued to perform and excel beyond our very high expectations!

### Years 7-10 Debating Selections/Training Day

"On Thursday 13th of August, a Debating Selections and Training Day was held for all students interested in debating and public speaking. The Training Day was held by our three public speaking debating Coordinators (Miss Osmond, Mr Maunder and Miss Ali) as well as some of our Year 9-10 debating students who have had a lot of experience and successes in their competitions throughout their years here at GRC Peakhurst. We found this day very helpful and learnt a great amount of skills that will help us immensely with future debates and furthermore with our writing, speaking and English skills. We learnt skills we need in real life, met new people and had a fun time learning. The senior debaters taught us a wide range of skills to help us become better debaters and we'd like to thank them for making their sessions so informative and engaging for us. We look forward to putting these skills into action in our future debates!"

By Sam-Alexis S and Rory M, Year 7 Debaters

Please see below for some photos of our debaters on the day.



### Year 7 & 8 Debaters

Congratulations to the following Year 7 & 8 students who will be a part of the GRC Peakhurst Debating teams for 2020: Elektra B, Leah B, Amelia S, Sebastian S, Ben M, Sami M, Zulfikar A, Bianca C, Olivia C, Cody J, Sam-Alexis S, Mike S, Rory M.

Our Year 7 & 8 Debaters are as keen as ever to get started despite the interrupted year we have had. The Year 7 & 8 Debating teams will be partaking in a three round competition against Penshurst Girls, Blakehurst High School and a final third round debate that will see our A team go up against our B team. Our first debate will be against Penshurst Girls next Friday on the 4th of September. Both Year 7 & 8 Debaters will be raring to go come round one.

For more information regarding the competition, please visit the link below:

<https://www.artsunit.nsw.edu.au/speaking-competitions/debating/years-7-8-debating-challenge-0>

### Year 9 & 10 Debaters

Congratulations to the Year 9 & 10 debaters who were selected to take part in the GRC Peakhurst Debating Team for 2020! Although it has been a challenging year with many different interferences to our debating selections, the English staffroom has endeavoured to keep debating alive and well at GRC Peakhurst.

Our Year 9 & 10 A team for 2020 consists of Andrei E, Brendon L, Skye S, Chloe T and Leon J. On Wednesday the 19th of August our Year 9 & 10 A team went head to head in the first round of knockout debates against Kirrawee High School. Our topic for the first round was 'Education': "That schools should have weekly politics classes". Although the debate took place via the Zoom platform, it's safe to say our debaters knocked it out of the park and were declared winners of the debate. We were in full motion attempting to navigate through our new online platform for debates due to the current restrictions, but with the help of our technologically savvy debaters and members of crew, we were able to run the debate perfectly.

Having won the first round of knockouts against Kirrawee High School, our Year 9 & 10 A team debaters will now progress to the next round of knockout debates. This round will entail Year 9 & 10 A team up against Bonnyrigg High School on the Wednesday 2nd of September. Please wish our debaters good luck in the next round of debates!

This year, our Year 9 & 10 B team consists of Emma M, Chloe S, Zac H, Zemina I, Alivia B and Aliyah J. Our first debate took place in Week 5 on Thursday the 20th of August. Our Year 9 & 10 B team were up against Blakehurst High. Although it was a close and engaging debate with many great ideas brought up from both sides, it was unfortunate that our Year



9 & 10 B team debaters came out with a loss in the first round. Although they were knocked out, our eager debaters weren't ready to quit that easily. Instead they sought avenues to get back into the competition via the repechage round. This means the debaters will be given a second chance to upskill themselves and get back into the game! Their next debate will be held on Tuesday the 1st of September against Chifley College Dunheved Campus. Our debaters are working hard, training and revising their strategies so that they come out on top in the next debate. Please wish our Year 9 & 10 B team debaters luck in their next round - this time the topic will surround 'Sport'.

For more information regarding the competition please visit the link below:

<https://www.artsunit.nsw.edu.au/speaking-competitions/debating-years-910-debating-challenge-0>



## Virtual Plain English Speaking - NSW State Final

Recently, our School Captain Brendon L was asked to act as Chairperson for the Virtual Plain English Speaking Competition - NSW State Final. He was chosen for his professional manner and passionate approach to all of these opportunities, not to mention his success in reaching the State Final of the Legacy Public Speaking Competition last year. Brendon had to memorise and then film numerous introductions to the speakers and had to coordinate all of this via Zoom on the day with the State Final Coordinators. The NSW State Final footage is currently being edited and professionally pieced together, so we will share that with our school community when we can.

