Principal’s Message

Student Leadership

Our school captains for 2015 are: Emaan Alamagir and Tanmayi Kundap

Our vice captains for 2015 are: Winnie Lau and Samaya Housaini

Congratulations to our elected prefects and school captains for 2015. I must say what a pleasure it was to speak to each of the students about their ideas for student leadership initiatives at Macarthur Girls. On behalf of all staff and students involved in the selection process, I would like to congratulate all candidates.

I know the elected captains, prefects, SRC members and Sports Council Representatives will work as a team and undertake their roles with enthusiasm, commitment and integrity.

2015 curriculum initiatives

Curriculum planning and timetabling for 2015 is well under way. At this stage there appears to be a number of changes in staffing positions across faculties due to part time maternity leave, extended sick leave, long service leave and promotions.

The timetable is being constructed to enable the successful implementation of our new curriculum initiatives for Macarthur Girls High School in 2015. These initiatives have been through the consultative process with parents at our Parents & Citizens meetings and also staff.
Initiatives for 2015 include

Stage 4: Integrated units of work for Year 7 and Year 8 students.

Stage 5: Project based learning opportunities to be provided through elective lines in year 9 with a future year 10 curriculum change to be implemented in 2016.

Stage 6: Plan2Succeed program consisting of 3 periods per 2 week cycle is being implemented to address senior students identified need of support, coaching and skill development to reach their maximum potential in their HSC.

Welcoming new staff

The school welcomes Ms Faddoul as the Head Teacher Teaching and Learning at Macarthur Girls High. She brings a wealth of experience to our school from her role as Head Teacher Mentor at Auburn Girls and Granville Boys where she worked closely with many new scheme teachers to gain accreditation. Her expertise in lesson planning, programming and student engagement will enable our school to provide expert guidance to all students in their classes.

Our PRIDE Values

A reminder to all students and parents about the value system that underpins all actions at Macarthur Girls. These values should be demonstrated in the behaviour, attitude and actions of all students both within the classroom, in our learning environment, representing the school and when travelling to and from the school site. If your behaviour unfortunately does not reflect our agreed values system, then consequences for actions will be put in place.

Providing the best possible learning environments for your daughters

To assist Macarthur Girls High School to maintain our exemplary outcomes for all students in all years and to assist in the creation of the best possible learning environments for your daughters, we again ask for the support of parents/caregivers.

Term 4 is a time when students are “signing-out” or completing a “clearance” from their current year by returning texts, equipment and finalising their financial accounts. Our general school contributions and the Parent and Citizens grounds fee is a small amount of $2.00 per week. This assists the school to provide 21st century learning opportunities for your daughter and to provide learning environments that develop the high order technology skills that will be pre-requisites for all future careers. We are asking for the support of parents/caregivers through the payment of all contributions and fees.
School is a construction site

The school is currently undertaking a large improvement project to ensure all students are safely integrated into our school environment in 2015. The DEC Properties Directorate is upgrading many aspects of our physical space to ensure equitable access to a safe learning environment for all students enrolled at Macarthur Girls High School. I would like to thank Mr Jackson who has been liaising with the construction company to make sure students learning opportunities are not affected and that most importantly all students are safe and also the students who have shown so much maturity throughout the construction period. I am informed that the works will be completed prior to the 2015 school year.

Warm regards,

Ms G Cluff
Principal
Deputy Principals’ News

Year 11 Beginning their HSC

In Week 1 Year 11 began their study of HSC courses. In the past few weeks a number of students have changed their pattern of study. All Year 11 students have been issued with new timetables to reflect any changes which may have occurred. It is vital that if students now have a greater number of study periods, that these are used wisely and efficiently to work on assessments, homework and study notes. This effective time management will help deal with stress at the busier points in the year such as examinations. Students were also provided with a printed and electronic copy of the MGHS HSC Assessment Booklet. It is extremely important that this is read and understood by parents and students. This should be a constant reference in order to remain informed about assessment tasks in all studied courses. Year 11 academic reports were also recently provided to students and parents. These reports provide students and parents with feedback on areas of strengths, points of improvement and strategies to implement in the future. By adopting this feedback, students can work towards maximising their learning outcomes in the study of their HSC.

BYOD

In 2014 MGHS introduced and implemented the Bring Your Own Device program across the school. A large number of students have been able to participate by bringing a compatible device to school and going through the induction process to connect to the school’s Wifi. This in turn has allowed these students to have their learning opportunities enhanced with new and engaging activities in the classroom. If parents want their daughter to bring her own device to use at school, it is important to read the device requirements at [http://www.macarthurgh.schools.nsw.edu.au/documents/27841848/27848137/byod_checklist__parents.pdf](http://www.macarthurgh.schools.nsw.edu.au/documents/27841848/27848137/byod_checklist__parents.pdf).

