Principal’s Update

‘A person without a vision for the future, always returns to their past’.

School Plan 2015 - 2017
We are very excited to be working on our new School Plan which will shape the school improvements taking place over the next three years. We look forward to sharing the draft document with the P&C and incorporating any changes into the document. The school plan is organised into three strategic directions:

The purpose of the Quality Teaching and Learning strategic direction is about developing a school culture that builds the capabilities of all students through providing engaging and challenging experiences to prepare them for, and support them in achieving their goals. Supporting our staff in their professional learning to strive for innovation and improvement is a key feature in this direction. The purpose of the Quality Relationships and Connections strategic direction is about developing positive relationships essential to achieve a quality learning environment. The school will provide opportunities for students to equip them with a sense of belonging, pride and connections to become confident, engaged, lifelong learners and fulfil their ambitions. The third strategic direction, Quality Systems, is focused on developing and enhancing organisational and operational systems to support teaching and learning, facilitating effective school management and improve communication within and beyond the school. This school plan will then focus on three main elements in each strategic direction. We look forward to consultation within our school community as we continue to refine the plan when implementation begins in Term 2.

Student health
Our school is supportive of student needs and request parents to let us know of any health concerns so we can ensure students get all the necessary support. This includes ensuring we are aware of students diagnosed with medical conditions. The practical application of this on a day to day basis can take the form as simple as students being allowed to go to the toilet during class. Ongoing requests without foundation can be disruptive to learning; students are only let out of class on rare occasions, but if the school is aware of medical conditions staff are informed of the medical necessity and will allow the reasonable request.

The Resilience Doughnut is a model of support Narrabeen has been implementing in recent times. By focussing upon strengths and supporting students to seek support, the Resilience Doughnut is an effective model which provides students with strategies to face the challenges of the C21st world. More information on this model is attached in the newsletter.

BYOD starting
Our school has been focussing upon implementing a ‘Bring your Own Device’ model for some time. In recent weeks our staff have been trained in Google Apps for education as the key platform for utilising laptop technology and supporting C21st teaching and learning. One of the biggest features of Google Apps for Education is that the data belongs to the student and there are dozens of critical security features in place to keep data safe. The user is in complete control of who they share things with and how they share it whilst allowing 24/7 access so they can do what they need to do, when they need to do it.

The school also have the reassurance of knowing the data is backed up to Google's servers, so if the computer crashes or is stolen, the user can still access their data quickly and easily. Complete freedom is key with Google Apps for Education. Having everything in the cloud means users can access emails, documents, calendar and sites anywhere, anytime and with almost any device. Google Apps for education frees up bottlenecks by allowing students to work on the same document at the same time in a group project. No more emailing versions of reports back and
forth and hoping nothing gets missed! Students can be working on their sections of a report, each in their own homes, on the same document in real time.

What’s included with Google Apps for Education?
- Gmail - more than just simple email, there is up to 30GB of storage per user, powerful spam filters and it is designed to help everyone be more productive
- Calendar - helping students and educators better organise their time
- Drive - Unlimited storage space and the ability to share individual files or whole folders
-Docs - rich documents with the ability to add images, charts, tables and more
-Sheets - a powerful spreadsheet program
-Slides - create slideshows quickly and easily then publish them so anyone can see them or just those the user chooses
-Sites - allow students to build shared workspaces as easily as writing a document while allowing administrators to manage site sharing permissions

The school will be hosting a parent information session 29th April and will forward an invitation via email shortly.

Mr Date will also run a demonstration of Google Apps for parents at the P&C meeting on Tuesday 5th May at 7pm.

Northern Beaches Project
Narrabeen is involved in a trial project involving three other local high schools which aims at streamlining support for students and families. The Northern Beaches Project is modelled on the Geelong Project and involves a business relationship with Swinburn University. In essence the project aims at identifying students and families who would benefit from additional support and opportunities before any serious concerns are identified. Using the idea that preventative approaches will provide a more positive and supportive learning environment at school. More information will be provided in the coming months.

National collection of data
All schools are required to supply data on student capacities and learning needs. This is used to determine the level of the school’s entitlement for support funding. More information is provided in the newsletter.

Career mentoring
Our fantastic Career mentoring program is happening in terms 2 and 3 for selected Year 11 students. The program matches students who have nominated specific career paths with a mentor from that area. The mentors are carefully selected and provide guidance, opportunity and support to our students during the program. Last year’s trial was very successful with many students ‘finding their way’ as a result of their involvement.