Congratulations Brendon and many thanks to Aliyah J for assisting with technology on the day.



Please also see below for Brendon's performance in last year's State Final of the Legacy Public Speaking Competition.

<http://vimeo.com/344949492>

## Legacy Public Speaking

As a school, we are also keen to offer our own trials for the Legacy Public Speaking Competition, which is open to any student aged 14 and under as of 1st January 2020. All interested students will be required to compete at our in-school final to be held in Term 3 Week 8. Students need to prepare a five minute speech on a topic they are passionate about.

Two successful participants will then represent us at a local final of the competition. These two submissions will be uploaded via video by no later than Thursday 24th September.

For more information please visit the link below:

<https://www.artsunit.nsw.edu.au/speaking-competitions/public-speaking/legacy-junior-public-speaking-award-0>

Finally, more resources are available for students. Each week, The Arts Unit will schedule short video lessons in a range of areas (such as debating and public speaking) to offer students a chance to engage in extra-curricular activities. All Bites will then be available on demand to revisit as often as you like. Please visit the link below for many resources that The Arts Unit have created for students.

<https://digital.artsunit.nsw.edu.au/the-arts-unit-home/art-bites>

As always, please visit Miss Osmond, Mr Maunder or Miss Ali in the English staffroom to discuss any public speaking or debating opportunities that you may wish to pursue.

**Miss Osmond, Mr Maunder and Miss Ali**  
**Debating and Public Speaking Coordinators**

## Gifted and Talented Education News

### HPG STUDENT ACHIEVEMENT

I would like to congratulate our Year 10 student Andrei- E.W. He entered a poetry writing competition and his poem Ocean's Eye was selected to be published. He also was asked to read his poem on an ABC podcast.

**Mrs A Talevski ( GAT Coordinator)**

### Ocean's Eye

My journey has begun  
To home I say goodbye,  
I bid farewell to the sun  
And seek the ocean's eye

As the Southern winds blow,  
my boat begins to sway,  
I question, should I go?  
Or is it safer to just stay?

My stomach begins to rumble,  
The ocean's beauty I crave,  
I try to walk but stumble,  
And capsize from a wave.

The seabed approaches me,  
Or so I really think,  
I step onto a squid which flees,  
And leaves a trail of ink.

The water gets colder,  
My teeth start to chatter,  
The pressure gets bolder  
My lungs get flatter

I ignore the chill,  
And search for my boat,  
I mistakenly gasp  
And krill fills my throat

I accept my fate,  
Surely I'm done  
But as though to debate,  
I'm saved by someone

So happy to be fine,  
I can say that for sure,  
But since I'm alive,  
Why not try once more?

**Andrei- E.W.**

## Girl's Supervisor Report

### Wellbeing PL Initiatives

#### Fun Friday PL lessons

The amazing Wellbeing PL have been working extremely hard again this month. Our focus this term has been the development and implementation of Fun Friday PL lessons, with the focus being on student wellbeing and inclusiveness of every student. The aim is to start off the day with a stress free, happy and fun activity that every student can join in on while also strengthening the rapport they have with their peers and PL teacher. All PL classes are involved and over the coming weeks will get the opportunity to verse their classmates and PL teachers in a range of activities such as handball, shooting hoops, trivia questions and card games. Prizes are awarded for the winners of each PL class and the title to verse their PL teacher in the next round!

What a great fun way to end each week. Check out some of our photos on the link below:

<https://photos.app.goo.gl/BeqE6CBQakjQZoBU9>

### VACCINATIONS

#### Year 7

On Monday 17th August, 2020 Year 7 students received the following vaccinations:

- Human Papillomavirus (HPV) Vaccine in a 2-dose schedule with a minimum of 6 months apart.
- dTpa Vaccine (Diphtheria, Tetanus & Pertussis (whooping cough) as a single dose.