The BYOD agreement which was issued at the beginning of the year should also have been signed.

Uniform

At a recent whole school assembly I discussed the importance of wearing the school uniform with PRIDE. It is an important part of our school because it identifies students as belonging to our school, it can contribute to the health and safety of students when engaged in school activities and it reflects school community standards and expectations. It is the role of every student in contributing to the setting of standards for the school. If students are out of uniform for any reason then they must follow the process of giving a signed note from a parent to their Stage Leader before Roll Call. It is also important to note that PE, dance and hospitality uniforms should only be worn for the periods or events which are scheduled for that subject.

Mr D French
Deputy Principal
Stage 6 Leader
Term 4 has reached its mid-point so it is important to remind students of their responsibilities to ensure a positive conclusion to the year is achieved.

Reward Day Activities

At the conclusion of the year, a Reward Day Activity is offered to each year group, acknowledging positive behaviour and commitment to our school values. Each year advisor is currently investigating appropriate options for their cohort, with activities usually involving an excursion to venues that provide fun and interesting activities. As the name suggests, this is a reward for positive involvement in the school community. As such, students who have not maintained the expectations of MGHS will not be invited on the activity day.

In specific terms, students who have not met any or all of the following requirements will be expected to remain at school on the designated activity day for their year:

- attendance is of an acceptable standard
- regular completion of the online literacy and numeracy homework
- limited negative referrals on the MGHS database
- limited lunch or afterschool detentions
- no suspension record
- no monitoring cards

Online Literacy and Numeracy

It is pleasing to note that there are now fewer students who are not completing their literacy and numeracy homework each week. Unfortunately, many students are still not adhering to the expectation that the completion of ALL designated schoolwork is important if the best possible learning outcomes are to be achieved. It should be the aim of all students to maximise their potential and finish any task to the best of their ability. Detentions during lunch and after school will continue for those students who do not demonstrate commitment to their learning. The iTunes card draw will continue during assemblies to reward students who have completed their online activities.

Mr K Berthold
Stage 4 Leader
“If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it’s part of a tree” - Michael Crichton

The beginning of Term 4 in the History world has once again been a very busy one for both staff and students. All students have been working hard throughout Semester 2 and continue to produce some amazing work in History. Our 2014 Year 12 students have completed their HSC Examinations and we wish them luck as they eagerly await their results. We know they will be reflective of the hard work and effort they put into their history studies.

Our Year 11 Preliminary students have been adjusting to the HSC courses and we are pleased to say, that the vast majority of students are approaching their studies with maturity. Students have been producing some excellent work and really are engaging with course content. Below are some examples of what our year 11 students have been up to:

**Year 11 Modern History:**

Year 11 Modern History students have been examining the nature of trench warfare and re-enacting the trenches in the classroom! There was even a hospital and no-man’s land!
Year 11 Studies of Religion:

“It belongs to me. I belong to the land. I rest in it. I come from there.” - Father Patrick Dodson

We recognise history, we acknowledge the past, by learning in the present. This term in Studies of Religion, we’ve begun our first month of HSC content, by exploring Contemporary Aboriginal Spirituality in Australia. Through the creation of posters inspired by Aboriginal art, we’ve depicted our knowledge of the struggles and victories of the Land Rights Movement. Stay tuned for more!

By Kaixin Tan and Patrice Papera Yr 12 SOR

Year 11 Ancient History Excursion to the Museum of Ancient Cultures - Kathleen Rome

Report 1: After a light recess on campus at Macquarie University, we ventured into the Museum of Ancient Cultures. Its musty smell and cool dryness heightened the mood for an adventure and rediscovery of the past. Seated around a long table we covered our hands with little white magician gloves and reached out our tentative hands to feel the 2000 year old objects. (Note: All were real and not replicas). We discovered what various objects the Romans from the city of Pompeii used from pots of oil for bathing, brooches used by women and the common soldier, to a key that one Pompeian took when they fled from the destruction of the fiery mountain thinking they would return back home.

While we touched and observed these wonders, we shared what we thought about them and what they were used for. We thought for ourselves and received a taste of the life of a historian/archaeologist. A few of the students also commented on this part of the excursion saying “The unique experience of handling artefacts was truly enjoyable and one I won’t forget!” and “It allowed normal students to see and interpret history more realistically as we were able to feel and see artefacts from the past and allowed to observe objects which would normally be....very hard to find.” “The Key to Zainab’s Heart” was a memorable quote of the day.