Resilience and wellbeing –
Please read the article later in the newsletter – an extract from Sydney’s Child magazine

Year 12 Half Yearlies and Holiday workshops
Year 12 are just completing their Half Yearly exams as they edge closer to HSC completion. I know most have been working very hard and putting into place structured revision and study timetables. It is often very stressful. Therefore, it is a timely reminder for students and their families to tackle this tricky time period carefully. Here are a few tips, with more following in the DP’s report:
1. Prior planning is critical and may help to relieve stress towards the end of the exam period. Break things into sizeable chunks and remember to include some break times in your study timetable.
2. Family members need to be mindful of the expectations they place on their Year 12 child during this period. Some breathing space may be required to help them cope.
3. Studying with friends can be a good strategy to help each other through the preparation time.
4. Look after your physical health when studying; get enough sleep, eat good food and keep moving are all good techniques for looking after your physical well-being.
5. If you are overly stressed seek advice on the best strategies to combat it and keep your focus on the HSC real.

Once the exams are over students will need to be mindful and maximising the holidays to continue their focus. Having a realistic break to recharge the batteries is important in getting the necessary balance to continue, but it is also important to not lose sight of the bigger picture and maintain a healthy focus upon the HSC.

During the holidays many Year 12 teachers will be coordinating holiday workshops. Mr Wigan will be providing more information to both parents and students during the last week of term.

ALARM – A Learning and Responding Matrix
Narrabeen has been implementing the Learning and Response approach to the HSC which is utilized in many DEC schools. Interest in the adoption of ALARM in NSW schools is growing rapidly because of the spectacular effect it has had upon the HSC results of students at Freshwater Senior Campus, where it was developed by ESL Teacher Max Woods. This, however, was not the motivation behind its development.

ALARM seeks to help students learn how to learn by making the learning process EXPLICIT. It is important to understand how to learn if we are to take on board more than just the content to be learned. Understanding how to learn, rather than just the content, is the key to becoming lifelong learners.

Another purpose of ALARM is to promote deep understanding, rather than superficial knowledge which is learned by rote. This is achieved partly by requiring us to employ higher order thinking skills, such as analysis and evaluation,
but primarily by asking provocative questions, which promote inquiry and reflection. ALARM fundamentally challenges the role of the teacher - demanding that the teacher primarily be the lead enquirer, rather than providing students with the answers immediately.

ALARM also helps the school to build a learning community by helping us to adopt a common model and language of instruction to describe the process of learning and then responding or explaining. Together we adopt an inquiry-based approach, together we seek deep understanding and we use a common language to describe how to do this across all subject areas and year levels. More information on the implementation and details of this approach can be found on our website.

Teen communication - Mobile phones
A reminder to everyone that students are discouraged from bringing these to school. If this is unavoidable due to safety and necessary communication, the school requests students to ensure the phones are ‘off and out of sight’ at all times except at recess and lunch times. Communication between students and parents is to be via the office. Students could have their phone confiscated for the lesson or whole day (depending upon the situation) if using it in class time. Parents are advised not to call or text the students during school time as detention may be issued if the student breaches the policy.

Communicating with those in the know about your child – Year Advisers
On the back of our Parent Teacher sessions held in recent weeks, I encourage parent to continue to communicate with the school about their child’s progress, especially if there are concerns on their progress. Should you require further information about your child’s academic progress, please call the Year Adviser of your child’s year group for a collection and summary of that information from each teacher. We also rely on families to inform the school immediately should contact details; phone numbers or residential, postal and email addresses change.

Easter Break
Finally, I’d like to take this opportunity to wish the entire community best wishes for the Easter break and thank you for the support afforded to the school throughout a long and very busy term. A reminder students are expected to attend all lessons on Thursday 2 April.

Students will return to school on Tuesday 21 April.

