



Concord High School  
**Keeping In Touch**  
*Respectful Responsible Achieving*  
Term 3 Week 3

Email us your thoughts -  
[concord-h.school@det.nsw.edu.au](mailto:concord-h.school@det.nsw.edu.au)

Regularly check school website -  
[www.concord-h.schools.nsw.edu.au](http://www.concord-h.schools.nsw.edu.au)

## Principals Report

At Concord High School last week we celebrated Education Week. During the week students were involved in several events. I would like to thank Mr Anderson who was instrumental in organising the Education Week Activities.

On Wednesday Dharug Elder Auntie Jacinta Tobin held two workshops at school. One was for the Aboriginal and Torres Strait Islander students to teach them some of the local Dharug language and the other for the student leadership team to give them a cultural perspective of Aboriginal and Torres Strait Islander history.

On Friday formal assemblies were held and showcased our talented students with student performances from the concert band and Whanau group. The guest speaker was, Michelle Aleksandrovics Lovegrove. Michelle is a Ngarrindjeri woman from the Coorong region of South Australia and brought up in the Illawarra region of New South Wales. Michelle has worked in commercial Australian television and radio, the ABC, and ten years at SBS and NITV. She is currently the Senior Communications Officer at the New South Wales Aboriginal Land Council, and is an editor for the Land Rights network's online publication. She regularly visits communities to interview and photograph and help Aboriginal people to tell their powerful stories of success and resilience.

# Principals Report continued



## Secretary's Award for Excellent Service





# Principals Report continued



It is with great pleasure to announce that Ms Joyce Valele a Student Support Learning Officer at Concord High School has been selected to receive the Secretary's Award for Excellent Service. There were many nominations received and being selected to receive this award is a significant achievement. This prestigious award recognises Joyce's outstanding achievements and contribution to public education, particularly focusing on her engagement with students and her introduction of the Whanau dance group to Concord High School. This group has performed at various events at the school including the recent PB4L Launch day and the Education Week assemblies. Ms Valele will receive her award at a ceremony will be held on Wednesday 13 September at 4pm. The Hon Rob Stokes MP, NSW Minister for Education and Mr Mark Scott AO, Secretary of the NSW Department of Education, will attend and present the awards. Congratulations to the wonderful Joyce Valele



# Principals Report continued

## Trial HSC Examinations

The Year 12 students continue to engage in their Trial HSC Examinations this week. On behalf of the school I would like to wish them all the very best for this examination period and the remainder of their final term of school at Concord High School. I have been very impressed with the way they have carried themselves this year and particularly throughout the examination period.

## Compass: The Staffroom

Over the last couple of months a film crew from the ABC accompanied by presenter, Jane Caro has been filming a 3 part series called the Staffroom at three high schools in NSW, including Concord High School. The film crew followed English teachers, Ms Shiels and Mr Mc Kee around throughout the day.



Below is some information about the series.

## Compass: The Staffroom

3-part series screening from Saturday 12 August at 6pm on ABC & ABC iview

Five days a week, 40 weeks a year, nearly 4 million young Australians go to school.

For six hours a day, teachers not only teach our sons and daughters, they also cajole, comfort, and celebrate the students in their care.

In this three-part documentary series, three high schools give Compass unfettered access to their classrooms and staffrooms to find out what makes teachers tick. Presented by Jane Caro, well known for her interest in education, The Staffroom goes behind the scenes, into the teachers "sacred spaces" and reveals a reality far more complex than the media headlines suggest.

Focussing on the experience of six teachers, Jane explores what drives them, what defeats them and what inspires them. We observe them as they teach, wrestle with student demands, and cope with the constant deluge of marking and admin!

Along the way Jane busts some myths about life as a teacher –that they work short hours, that teaching is a 'plan-b' career, and that they get 12 weeks of holidays a year. Instead, Jane uncovers that teachers truly are the lifeblood of our schools.

**Jane Caro** is an author, novelist, journalist, broadcaster, columnist, advertising writer and social commentator.

She has published several books, including "The Stupid Country: How Australia is Dismantling Public Education" and "What Makes a Good School?", both co-authored with Chris Bonnor. She appears in the media regularly including *Q&A*, *The Drum* and *Sunrise*.



# Principals Report continued

## Episode Synopsis:

### Episode 1, Saturday 12 August at 6pm on ABC & ABC iview

In the first episode, we meet 6 teachers from three high schools and take a crash course in life as a teacher. Jane interviews teachers in the staff room, in the classroom, at home, and doing their hobbies to paint a complete portrait of their day to day challenges and joys.