After the artefact session we were left to explore what other mysteries and secrets the museum held. We found many cultural objects were on display from Egyptian, Roman, Greek, Indian and Middle Eastern cultures. Soon it was time to go and after a light lunch at the University Hub we returned back to the world of the high school student but with a newly acquired knowledge and wonder about the ancient world.
Reader’s Challenge

What do you think these artefacts were used for?
Report 2: On the 16th of September the future historians of Macarthur girls from Year 11 embarked on a journey to Macquarie University's Museum of Ancient Cultures. Our adventure began on the trains of Sydney where we explored the inner workings of a Uni lifestyle experience.

Upon arriving at the university we were introduced to Phillipa, an experienced educator who not only welcomed us with open hands but allowed us to explore intertwined beauty, culture and history of Pompeii and Herculaneum. Phillipa engaged us in a presentation which was a preview of what we were to learn in our Year 12 course preparing us for the endeavours we face in ancient history next year. She made the lesson carefree and relaxed which allowed us to express our thoughts on the topic and her passion made us enthusiastic to learn in an interactive way. Many students had all praise for the excursion "The Pompeii lecture, in my opinion was absolutely perfect. It had the right amount of information and humour which engaged my attention for the whole lesson" and "Overall it was an excellent learning experience and an interesting excursion."

Our junior students have also been working hard throughout the term. Year 7 students have been studying Ancient Egypt and 7C created a book called, ‘7C’s Guide to everyday life in Ancient Egypt’ and one of the groups presented ‘food in Ancient Egypt’ by hosting MasterChef: Ancient Egypt edition. Check out some of the photos below:
Our year 8 students have busily been investigating the Ancient Khmer Empire and have been completing self-guided activities on a website. It has been fantastic to watch them use their skills so well. Check out the website below if you’d like to have a look:

So what are we doing in this unit?
Throughout this unit, we are going to be completing a series of activities and while some are completed as a class, others will be completed independently. You will need to listen to your teacher for clear instructions throughout this unit.

By the end of all the activities, you will have learnt about:
- What life was like in the Khmer Empire
- Why the Angkor Empire became so important
- The achievements of the Khmer civilization
- Possible reasons for the decline of the Angkor Empire

Before you move onto the first activity, you need to create a OneNote workbook and label it History.

For instructions, please open the document below:

Instructions for creating your own OneNote workbook.pdf

Once you have created your own OneNote workbook. Please click on the link below:

Begin Activities

Angkor/Khmer Empire (c. AD802-c.1431)
The Parramatta & District Historical Society had asked for three young women from Macarthur Girls High School’s History Appreciation Society to be the MCs for the annual History Week at Hambeldon Cottage, Parramatta. Due to sudden weather changes, the event took place instead at Dundas Public School.

We each had to dress up as an iconic figure, representing Parramatta. Elena King from Year 9 dressed as Penelope Lucas, who was governess to Elizabeth Macarthur’s eldest daughter. I was Elizabeth Macarthur and Surithi Yogalingam from Year 10 represented Emmeline. We assisted in the running of the event which was attended by many local primary and high schools, each presenting an aspect of Parramatta’s history.

It was a day of music, comedy, drama and poetry; wonderful entertainment with an educational twist. Parramatta West Public School, which used to be called Pitt Row Public, honoured ex-students who passed during World War I.

It was such a delightful experience and we enjoyed learning about the history of our area as well as re-enacting it.

By Shan Rawanduzy, Year 11
The Philosophy Club

Since its inception at Macarthur Girls High School around the end of April 2012, the Philosophy Club has been convening every week during lunch time under the supervision of Mr S Bhattacharya. The aim of the club is to treat students as young adults who have the right to choose attending. This entry structure has been welcomed by all students, as is evident from the rapidly increasing popularity of the club. Typically, the sessions attract over 30-odd students every week.

Over the last couple of years, students have engaged in in-depth discussions on a range of topics. Here is a sample of some of the issues and ideas discussed in this forum:

**What does it mean to be ‘good’?**

This question has taken up a number of sessions and its discussion has introduced the students to the moral philosophy of eminent philosophers such as Confucius, Thomas Hobbes, David Hume, Jeremy Bentham, Immanuel Kant, and Peter Singer. It has also resulted in intensive discussions on complex moral problems scaffolded around model thought-experiments.