*If any student has missed these vaccinations, they will have the opportunity to receive them next year.*

#### Year 10 Meningococcal Vaccinations

All Year 10 students were given the opportunity to receive their free Meningococcal Vaccination on Thursday 27th August, 2020. If any student missed this date they will need to see their own GP to receive it. There are no more vaccination dates at school this year.

### Breakfast Club

Breakfast Club is up and running again on Wednesday and Thursday mornings from 8 – 8.30am in A0.11. This is currently a take away service of chocolate milk and cheesy rolls. All are welcome.

**Ms Michelle Seidel**  
**Girls Supervisor**

## Learning Enhancement

### 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 GRC 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 each day)
- Organisation

We have a;

- Lunch **GAMES ROOM** – resuming term 3 in F block every Tuesday, Thursday and Friday – lunch
- Sensory/rest room
- Support Enhancement Centre in the Library

If you have any questions or would like to contact the Learning 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 and Learning Enhancement**  
[peta.holm@det.nsw.edu.au](mailto:peta.holm@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)

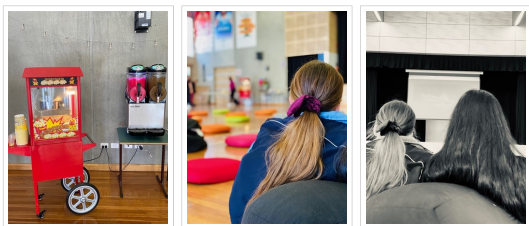
**Monique Van De Pol – Learning & Support Teacher (Yrs. 8 & 10)**  
[monique.vandepol@det.nsw.edu.au](mailto:monique.vandepol@det.nsw.edu.au)

## Wellbeing Team Report

### Semester 1 Rewards Excursion

On Thursday 2nd July, the Semester 1 Rewards Excursion was held here at school. Students who were on level +2, Bronze,

Silver and Gold were eligible to attend our very own Movie Day. Students watched 'Toy Story 4' whilst enjoying popcorn, slushies and pizza! Thank you to Miss Osmond for helping out and joining in the fun! Please find attached some photos taken on the day.



parents, most of those webinars will incur no cost, so be sure to check them out!

This month, I have included 4 'Parenting Ideas' articles (see below) covering the following areas:

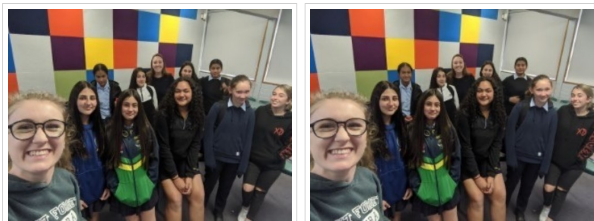
- Developing Skills for Independent Living
- Encourage Kids to Occupy Themselves
- Staying the Course in Covid Times
- A Topic You Can't Ignore

**Ms Julia Picone**  
**Head Teacher Wellbeing**

## Shine Program

This term, a selected group of Year 7 students have had the opportunity to participate in the Shine Program.

The Year 7 Shine Program is coordinated by Ellen Power, our Student Wellbeing Support Officer from Georges River Life Care. It is a nine week course run every Friday afternoon intended to improve a sense of value and worth and build resilience in young women. The program uses a range of learning techniques including creative activities, interactive games and discussions, role plays and practical demonstrations to build confidence, knowledge and self-worth. So far, students involved have shown great enthusiasm, support and respect for one another and are to be commended on their outstanding participation.



## 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 Term 2 draw and have each received a \$20 gift card.

**Yr 7** – Bianca C/ Xander M/ Ashley H/ Luka S/ Mikaylah C/ Rishikaa M

**Yr 8** – Jason D / Ethan W/ Peter P/ Chace C/ Fatima R/ Jacob C

**Yr 9** – Denisse N/ Shruti S/ Alivia B/ Cameron A/ Abbey R (won twice!)

**Yr 10** – Lawrence L / Chanell Y/ Robert S/ Olivia S/ Indiana M/ Hamzah S

## Parenting Ideas

Georges River College Peakhurst Campus has a subscription to 'Parenting Ideas', which includes fantastic articles and webinars on a range of important issues and topics related to parenting. In every school newsletter, I will endeavour to include some articles for you to read and some of those articles have links attached to a webinar. As we are a subscribing school, for our