### Episode 2, Saturday 19 August at 6pm on ABC & ABC iview

In this episode Jane busts some myths about life as a teacher and reveals the pressure most teachers are under. This includes an overwhelming amount of marking and paperwork and the challenges of managing student behaviour. Teachers reflect on how mentoring would help stop new teachers from giving up early on in their careers.

### Episode 3, Saturday 26 August at 6pm on ABC & ABC iview

In our final episode Jane digs deeper into the personal toll that life in the classroom has taken on our six teachers. We see how handling difficult students can erode the periodic satisfaction gained by making a difference in a child's life. The importance of self-care is highlighted as teaching becomes an around the clock, all-demanding vocation.

## Production Team:

Presenter: Jane Caro, Producer: Deborah Boerne, Editor: Philippa Byers, Researchers: Francoise Fombertaux and Colleen Diamantis, Series Producer: Jessica Douglas-Henry & Commissioning Editor: Julie Hanna

## Interviews are available, contact:

Bridget Stenhouse, ABC TV Publicity  
PH: 02 8333 3847, Email: [Stenhouse.bridget@abc.net.au](mailto:Stenhouse.bridget@abc.net.au)  
Images are available from [abc.net.au/tvpublicity](http://abc.net.au/tvpublicity)



# Principals Report continued

## **NAPLAN Online School Readiness Test**

Students in Year 7 & 9 at Concord High School will participate in a school readiness test between 14 August and 22 September 2017. The school readiness test is a 'practice run' for schools to assess their technology ahead of NAPLAN Online. The readiness test is not an assessment of student ability. The readiness test allows schools to:

- become familiar with the NAPLAN Online test format and processes
- check whether they have the technical capacity, rooms and devices to administer NAPLAN Online
- provide students in NAPLAN years 3, 5, 7 and 9 with the opportunity to experience the online test question types and format by completing a practice NAPLAN online test.

At Concord High School we seek to provide an open and friendly learning environment which values and actively encourages visitors to our school. We wish for our school to create and foster strong partnerships with families, community members and services with the view to opening up our learning and increasing opportunities for all key stakeholders. At the same time we recognise our duty of care to ensure a safe environment for the students and staff of Concord High School.

To support this, I bring to mind that entering a school site is a privilege and interactions and behaviours between students, staff and community members are to be respectful and productive for the benefit of our children.

If you would like to make an appointment with a staff member at Concord High School feel free to make an appointment through the front office or via email.

Phone contact: 9745 3777

Email: [concord-h.school@det.nsw.edu.au](mailto:concord-h.school@det.nsw.edu.au)

Mrs Jody Engisch  
Relieving Principal



# Deputy Principals Report

by Craig Anderson & Fiona Payne

## Education Week

At the end of Education Week Concord High School was able to celebrate public education in a variety of ways. On Wednesday students from Five Dock Public School spent time with two of our scientists Mr Sloane and Ms Celik learning about robotics and ecology.

Also on Wednesday Dharug Elder Auntie Jacinta Tobin held two workshops at school. One was for the Aboriginal and Torres Strait Islander students to teach them some of the local Dharug language and the other for the student leadership team to give them a cultural perspective of Aboriginal and Torres Strait Islander history.

Auntie Jacinta has facilitated several classes, the most recent one was teaching Dharug at the City of Sydney Festival 2017 and as a Creative Consultant for City of Parramatta "Burramatta NAIDOC.

Jacinta Tobin is a proud Dharug woman who works in her community and government to create a greater understanding of her Aboriginal culture for a better future for all living things with language and song. She has received many awards and nominations and the most recent ones are:

2017 ZEST Highly Commended award for "Dharug Language and Culture Class"

2010 "UNSUNG HERO" NAIDOC award from the Blue Mountains Community

2009 Jacinta honoured as Elder from "The Dharug Tribal Aboriginal Corporation  
ext



# Deputy Principals Report continued

Thursday Concord High School hosted a debate against Strathfield South HS in the Premiers debating challenge for Years 9 and 10. The topic was that we should reserve seats in parliament for indigenous candidates. Our team was the negative of this argument. Congratulations to the team of Nicholas Lawrence Palmer, Christian Angelopoulos, Ethan Davies and William Hughes. We are delighted to claim victory for this debate. Best wishes for the next round.