**Who am I?**

The question of personal identity has been discussed over numerous sessions, resulting in the students engaging with the concepts of monism, dualism, and existentialism. The theories of Indian metaphysical philosophers has been explained to them, along with the thoughts of philosophers as varied as Rene Descartes, Jean-Paul Sartre, and Friedrich Neitzsche. The discussions have also engaged with the metaphysical study of time travel, and how its logical possibility can lead to questions about self-hood, free will and determinism.

**What is justice?**

From the classical interpretations of a just society encapsulated in the works of Plato to the more contemporary work on the philosophy of justice by American philosopher John Rawls, the discussions on this topic have engaged students with the diverse notions of justice. These theories have then been connected to present-day issues of justice, taken from the day’s newspaper headlines in order to help connect the knowledge gained by students to their own world.

With every session, students gain a deeper, and more critical, insight into how to live life ethically, sensitively, and in tune with our school’s PRIDE values.

By Mr S Bhattacharya

English Teacher
Macarthur Girls HS vs. Marsden HS - School of origin

Over the 11 years - the games never fail to exemplify the high quality skills executed by each team. Every year scores are so close, only differentiating us by one try. It was a warm day with minimal breeze; looking down at the field you see the bindies beginning to contaminate our land.

The ground firm, except in the middle where it was a bit soggy but that wasn’t going to stop either team from going out there and trying to have fun. The game started out amazing with Heela scoring the first try within the first couple of minutes of the game. At that moment pace, speed and agility was quickly risen from both sides. Marsden managed to break past our defence line and score a try - but nothing else was done before half time. Players now breathing heavy - trying to think straight and logically - we turn to our coach - Mr Thomas for advice, strategies and motivation- and he gave us that.

Second half started and teams went back on - the Macarthur team were absolutely amazing when it came to tactics, making ground, defending and attacking - their subbing was absolutely outstanding. The second half was the decider where again Marsden managed to find cracks and try.

Overall this game was an amazing one to play due to the positive vibes coming from both teams. These games further represent the strength of our alliance with Marsden High School and for that we are grateful and privileged to be able to play friendly games with them.

Coach’s response/advice/comment:
Congratulations on a brilliant effort, I am very proud of the teams dedication and incredible teamwork skills. The games are always very close and go down to the last minute of every game. The manner in which the team represented MGHS was outstanding. I appreciate your commitment to each other and your efforts again this year.

Thank you to the great leadership shown by our wonderful year 12 students and our Captain Rayanne Alameddine. The team wishes you the very best for the future and the team will miss your guidance and support.

Next year the trophy WILL return to MGHS!!!

A massive congratulations to the Macarthur School of Origin team:

Rayanne Alameddine (Captain)
Heela Haider - Wardak (Vice Captain)
Vanessa Lu (Vice Captain)
Madina Sherzay
Aaisha Younis
Simran Singh
Shayal Singh
Zoha Ali
Lucy Gerges

Krystal Malafu
Alliya Bayhan
Elena King
Tahlia Alexander
Jada Alexander
Ruby Burrows
Sala Rogoimuri
Kaylar Pasitoa
Mary Rika

By Team Captain: Rayanne Alameddine
Sculptures by the Sea

On 6 November, students from year 9 and 10 Visual Art classes attended an excursion from Bondi to Tamarama for ‘Sculptures by the Sea’.

We viewed many sculptures by various talented artists providing us with an educational experience as well as igniting the minds of aspiring artists.

Sculptures by the Sea is a great initiative that encourages artists to present their sculptures to the wider public in variety of forms including abstract and found objects.

Based around a spectacular beach front, this enhanced the enjoyment for us, allowing us to freely view artworks in a different environment compared to a typical museum.

We were also given a chance to see artworks first hand instead of being bound by the pages of a textbook. By giving us an interactive experience, we were able to learn how to critique art from a different perspective.

Sculptures by the Sea were a wonderful exhibition that challenged the way we thought about art and inspired us to think outside the box.

By Jessica Lau (Year 10)
Year 9 Theatre of the Absurd

Nonsense, weird, strange, crazy or you can just call it ABSURD! A parallel world to Stanislavski’s where language has no meaning. Gibberish is all you need to know. Absurd humans, crazy animals to even weird creatures. Everyone may be thinking what is she talking about? This is exactly what Theatre of the Absurd actually is. These pieces of drama are often meaningless and don’t make sense at all. But in saying this there are Theatre of the Absurd pieces that actually have a clear storyline.