Congratulations and well done:
- Richard Ouakrim for achieving his Bronze Duke of Edinburgh Award.
  All of the Year 9 Bronze group for successfully completing their Bronze Practice Hike.
  Elise Downing for qualifying for the Nationals in Target Shooting in April.
- Chaska Salazar Sydney North Open Girls Football Team;
- Harry Van Der Saag Sydney North Open Boys Football Team;
  Brian De Bono, Josh Michel, Aden Yii, Evan Yii, Ryan Yii, Daniel Jenkins, Zach Morris, Bailey Morris for being selected as Regional Representatives in CHS Swimming. Our open 4x50 medley relay team won a silver medal and our 4x50 freestyle relay team won a bronze;
  Finn Sadler for being selected as a Australian Ski Representative
  Roxy Syron for being placed in the Australian Ballet Team
- Carina Favoreto and Victoria Crowyn’s for their presentations on ‘Quit Buddy’, an anti smoking campaign.
- Tayanita Robertson competed in the Little Athletics NSWE State Track and Field Championships age U13 on Saturday and Sunday 21/22 March and achieved the following results:
  High Jump 5th Place with a jump of 1.55m equalling her personal best
  200M 10th Place with a time of 26.97 – a personal best.

Lance Berry

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Parent Teacher evenings have been held over the past couple of weeks. They were a great success with many students and parents engaging in meaningful conversation regarding academic progress. Thank you to parents for coming along to this important evening.

In terms 2 and 3 students in Years 7-10 will be involved in Special Religious education. Please understand that if students present me with an exemption notice the morning of an SRE class, I will not be able to process it until later in the day. Therefore students will need to attend SRE until the next scheduled session. This is because there are many associated administrative tasks that need to be completed when students change classes so that we know the whereabouts of all students in our care and this takes time. Please read the attached note regarding this program and instructions for requesting an exemption.

25th March, 2015

Special Religious Education Years 7-10

Dear Parent / Guardian,

Under the Education Act 1990 Section 32 there is a legislative requirement that "In every government school, time is to be allowed for the religious education of children of any religious persuasion". In accordance with this section of the Act we are starting our Program of Religious Education.

Religious Education benefits students by allowing learners to analyse their own values, better understand themselves and others, develop knowledge of issues facing the community including ethical and moral aspects whilst exploring meaningful questions about what is important and valuable in life.

Volunteers who are trained by Approved Providers teach a one hour class during period 1 or 2 to students in Years 7-10. This will occur every two weeks during terms 2 and 3. All volunteers have had a Police Record check and signed a Prohibited Employment Declaration.

The Religions available in 2015 will include Catholic and Protestant groups. Students will attend the religious education group listed on their enrolment form. Students of smaller religions will be placed in the Protestant group unless a parent note indicates otherwise. Students who indicated "No Religion" at enrolment will complete private study with a classroom teacher. Students who have already received an exemption do not need to reapply.

If you object to your child attending religious education classes please obtain an Exemption Form from Mrs Peacock. This must be returned prior to the commencement of this program. At any time, you have the right to change your special religious education nomination or to withdraw your child from special religious education lessons. Students who do not attend Religious Education classes will complete private study under the supervision of a teacher.

Lisa Peacock
Deputy Principal

After Easter the weather tends to turn colder. Students have been reminded that the navy school jumper with logo is the only acceptable jumper. If students are cold they can layer up underneath this jumper but hoodies of any kind are not allowed. Students are also reminded that if they are unable to be in uniform, a note from home needs to be provided to me before school and I will give them a pass to excuse them from detention.

As Deputy Principals Mr Date and I often find ourselves working through situations which impact on the welfare of our students even though they have occurred after school hours. This is because we as teachers have a duty of care and are by law, Mandatory Reporters if we suspect a student is at risk of harm. One of the situations that often arise is when students sleep at a friend's house. It is critical that parents ring the home of the visiting child to ask if it is allowed. Teenagers tend to tell mistruths such as, "My Mum knows I’m here" and there have been times that parents have felt their child has run away, called police and contacted the school when in fact the child has stayed at a friend’s house overnight. All it takes is one phone call to a parent to ease this worry. It takes a community to raise a child and the school is part of this community as are the parents of our child’s friends. We are all responsible for keeping our young people safe.