On Friday the school held two formal assemblies to celebrate NAIDOC week and Education Week. The assemblies were hosted by Aboriginal students with a special guest speaker Michelle Aleksandrovics Lovegrove Senior Communications Officer of the NSW Aboriginal Land Council. Also at these assemblies we celebrated the Whanau group and our award winning Concert band with performances.

## Excursion Report

This Wednesday, students from the year 7-9 HOTS group were given the opportunity to visit the Sydney Jewish Museum. As a component of the Philosophy topic they were questioning the concept of good vs bad. It was a memorable and eye-opening experience, where we learnt many interesting facts about the Holocaust and many personal stories. This included talking to a Holocaust survivor, and hearing first-hand how horrific the some of the events in our history were. Students learnt a lot about persecution and the value of freedom and democracy; we can now reflect on our own values in a different light. We thank Ms Laggis and the staff from the museum for providing us with an experience to reflect on.





# Deputy Principals Report continued

## Year 8 Subject selection for Year 9 electives

Students have until Monday 7th August to complete their online elective choices. Changes can still be made up until the close on Monday. Once selections are made a hard copy signed by the parent should be returned to the Side Office. If we have more than one form for a student we will obviously accept the one with the most recent date and time stamp on it.

## Year 10 subject selection for preliminary course

Year 10 students have now had their subject selection interviews. There are some students who will have them in the coming days due to absence or the need for a family member to discuss options with Mr Anderson. If your student has given you a hard copy of the subjects they have been successful in applying for please sign that to indicate your approval. This is then to be returned to the Side Office. If you have any concerns please contact Mr Chappelow, Ms Milligan or Mr Anderson.

## Tell Them From Me

This term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the Tell Them From Me student feedback survey. The survey measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.

You may remember that our students also participated in a Tell Them From Me student survey in Term 1 this year. Asking students to complete the survey twice in one year allows us to identify trends in student responses as well as track engagement and motivation across the school year.

The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the Tell Them From Me survey to help improve how they do things at school.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au>

The survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours on Monday 28 August. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey is included in this newsletter.

If you do not want your child or children to participate, please return the form to school by Wednesday 23 August 2017. Copies of the form and FAQs are available from: <http://surveys.cese.nsw.gov.au/information-for-parents>.



## **Tell Them From Me - Parent Survey**

In addition to the student survey, there will also be a survey for parents to complete. The parent survey provides school principals and school leaders with parents' perspectives on their school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour help build an accurate and timely picture that schools can use for practical improvements.

The survey typically takes 15 minutes and is conducted entirely online through a secure website operated by the survey developers, The Learning Bar. You will be provided with a link to complete the survey at home.



# Welfare News

by Fiona Milligan

The Mind Matters Team is currently working on their next project – Week 5, **THRIVE WEEK** - where the focus will be on encouraging and promoting behaviours which contribute to a positive growth mindset. We will be assisting students to develop effective patterns in:

- challenging negative thinking
- balancing the use of technology
- getting into good sleep patterns
- positive peer relationships
- mindfulness
- personal growth (growth mindset)

As parents, I would encourage you to model these behaviours as a means of promoting more positive wellbeing for your child. I have attached the following Parent Fact Sheet from the Reachout website which has some helpful tips.

## TEACH YOUR TEENAGER COPING SKILLS FOR WELLBEING

### 7 positive coping strategies

#### Talking it out

Encourage your child to speak up if they're experiencing a tough time, by creating a safe space where their feelings won't be judged. If what they're going through doesn't seem like a big deal to you, keep in mind that it's very real for them, so be supportive and not dismissive. It's also important not to force your child to speak to you if they really don't want to. Instead, let them know that you're here to help, but if they're not comfortable speaking to you (which is okay and shouldn't be taken personally), encourage them to speak to someone else they trust, such as a friend or another family member.

#### Taking a break

Taking an active time-out from something that is causing distress is a great way to refocus thoughts and energy. If your child is having difficulty coping, let them know that taking it easy from time to time isn't being lazy; it's actually very healthy, especially if they've been experiencing a hard time.





**Doing something they love**

Engaging in enjoyable activities can help lower stress and put them in a positive mindset. Some examples might be:

- taking a walk
- listening to music
- seeing friends.

**Eating well and exercising**

It's no myth that physical health has a big impact on mental health. Ensure that your child is eating healthy, nutritious meals that will help their body support them through tough times. Exercise can also help by releasing tension and increasing energy levels.

**Using relaxation techniques**

Teach your child some relaxation techniques that can help with relieving stress. We like Smiling Mind and ReachOut Breathe.