Okay, now - here is an experiment to give you a taster: hold your breath; stare at something and without blinking talk about yourself for at least forty seconds with clear articulation but as rapid as possible! I know like WOW, that’s difficult isn’t it! Well that’s what the Beckettian style is, no blinking, no emotions but just rapid speech with clearly articulated word. The concept of Absurdism was very new to all of us as we’ve been focusing on the concepts of Realism until this very unit. For people who get into acting at a young age and are not taught drama, realism is what comes to them naturally and to change from Realism to Absurdism suddenly is quite difficult, I am saying this from experience. Even though we first felt a little uncomfortable, as we learned more about it we were most confident and just put ourselves out there. We had great fun playing very Absurd games.

To bring this great unit to an end we combined elements of Absurdism such as Pinteresque, Beckettian and gibberish to produce Theatre of the Absurd group piece assessment performances. The group pieces were so amazing that the audience including Ms Jackman could not stop laughing and we all loved it. These experiences have been an incredible one for year nine Drama.

By Jismy Saju
On 22 September I embarked on a journey that has changed my life forever. As an aspiring actor, being able to have my work experience at a prestigious company such as the Sydney Theatre Company has been a dream come true. In the September holidays I spent a week studying the play Macbeth, creating our own presentations and performances, later performing them to the staff of the Sydney Theatre Company.

Day one arrived and you could see I was more than nervous. The idea of meeting 20 complete strangers, (Drama students from all across the state) who all had the same aspirations as I, scared me. I didn’t know what to expect but I sure knew this week was going to be fun. The first day was a very chilled day as it was more about getting to know each other and the company itself. We spent some time playing ice breaker games. We were provided with morning tea and got the chance to talk to some of the employees that we would be working with throughout the week. After morning tea we were given the full VIP treatment and were allowed to go behind the scenes of STC. A tour guide led the group through the company, firstly taking us to the theatre where “Kryptonite” was being featured. The tour guide gave us a quick rundown of the play and set design. He also talked about the different seating positions in the theatre and why some are better than others. Next we moved into the rehearsal room where we got to see what actually happens the in rehearsal room.

We then moved onto the costume and wardrobe department. This is something I had been looking forward to. Much like a bunker filled with costumes, the costumes department was remarkable. There were thousands of costumes from previous plays on display. There were a hundred different costumes all in different sizes all with different textures. Just to think that this costumes department was a small percentage of the costumes the company had was incredible. In the wardrobe department there were scattered sheets with designs and different fabrics laid out on each of the tables.

Last but not least we moved onto the props department. We saw where the props were made and where previous props were being stored. The storage section of the department had a very Room of Requirement feeling to it. There were different props that had several copies of each, all diverse. Everything looked so messy yet so perfectly put together, by far my favourite room in the whole of STC. After this was a panel with the production staff and artistic operations on their jobs and what they entail. It was a question and answer style panel where we were able to ask those questions like what was there favourite productions and what they like most about their job.

By the time lunch rolled around it was hard to believe that I had only met these people a few hours before. After lunch we did a playwriting workshop. Each person was asked to pick 2 images out of a folder and create a dialogue between the two. Keeping in mind they both needed an objective and an ultimate goal to really drive the dialogue. We did a few more activities and were finally put into groups that we would be working in for the next couple of days. The first day was over and I was ready to conquer the next.

Day two started and we got the chance to look at the STC archives with all the previous Macbeth productions that had been featured over the years. Every production had something different and unique about it. An exciting moment occurred and the work experience students were given the chance to meet Kip Williams, a resident director at STC but more importantly the director of Macbeth itself. Everyone was able to ask him different questions about his job and how he got to where he is today. Also we were able to ask about his thought process while directing Macbeth. How he thought about staging it and what he was going to add and keep in. It was particularly interesting to hear his views on certain characters. A question was asked about the character of Lady Macbeth and Kip Williams brought up the fact that he wanted to cut her completely from this version. Meeting Kip Williams was an inspiring experience. Personally I was able to take a lot from it when thinking of our modern interpretation.
Next we went straight into groups working on our directorial vision for Macbeth. Where did we want our Macbeth scene to be set and how could we make Macbeth contemporary and relatable to a modern society? My group had the ideas of moral corruption and approval. We thought that this concept was both relatable and contemporary. We spent more time polishing a final statement that we wanted to represent our production. During every lunch break staff were invited to have lunch with us. We were able to ask them questions about their jobs at the company and how they might have gotten the job. After lunch we started to develop our scenes in a super boot camp style workshop. Each group would perform 3 smaller sections of a larger scene. These performances would be done through asking the audience to open and close their eyes. Each group was asked to integrate elements of surprise, sound, volume, time and any special talents that they had whilst highlighting a piece of architecture in the room. From this workshop I learned how to develop a scene properly. I was experiencing things I would have never been able to think of or do prior to this. Day two was over and day three could only get better.