Safe partying is important to discuss with all of our children. Social media such as Facebook means that events such as an upcoming party can be communicated to a very wide range of people of different ages and intentions. Again some of our children lie about where they are going to be at a given time so it is quite possible that they may find themselves at a party where they are placed at great risk. I have included in this newsletter some tips for parents from Youthsafe. Youthsafe is a not for profit company and lead organisation for “preventing serious injury in young people” aged 15 to 25 years in NSW. The tips include making a plan to ensure your child is safe at parties. I have also included a safe celebration contract which you might like to discuss with your child so there is an agreement about acceptable behaviour and methods of ensuring personal safety. Children should always be provided with a safety plan when they are not supervised by a responsible adult. Even if you do not feel that your child is going to events where they are at risk, it is important to have this conversation as even the most respectful adolescents will push the boundaries of acceptable behaviour as they find their way to adulthood. More information can be found at the web address listed below.
Year 12 Study Tips

1. Focus your attention on the materials you are studying. Attention is one of the major components of memory. In order for information to move from short-term memory into long-term memory, you need to actively attend to this information. Try to study in a place free of distractions such as television.

2. Avoid cramming by establishing regular study sessions. Studying materials over a number of sessions gives you the time you need to adequately process the information. Research has shown that students who study regularly remember the material far better than those who do all of their studying in one marathon session.

3. Structure and organize the information you are studying. Researchers have found that information is organized in memory in related clusters. You can take advantage of this by structuring and organizing the materials you are studying. Try grouping similar concepts and terms together, or make an outline of your notes and textbook readings to help group related concepts.

4. Utilize mnemonic devices to remember information. Mnemonic devices are a technique often used by students to aid in recall. A mnemonic is simply a way to remember information. For example, you might associate a term you need to remember with a common item that you are very familiar with. The best mnemonics are those that utilize positive imagery, humour or novelty. You might come up with a rhyme, song or joke to help remember a specific segment of information.

5. Elaborate and rehearse the information you are studying. In order to recall information, you need to encode what you are studying into long-term memory. One of the most effective encoding techniques is known as elaborative rehearsal. An example of this technique would be to read the definition of a key term, study the definition of that term and then read a more detailed description of what that term means. After repeating this process a few times, you'll probably notice that recalling the information is much easier.

6. Relate new information to things you already know. When you are studying unfamiliar material, take the time to think about how this information relates to things that you already know. By establishing relationships between new ideas and previously existing memories, you can dramatically increase the likelihood of recalling the recently learned information.

7. Visualize concepts to improve memory and recall. Many people benefit greatly from visualizing the information they study. Pay attention to the photographs and charts in your notes. If you do not have visual cues to help, try creating your own. Draw charts or figures in the margins of your notes or use highlighters or pens in different colours to group related ideas in your written study materials.

8. Teach new concepts to another person. Research suggests that reading materials out loud significantly improves memory of the material. Educators and psychologists have also discovered that having students actually teach new concepts to others enhances understanding and recall. You can use this approach in your own studies by teaching new concepts and information to a friend.

Lisa Peacock

Year 11 Report

Year 11’s have had a busy start to the year. We have welcomed a number of new students who have come to Narrabeen from around the area, interstate as well as from overseas, including a number of international students who have joined our year group from Brazil, Argentina and Germany, just to name a few countries. Our Peer Support Leaders have been helping the incoming Year 7 cohort so they have been able to transition into high school feeling less anxious and worried. A number of sessions have been held this term where Year 11 leaders have enabled the Year 7 students to understand how high school works, from reading a timetable to knowing where to go. Year 7 Peer Support camp was held this week and should have a lot of fun for those students who participated.

Year 11 Camp was a great success at the beginning of the term and the students who attended had a wonderful time. It was a great way for the new students to get to know and make friends but also for Year 11’s being able to spend time getting to know others in the group that they may not spend time with normally at school. The students participated in a number of challenging activities from a mud challenge where not only did they have to crawl through muddy areas but also complete some physical challenges. The dual flying fox over a lake, the giant swing, zoob balls and beach activities with a BBQ at the beach were some of the activities that they had fun attempting. The activities I think the students enjoyed the most were the water slides and the quad bikes. There were some great competitions around the track.
The Camp was not only about developing friendships. It was also about setting some goals for the coming year and participating in a study skills session. Hopefully they have been able to transfer some of that information into their study patterns at home.

The students who went to camp represented the school with pride, and the instructors at camp thanked us for taking them because they said they were one of the best groups they have had. Congratulations to Year 11 for your efforts at camp and for representing the school with pride.

Year 11’s should be now working towards their academic success by making sure they are attending school, completing all tasks set and handing in all assessments on time. This will only happen if students regularly work on tasks at home, developing a study program so that they develop a pattern of study and it just becomes a habit. Revising work that has been completed in class should be happening every night.