**Engaging in positive self-talk**

Let your child know that it's okay to feel good about, and even to compliment themselves on, all their achievements, however big or small. Start by letting them know why you think they're great, and encourage them to talk about what they like about themselves. This can help to increase their positive mindset and motivation. Encourage them to be mindful of their achievements and skills (or even to write them down) as a regular reminder of their strengths.

**Modelling positive coping behaviours**

A really great way to encourage your child to develop positive coping skills is to model the behaviours yourself to show them what positive coping looks like. Confide in your child about times when you've found it hard to cope, and share with them the positive strategies that have worked for you. This will not only make them feel less alone, but will also reinforce the importance of seeking help.

During THRIVE WEEK, all staff will be handing out extras awards to students who are our PB4L values of Responsibility, Respect and Achievement.

Mrs Fiona Milligan  
Head Teacher Welfare





## Nationally Consistent Collection of Data School Students with Disability



# Information for parents and carers

### WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

### WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

### WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

### WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

### WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

### WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

### **WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?**

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as chronic health conditions like epilepsy or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

### **WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?**

Teachers and school staff count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

### **HOW IS MY CHILD'S PRIVACY PROTECTED?**

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from [www.education.gov.au/notices](http://www.education.gov.au/notices).

### **IS THE NATIONAL DATA COLLECTION COMPULSORY?**

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

### **FURTHER INFORMATION**

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit [www.education.gov.au/nationally-consistent-collection-data-school-students-disability](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability).

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.





*Congratulations to the students listed below, who were awarded a Merit last week. Well done!*

## STUDENT

Noah STEFAS  
Noah STEFAS  
Eliza TAM  
Grace ROSIER  
Selin AKYOL  
Victoria TOTH  
Emily Rose MCLAUCHLAN  
Sienna MURRAY  
Phoebe MICHIE  
Anna DEY  
Andrea GRZESKOWIAK  
Deema ZREIKA  
Sakeena ZREIKA  
Ruby DOS SANTOS  
Erica HILL-MUNRO  
Ryan WOODLAND  
Jordan CARUSI SMITH  
Max ZAPPACOSTA  
Tamikah JOE  
Bailee BAIRD  
Paul LEE  
Joseph TEAUPA  
Will COSTELLOE  
Stephen MAPAPALANGI  
Dylan CASTROGIOVANNI  
Hayden DE GIOIA  
Gabriel FABI  
Jonathan FABI  
Jinan EL-BADAR  
Javan TALISITAMA  
Jonah STEELE  
Daniel SETTINERI  
Julian LATINI-PRIVITERA  
Amy FALSON  
Ben BRIDDON  
Chris SON  
Jordan MASTROGIANNIS  
Despina PAPAIOANNOU  
Katie PANOZZO

## AWARD

**School Service:** Visits to Primary Schools  
**Head Teacher Award:** Head Teacher  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Umpiring  
**Sport:** Umpiring  
**Sport:** Umpiring  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Platinum Award:** Platinum Award  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Sport:** Participation in school teams (Grade or Knockout)  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Faculty Award:** Faculty Award  
**Consistent Behaviour:** Merit (Term 3, Week 2)



# Upcoming Dates

## VARIATIONS TO ROUTINE TERM 3 WEEK 4

7 AUGUST– 11 AUGUST, 2017

WEEK B

|  |  |   |
|--|--|---|
| <b>7 August</b> <ul style="list-style-type: none"> <li>Robotics club 12:35pm - 1:15pm</li> </ul><br><b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>HSC Trial examinations</li> </ul>               | <b>8 August</b><br><br><b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>HSC Trial examinations</li> </ul>  | <b>9 August</b> <ul style="list-style-type: none"> <li>Year 9 to Macbeth</li> <li>Robotics club 12:35pm - 1:15pm</li> </ul><br><b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>HSC Trial examinations</li> </ul> |
| <b>10 August</b> <ul style="list-style-type: none"> <li>Year 5 Gala Day</li> <li>YAM program-Year 9</li> </ul><br><b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>HSC Trial examinations</li> </ul> | <b>11 August</b> <ul style="list-style-type: none"> <li>Junior assembly. Senior year meetings</li> <li>AIME Years 9,10 and 11</li> </ul><br><b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>HSC Trial examinations</li> </ul> |   |