Day three was upon me and we moved onto our set and costume design. We had a design workshop to give us all an idea of how the costumes and design departments drew inspirations from different things to create characters and sets. As a group we decided we wanted a very clean and sterile looking costume and set. One of my group members had an idea of a live feed being played throughout. We decided to incorporate the use of distorted mirrors to show the idea of corruption. The group also thought of using contortionists behind the mirrors which would be visually impressive. We were asked to pick one scene from the play that would be representing our vision. We had a quick lunch and the moment that everyone had been waiting for arrived. We were finally going to watch a performance of Macbeth. It was all anyone could talk about.

The minute had arrived and let me be the first to say it was an absolutely magical experience. The whole atmosphere created by Kip Williams and the production team was amazing. I can't say enough how grateful I am to have been given the opportunity. After the show we were given the chance to meet the cast. Meeting the cast was probably one of the most confronting experiences of my life. Getting the chance to meet actors like Hugo Weaving and Robert Menzies who I have admired for a long time was an incredible experience. The entire cast were so humble and down to earth as they took the time to actually get to know us. They asked each student to say their name, their school and their favourite subject at school. Obviously drama was a favourite amongst. Sadly the cast left and we had more group work to complete. During this time we polished everything up and got our final set and costume designs figured out. Day three came to an end and day four was fast approaching.

Day four came about and we went straight into a panel with STC’s administrative staff. Students got the opportunity to once again ask questions about jobs. Students were able to see the different departments in the STC and what they really do. I learnt that each department are unique in their own way and if one department did not do their job properly the whole company feel it. Each department plays a crucial role in how the company runs.

Next on the agenda was a sponsorship presentation. Every good company has a sponsor of some sort. Students learnt why theatre companies need sponsors and how you can negotiate sponsors. After learning why it’s important to have sponsors, a task was set upon the groups to think of a sponsor and why we would want them to sponsor our production. Each group had a different sponsor that they all felt reflect their production. After our lunch each group was given time to make a final decision on their sponsor and then to rehearse their performance for the upcoming performance on Friday. Each group really took the time to polish their performance. Everyone had seemed to forget that there would be a winner. It seemed as though everyone wanted to win but at the same time everyone wanted everyone else to win. Day four was coming to a close and tomorrow was the last day.
Day five was the final day of this week and it was the hardest. Five days just didn’t seem enough. The day started and there were final housekeeping matters for the presentation. This included final rehearsals for our performance and putting the finishing touches on presentations. After half an hour of this the marketing department gave us a presentation that they created about their department and what role they play in the company and how a design concept created for a show. The presentation had finished and we were given the task to create our own poster using our directorial vision for Macbeth. Unfortunately only one group would get the chance to further develop that idea and get the chance to do a professional photo shoot. Unluckily my group wasn’t chosen, but a much deserving group was. The idea was very strong and they went into it knowing exactly how they wanted everything to be done. During the photo shoot the photographers explained everything about the process and why they would put certain effects or change the lighting. They were ultimately trying to create an atmosphere that was reflecting the group’s directorial vision. The end result of the photo shoot was amazing. What the group and the photographer had created together was stunning. The end result looked like an actual production that was being played at the Sydney Theatre Company.

The students were let out to lunch and it was all starting to dawn on us that this was the final lunch we would all be having together. Everyone had finished lunch and this was the moment we had all worked so hard towards. Each group was asked one by one to present their idea to members of the STC staff and then to perform their scene. It was interesting to see everyone’s final product. A lot of them had completely different ideas from what they had initially started with. All the performances had finished and we were given feedback. Some groups had better directorial visions, others with better lighting and sound ideas and the same for costume and design. Each and every group had something that was better than all the other groups. For my group that was the performance. I was more than happy with that because if we are honest the performance is what really counts.

Everyone was then invited to an afternoon tea set up by the Sydney Theatre Company. Four o’clock had hit and like every other day for this past week we were free to leave. However this time it was hard to leave knowing that I would not be returning for a long time. The goodbyes were the hardest part. Having grown so close to people it was hard to just leave them behind. Everyone lived a fair distance away from each other so we wouldn’t be able to get together as much as we wanted.