I would also like to thank the students who organised our Harmony Day celebrations and assembly. Well done to Josh, Rebecca, Natalie and Sean who are our elected Year 11 representatives in the SLRC.

It is with much sadness that I have to inform you that I will be handing over the Year Adviser role to Mr Shane Tapscott as I will be taking on other duties in the school. I have enjoyed working with and seeing the students develop from shy and unsure Year 7 students to confident young men and women they are today. I will still be taking a keen interest in their progress and I wish them well in the future.

Ms Romayne Kiprioti
March Musical Waves

Welcome Year Seven to Narrabeen Sports High. Year Seven Non-elective Music students have been busy working on their Musical SoundsScape’s Assessment “The Haunted Happening” and are making good headway on the task despite a plethora of interruptions in the term.

Year Eight students have just completed their Music Commercial Task Assessments and have thoroughly enjoyed composing for this task. Congratulations for the good work! Also, thanks Tayanita Robertson of Year Eight for performing in the hall on Open Night. We are proud of you for achieving such great results!

Year Ten students have been studying Swing Music and have researched transposing instruments and learned about Flat Major keys this term. Next term we cover the evolution of the Blues.

Welcome to Lakeshia, Elise and Katelyn our three new Year Ten musicians. Congratulations are in order for the following students of Year Ten who performed at Open Night; Jett Coulter, Tahlia Floreno and Lana Sexton who all played or sang very well!

Year 11 students have been studying Film Music. Congratulations to the following Year 11 students who performed at Open Night; Nick Ranzetta and Billy Harpur. Thank you for your dedication in giving up your own time to perform for the school. You both played really well.

Rebecca Whitehead and Natalie Welsh of Year 11 Elective music performed at assembly last week. This experience is always an invaluable one in regard to developing performance techniques for HSC Performance. Well done girls!

A core of ten students meets every Wednesday Morning before school for the Concert Band Practice in A15 run by our Band Conductor Ms Raylie-Anne Baldock. We are looking forward to their first musical performance.

Wishing you all a good rest at Easter.

Dr Sylvana Augustyniak
Music Educator

Premiers Sporting Challenge – Learn to Lead Program

On the 19th March 2015 a select group of Narrabeen students participated in the Premiers Sporting Challenge – Learn to Lead program with our local primary schools – Narrabeen North Primary School, Narrabeen Lakes Primary School and Elanora Primary School. This program identifies students who show leadership and sporting potential and allows them to grow and develop in these areas.

Selected leaders from year 9 and 10 attended specialist-coaching workshops late last year, and had the opportunity to apply their coaching expertise in the Learn to Lead program – coaching year 5, 6, 7 and 8 students.

We also expanded our sports this year with a total of 8 sports: Athletics, Basic Sports Skills, Basketball/Netball, Dance, Soccer, Softball, Tennis, and Touch Football.

Thank you to the following students for their participation:
Year 7: Joshua Carr, Kye Creed, Maddie Dowsett, Beau Haoui, Caitlin Hickey, Andrew Mizon, Zach Morris, Jasmine Nix, Holly Ripley, Lily Roddick, Finnley Sadler, Nick Siarakas, Mia Stevens, Emily Van Buuren, Taine Wright.

Thank you to the following students for their excellent efforts in coaching:
Year 9: Jayden Btieddini, Hayley Creed, Jamie Donnelly, Sally Ferguson, Zach Forsyth, Molly Graham, Georgia Harvey, Briana Hibbert, Charley Langham-Fox, Katherine Molinaro, Ellie Morgan, Bailee Nix, Ruby Reid, Mackenzie Syron, Nathan Van Buuren.
Year 10: Lauren Bateman, Mitchell Donnelly, Nick Hancock, Maddison Langman, Remy Lowe, Elijah Pai, Brandon Reading, Daniel Riggio, Brenna Rose, Nadia Schraner.
Visual Arts

On the 9th of March Year 11 and 12 went on an excursion to the Art Gallery of New South Wales. The excursion gave students the opportunity to view band 6 artworks from the 2014 Higher School Certificate in the current ART EXPRESS exhibition. The students gained insight into the high standard required to achieve top results in the HSC as well as inspiration for their own Body of Work. Students were impressed by the diversity of concepts and materials used in the artworks. It left them feeling eager to push and experiment with their own art practice.