## A LOOK AHEAD 2017 Term 3 week 5, 6 & 7

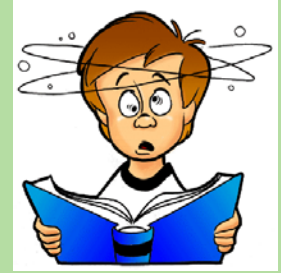
|  |   |  |   |  |   |
|--|---|--|---|--|---|
| <b>A</b><br><b>TERM 3</b><br><b>WEEK</b><br><b>5</b> | <b>14 August</b> <ul style="list-style-type: none"> <li>15's Knockout netball 9.45 – 11.45 am</li> <li>Robotics club 12:35pm - 1:15pm</li> </ul>  | <b>15 August</b> <ul style="list-style-type: none"> <li>Mibu Town Student Group visit</li> <li>Japanese visiting group</li> <li>Prefects to Kokoda Memorial</li> </ul> | <b>16 August</b> <ul style="list-style-type: none"> <li>Evacuation Drill</li> <li>Robotics club 12:35pm - 1:15pm</li> </ul>   | <b>17 August</b> <ul style="list-style-type: none"> <li>Year 12 Economics</li> <li>Year 11 B Street Smart</li> <li>YAM program-Year 9</li> </ul> | <b>18 August</b> <ul style="list-style-type: none"> <li>Senior assembly. Junior year meetings</li> <li>Year 9 Science Festival</li> </ul>   |
| <b>B</b><br><b>TERM 3</b><br><b>WEEK</b><br><b>6</b> | <b>21 August</b> <ul style="list-style-type: none"> <li>Robotics club 12:35pm - 1:15pm</li> <li>NAPLAN Online testing week Yr 7 &amp; 9</li> </ul>  | <b>22 August</b> <ul style="list-style-type: none"> <li>NAPLAN Online testing week</li> </ul>  | <b>23 August</b> <ul style="list-style-type: none"> <li>NAPLAN Online testing week Yr 7 &amp; 9</li> <li>Robotics club 12:35pm - 1:15pm</li> </ul><br><b>Assessment Tasks</b> <ul style="list-style-type: none"> <li>Drama practical</li> <li>HSC</li> <li>Year 12 Advanced and Standard English</li> </ul> | <b>24 August</b> <ul style="list-style-type: none"> <li>NAPLAN Online testing week Yr 7 &amp; 9</li> </ul>                                       | <b>25 August</b> <ul style="list-style-type: none"> <li>Junior assembly. Senior year meetings</li> <li>NAPLAN Online testing week Yr 7 &amp; 9</li> </ul>   |
| <b>A</b><br><b>TERM 3</b><br><b>WEEK</b><br><b>7</b> | <b>28 August</b> <ul style="list-style-type: none"> <li>Year 12 reports due</li> <li>Year 12 NESA marks due next week</li> <li>Tell them from me survey</li> <li>Robotics club 12:35pm - 1:15pm</li> <li>HSC Recital Night</li> </ul> | <b>29 August</b> <ul style="list-style-type: none"> <li>Robotics club 12:35pm - 1:15pm</li> </ul>  | <b>30 August</b>  | <b>31 August</b> <ul style="list-style-type: none"> <li>Prefects to Riverside Girls HS</li> </ul>  | <b>1 September</b> <ul style="list-style-type: none"> <li>Senior assembly. Junior year meetings</li> <li>Year 12 N determinations-Principal determination</li> <li>Year 12 Physics</li> <li>Year 11 Japanese</li> </ul> |



---

# What's happening in HOTS

---



*Enrichment refers to the broadening of the curriculum to develop knowledge, application, thinking skills and attitudes to a degree of complexity appropriate to the students' developmental level. (Braggett, 1997)*

**What is HOTS?** HOTS stands for High Order Thinking Skills. The program is designed for the Gifted and Talented students to extend and enrich them in specifically considered HOTS Societies and lessons that focus on a variety of interests.

To maintain a position in the Gifted and Talented class, students are expected to participate in the HOTS program. It is mandatory for GATS students to attend\*. Volunteers from other classes are welcome. Please see Ms Taing in Common 4 for details.

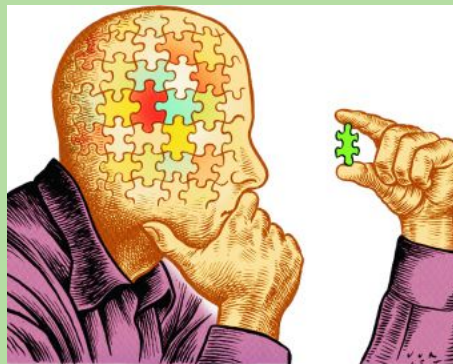
**When:** Monday 3.15 – 4pm (except the first and last Monday of each term)

**Aim of HOTS:** We aim to provide a differentiated curriculum to cater for the academic, social and emotional needs of the Gifted and Talented students; extending their understanding of what it means to be a creative and critical thinker who can effectively communicate with their peers. As 21<sup>st</sup> century learners, students should be able to work collaboratively with their peers to solve problems and be able to apply these skills in the real world.