To call myself lucky would be an understatement. I am so grateful to have been given this opportunity - we had all completed an extensive ‘auditioning process’ to get in, which involved creating a short film demonstrating our desire to work with and learn from STC. I couldn’t have imagined a better environment to do work experience in. From the people I have met along this journey and the work I have gotten to do, this week has been one of the best weeks of my whole entire life.

By Kellie Zhao-Cuplan - Year 10
I am Apnavi Dhawan representing 9R2 roll class. 9R2 have made posters reflecting our wish for Peace Not War. In the words of John Lennon from the Beatles, we ask that everyone please “Give Peace a Chance”.

I’d like to tell you about an amazing person who has overcome many setbacks, nearly losing her life in the process to make the need for equal education for girls heard. Her name is Malala Yousafzai or “Malala” as she is known through the world.

Malala is a girl who was born on 12 July 1997 in Mingora, Pakistan. She has become a known activist for female education. As a child Malala became an advocate for girl’s education, which resulted in the Taliban issuing death threats against her. Even though Malala knew about her death threats, she never backed down from her goals which were that every woman becomes literate and stands on her own feet.

On 9 October 2012, a gunman shot Malala while she was travelling home from school. She remained unconscious and in a critical condition for a long time, but luckily her condition improved enough for her to be sent to the Queen Elizabeth Hospital in Birmingham, England. She survived and did continue speaking out on the importance of education for girls.

Only two years almost to the day on 10 October 2014, Malala was announced as the co-recipient of the 2014 world Nobel Peace Prize for her struggle against the suppression of children and young people and for the right of all children to be educated, mainly around the underdeveloped provinces. Malala was first nominated for a Noble Peace Prize in 2013. In 2014, she was nominated again and won! At age 17, Malala Yousafzai is the youngest-ever Nobel Peace Prize laureate and also among the 10 most influential persons in the world. Imagine if it was one of our school’s 17 year old Year 11 or Year 12 student winning a Nobel Peace Prize!

Malala shared the prize with Kailash Satyarthi. Kailash is a children’s rights activist and he is from India. Malala is the second Pakistani to receive a Nobel Prize and the only Pakistani winner of the Nobel Peace Prize. How great is it those two nations who have been at war with each other -India and Pakistan - share winning the Nobel Peace Prize! Malala’s says: “Malala Day is not my day. (It is) the day of every woman, every boy and every girl who have raised their voice for their rights”. Malala stood up for herself, for her education and for her fundamental rights when confronted by the Taliban. Malala has created a chain reaction all around the world, bringing change, light and hope to girls.

We are so lucky at Macarthur Girls to receive a good education without fear for our lives and we should be grateful for our education here.
From the Careers Department

**e-Careers emails**

**Who received them? Years 12, 11, 10 and some to year 9 too!**
Yes, they have been prolific, but again, students and parents/caregivers were invited to scan through the subject line and open emailed course & careers information relevant to them.

And there’s more........

Yes, Year 12, you may be doing your HSC or have finished the HSC.... But keep checking your emails as information, particularly in November, December and January will still be coming through with information eg new university courses, TAFE and private provider information!

**FREE Course and Careers Advice - Navigate your options**

18 – 23 December 2014 During the school holidays!

This service is for particularly for year 12, however year 11, 10 and parents/caregivers too, can access it! Ring or email your questions and a set of Careers Advisers will answer them.

Phone 1300 300 687 or check [www.cas.det.edu.au](http://www.cas.det.edu.au)

**2014 Lunchtime Careers Talks Series continued.....**

This year has seen lots of presentations from a variety of organisations to assist students, particularly Year 12 with their course and career selections for their future!

Years 12, 11 and 10 were invited to come along with their lunch to room 44 - out of the cold and rain, and have the indulgence of listening and having their questions answered personally.

The photos prove the variety of presentations!

Rafiya Harun, is another 2013 MGHS HSC student, who also won a Co-op Scholarship at UNSW in Business Information Systems. Hopefully the HSC class of 2014 will also win some scholarships - In fact, I’m confident they will! Please send me an email with a ‘selfie’ if you do!

**We had presentations from universities:**

University of Sydney, University of NSW, University of Western Sydney, Macquarie University, UTS UTU-INESearch and Private Provider Colleges as well:

Australian Careers Business College (ACBC) - many of our students have enrolled there over the years in a variety of courses eg Childcare, IT, Legal, Marketing, Tourism, Business Administration & Accountancy. They are located in Parramatta, Liverpool & Wollongong.