The day was thoroughly enjoyed by all. We developed a new appreciation of the city we live in after the ferry ride to Circular Quay and walk to the Art Gallery of New South Wales through the Botanical Gardens. We also got the opportunity to see the Pulp Confidential exhibition at the State Library which showed the amazing covers of comic books, crime paperbacks and fiction stories from the 1940s to 50s. The students also experienced the installation Edge of the Trees, created by Janet Foley and Fiona Hall which is an example of public art in our city. It stands proudly at the front of the Museum of Sydney which celebrates reconciliation and our indigenous history.

Shannon Purcell & Clare Schneider

Science Report

2015 has brought with it some big changes within the Science faculty in the form of new staff as well as a new, expanded staffroom. We have welcomed two new teachers – Mr McDonald and Mr Ross – and have also been very pleased to welcome back Mr Bromley, who joined us midway through 2014. Ms Frost has adopted a new position as Head Teacher Secondary Studies but will be continuing still in her capacity as a Science teacher.

ESSA 2014 Results

Year 9 undertook the Essential Secondary Science Assessment (ESSA) in November of 2014 and should be incredibly proud of the fantastic results they attained! Students completed the online examination over a 90 minute period and were assessed on content learned in both Year 7 and 8. Overall, our students achieved above state average in all four aspects of the assessment, which is no mean feat! Congratulations to Nicholas Kot, Mark Polner, Robbie Caldwell, Jade Black, Kym Cartwright and Mitchell Teppo for their achievement of the highest scores in the grade.

Science Club – calling all robotics fans!
The Science Club will run once again under the guidance of Ms Frost this year with a current focus revolving around the programming and use of Lego’s NXT Robots. The Science Club is scheduled every Friday during lunch and membership is open to all students in any year group. Please see Ms Frost in the Science staffroom if you are interested in joining the Club.

National Youth Science Forum

The National Youth Science Forum (NYSF) is a two-week experience open to any Year 11 student interested in a career in science, technology and engineering. Students live on campus at a university, visit laboratories, industry and research sites and are given the opportunity to meet leading academics and scientists.

Applications for the 2016 NYSF (to be held in Canberra from January 4 – January 16) open on March 1 and close on May 31. Please see Ms Tan in the Science Staffroom if you would like more information.

Studying for Science

Throughout this year, all students in Years 7-10 will be assessed through homework, assignment tasks and topic tests. Homework may take the form of worksheets, small research tasks or completing provided revision sheets or classwork. However, all students are also provided with a unit outline at the start of each topic, which lists all curriculum outcomes for the unit. To aid in ongoing revision and preparation, students can self-assess to determine if
they need to seek further assistance with a topic area and/or construct notes using their classwork in response to each outcome.

Students in Year 10 will be additionally assessed via a 2 hour yearly examination in term 4. Students in Year 11 & 12 undertaking Biology, Chemistry or Physics will also be assessed via homework and assignment tasks as well as half-yearly and yearly examinations. All students in these courses have been issued with syllabuses for each topic, which can form the basis of ongoing revision.

Melinda Tan
Head Teacher Science

L.O.T.E. Report

The first term of 2014 has been a successful and enthusiastic start to the year for our French and Mandarin Chinese language students. All classes have been actively engaged in the skills necessary to develop spoken and written language and cultural awareness.

你们好 (Nǐmen hǎo)! Year 7 will be completing their 100 hours mandatory language course this year in Mandarin Chinese. They have been learning different ways to greet each other and how to introduce themselves and someone else. Most students have enjoyed acting out the role plays which practise these new language structures. Time has been spent learning about China, the language, the writing of characters and the system used to pronounce the characters called Pinyin. The Chinese New Year was celebrated at the beginning of term and we looked at some of the activities and traditions that accompany this festival.

Salut! A class of year 8 students who are not part of the Sports Academy have chosen to study French for the first Semester. They know how to greet and introduce themselves and they can ask how someone is and say they are ok. They are also able to ask and say where they live, express pain/surprise, apologise and count to ten. They have been learning about France and looking at how many French words we use in the English language. Students enjoyed tasting baguettes as the unit they were studying included cultural awareness about the ‘boulangerie’ (bakery) and how it is an important part of daily life in France.