**The role of the HOTS teachers:** To design lessons that broaden and enrich the students' understanding of selected topics, guide them in their research and to develop 21<sup>st</sup> century attributes through critical engagement with texts and class discussion.

Note: If your child is unable to attend the HOTS programs, can you please let me know by contacting me via email at [julie.taing@det.nsw.edu.au](mailto:julie.taing@det.nsw.edu.au).

\*students who choose to not attend without a valid reason over two consecutive weeks will automatically be placed on a GATS Improvement Program





## **HOTS Societies – Term 2: Vertical Classes for Term 3**

### **“Modern Problems and their Solutions” with Ms Patulny**

Students will undertake a critical study of modern issues and research new inventions created to meet the needs of new age problems. For example, there was a recent invention for detecting changes in sugar levels in diabetics where a scientist created a type of tattoo that reflected changing sugar levels. It changes colour depending on if the sugar is too high or too low.

Students will be asked to critically think about a modern issue and create a product to meet its need, as well as provide the reasoning behind it.

#### **“A Life in Ink” with Mr McKee**

So much of what we think about and learn today comes from those who came before us. Many were brilliant, a few were terrifying and some were enlightening. In this HOTS society students will research an individual for whom they have a genuine interest and write a biography of their life.

Students may select any person of their choosing, however, the person cannot be alive and they need to have made some impact in the sciences or the arts, or the political, sporting or religious spheres.

Students will need to have chosen their individual for research by the end of the first session and they need to verify their choice with their teacher. Sessions will alternate on a weekly basis between research and writing. The final biography should be between four and eight pages long. Students will give a short presentation in the final session where they outline 'Five Fun Facts' about their chosen individual.

#### **Internet: Friend or Foe with Mrs Laggis**

Life has changed so much during the past decade that it's almost impossible for a teenager to understand how we survived without a constant connection. In fact, it even sounds strange to us now to actually remember how we used to spend our time, although the memories are still there.

Communication was more personal and face-to-face contact had to be less awkward. As a result, our mind functioned in a completely different way; where we had to retain information and focus on one task at a time. Even as a child, playing and studying was significantly different, with group games taking place on the playground and hardcover encyclopaedias used as resource to find information you were looking for.

In this society, students will engage in critical discussion and conduct research about the evolving nature of the internet and its impact on human connections.

#### **ALARM MATRIX with Ms Finlayson**

Students will be explicitly taught how to use the ALARM matrix to compose their short answer and extended responses across a range of KLAS. This practical society will assist students with their understanding of the type of questions asked in examinations and how to best maximise their marks in different writing sections.

These are the societies that we are offering this term. If you have any questions about the program, please contact the school on 02 9745 3777.

Julie Taing

Gifted and Talented Coordinator





Education  
Centre for Education  
Statistics & Evaluation

*Tell Them From Me* student survey:  
Information and consent form for  
parents and carers



Friday 4 August 2017

Dear Parents and Carers

This term, our school is taking part in the *Tell Them From Me* student survey. The 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. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve. The survey is completed on-line and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

Staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes 30 minutes or less to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

This survey will help our school better understand how to improve student wellbeing and engagement. It will help the school identify what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you **do not want your child to take part** in the survey, please complete the attached form and return it to the Side Office at school by Wednesday 23 August 2017.

More information about the survey and the research is available in English on the CESE website: <http://surveys.cese.nsw.gov.au/information-for-parents>

Mrs Jody Engisch  
Relieving Principal  
Concord High School

Dr Jenny Donovan  
Executive Director  
Centre for Education Statistics and Evaluation

## ***Tell Them From Me* Student Feedback Survey non-consent form**

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to the school by Wednesday 23 August 2017.

I DO NOT give consent for my child/children to participate in the ***Tell Them From Me*** student feedback survey.

Name of student 1

Roll class of student 1

.....

.....

Name of student 2

Roll class of student 2

.....

.....

Name of student 3

Roll class of student 3

.....

.....

Name of student 4

Roll class of student 4

.....

.....

Name of parent/carer .....

Signature of parent/carer .....

Date .....