Bonjour tout le monde! We have an elective Year 10 French class who are continuing with their French studies. The beginning of term started with revision of the previous unit in order to prepare for the listening and speaking assessment task. They are now completing a unit about being able to say where people are in town, describing their own house/apartment and they have been learning the colours and the vocabulary for clothes to be able to have a conversation at the shops. By the end of this term they will have learnt the numbers up to 99 in order to be able to give phone numbers in the French way and ask and say where they live. Most students are completing the work necessary to achieve their personal best but some need to use class time more effectively to practise the language and complete homework set.

The year 11 French Beginners Preliminary class have changed venue. Since week 6 they have been studying here at Narrabeen and are continuing with the prescribed topic of ‘Family life, home and neighborhood’ from the perspective of their own personal world and French-speaking communities. Their first assessment task was a reading task, for which they had to read texts in French and answer questions in English. They have also started preparing for the speaking task which will be in week 10. Welcome back Year 11!

Lucianne Watson
Language Co-ordinator

Year 10 Report

Year Ten have begun their journey as the newest members of the senior school with many students making a concerted effort to fulfil the school’s expectations of respect, responsibility and success in pursuit of their Record of School Achievement (ROSA). We have welcomed a number of new students – Zoe, Elise, Jonas, Bailey, Tessa, Rachel, Katelyn, Lakeshia and Harry – who have settled in extremely well. I look forward immensely to seeing them strive for their personal best this year.

Time to get serious

While a serious work ethic and attitude towards learning formed the crux of many conversations with students last year, 2015 has seen this message reiterated many times already in the last nine weeks. Students have been reminded that they are preparing themselves for success in vocational endeavours and/or the HSC and can only do this if they strive to embody their status as senior students. For elective subjects especially, "N-determination" or "RoSA at risk" letters may be sent home for those students who do not complete assessment tasks or demonstrate ongoing diligence in a subject. Please refer to your child’s assessment booklet for more information on assessment tasks and necessary procedures relating to illness, absence or misadventure.

My Study Life

As part of their Senior Study Preparation lessons, Mr Wood has introduced Year Ten to a free online tool called "My Study Life", which enables students to create a virtual timetable and keep track of homework and assessment tasks
as they are distributed and due. Students can access the site using a web browser on their laptops but can also
download the "My Study Life" app on their smartphone device. As they access the tool using an email and password,
you tasks or reminders will automatically sync between the students’ devices, enabling them to see their timetable
and/or tasks at any time. All students should have set up an account and are encouraged to use this tool in lieu of a
paper diary.

**Bring Your Own Device (BYOD) Program**

A reminder that all students in Year Ten are expected to bring a fully-charged laptop to school every day as part of
their preparedness for lessons. Unfortunately, a handful of students have not responded to this expectation with
responsibility this term and have been placed on disciplinary levels for uncooperative behaviour. Students who do not
have access to a working device must provide a note of explanation from home or see me to request paperwork for a
loan device (if available).

**Congratulations!**

Jacob Winston has continued to excel in Athletics this year, qualifying once again for the Australian Junior
Championships via the NSW Junior Athletics Championships last month. He placed 2nd in long jump and 6th in triple
jump, 100m hurdles and 200m hurdles; running qualifying times and PB's for the hurdles.

Remy Lowe, Elise Downing, Chaska Salazar and Harry Van Der Saag have also achieved great success in their
sporting endeavours. Remy was selected to play for the South Australian U18’s Rugby Union Team at the Nationals
midway through the term while Elise was recently selected for the Nationals in Target Shooting. Both Chaska and
Harry were also recently selected for the Sydney North Football Teams. Congratulations Jacob, Remy, Chaska, Elise
and Harry!

**Back to the Grind**

Please be advised that for the past four weeks and for the next eight weeks, I will not be present at school on Monday
and Friday mornings between period 1 and 4 as I have commenced postgraduate studies once again. I will return to
full-time duties towards the end of term 2 but will be unavailable on Monday and Tuesday mornings for another 12-
week period during semester 2. I will endeavour to respond to emails or phone queries as soon as possible but please
accept my apologies in advance if I am not as prompt as usual.

Should you have any further questions or queries regarding Year Ten, please do not hesitate to call me on (02)9913-
7820 or email me at melinda.tan3@det.nsw.edu.au.

**Melinda Tan**

**Year 10 Adviser**

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