We received information on the THINK group of Colleges. They are: The Billy Blue College of Design, William Blue College of Hospitality & Management, APM College of Business and Communication, CATC Design School, Australasian College of Natural Therapies, Australian National College of Beauty, Jansen Newman Institute and Southern School of Natural Therapies - quite a diverse range.

There are many private providers, but be aware of checking their credentials and not just picking up a pamphlet and paying out a lot of money without double checking!

TAFE has many courses which would also suit a lot of our students and would not be as costly. TAFE is divided into Institutions and each College campus specialises in different areas- so you may need to check the websites of each institution to see if they have the course you are interested in. OTEN offers Online courses!
The TAFE Institutes in Sydney are: Western Sydney (WSI), South Western Sydney (SWSI), Northern Sydney (NSI) and Sydney Institute (SI).

**Apprenticeships and Traineeships**

Years 12, 11 and 10 - I will still be receiving regular updates of REAL job vacancies which you can apply for! Please keep checking the e-Careers emails.

If the apprenticeship or traineeship you are looking for is not available - contact the companies directly! Be prepared to attach your resume when you send the covering letter explaining the position you would like.

Best wishes to all students leaving - especially year 12.

Please do keep in touch, we always like to hear about our ex Macarthur Girls!

Ms L Latimore - Careers Adviser
Experiencing University

On 2 October, during the school holidays, girls from Macarthur made their way over to Macquarie University for the annual event - ‘Uni-In-A-Day’ event.

Open to students from years 10 to 12, this event provided a chance to truly experience life at university. Sitting in on sessions, walking around Macquarie Campus, exploring the facilities, and making new friends were all on the schedule. A variety of session types covering an array of different fields of study were available for exploration. From Law to Dance to Psychology; a range of lectures and practical sessions were available to book and the lunch activities did not fall short.

The day was wonderfully organized with an online registration process and customized schedules. An all-round success! Overall the day brought friends, experience and lots of tips to help all those attending prepare for university days ahead.

All those who attended implore you to attend next year! Check the emails Ms Latimore sends for information like these days.

By Anoushka Rehan, Rema Baniya & Hsu Phyu

Hospitality News

Year 11 Hospitality experimented with making 'take-away' foods this term. Some were lucky to have been able to buy one of the yummy dishes - the Honey Soy Chicken noodle salad made by Mrs Sheppard's & Mrs Krishnan’s class and sold at lunchtime!

By Mrs Wendy Sheppard

YEAR 8 TECHNOLOGY - TEXTILES
Students enjoyed using their creative ideas and their new-found skills in embroidery to create these cute and very useful pincushions.
Term 3 International Students’ Excursion

As the International Students of Macarthur Girls High School, we are allowed some privileges to go on excursions, have celebrations for different occasions and the list could go on. On Tuesday, 16 September Ms Luo, our co-ordinator, arranged a day trip for the international students and the Japanese Year 11 students to the City. We departed from school at around 9.10 and walked to Parramatta Ferry Wharf by 9.25. We got a ferry ride on the Rivercat from Parramatta to Circular Quay. While we were on it many of us went outside to enjoy the fresh air and the gentle sway of the ferry and also took some pictures when we passed the Harbour Bridge and the Opera House.

After we got off the ferry, Ms Luo, told us the next destination we were going to which was the “Rocks”! It is an urban locality, tourist precinct and historic area in Sydney’s city centre. We went through the nurse’s subway and saw some amazing statues of different ranks from history. Also we went past some museums and Australian craft shops, while doing all that we had our morning tea.

After we finished up our exploration of “The Rocks”, we had to power walk to the Opera House and on the way most of the students were making googly dreamy eyes at Baskin Robins. When we reached the Opera House, which is a theatre building used for opera performances, plays, bands and much more, the tour guide handed us headphones so that we could hear her better. The unexpected joy was to watch Sydney Orchestra’s rehearsal in the concert hall. When we arrived, they were practicing. All the instruments sounded amazing, without any electric elements, the music sounded natural and real. We felt so fortunate to view the world famous orchestra playing right in front of us! After that, we stood in front of the gigantic window and took photos. The Blue sea was under the window, and on the other side was a big cruise ship - It was all dreamlike! After we toured at the grand concert hall and opera hall, we went to the drama theatre, which had modern designs of the stage. We were shown two videos that told us about the history and some facts about the Opera House. We learned about some interesting facts about the people who come here to perform and about the management.

When finishing the Opera House tour, we had to power walk back to the Circular Quay Station, and caught a train to Lidcombe for lunch. Most of us were moaning in hunger and our stomachs were also growling. When we reached Irea Buffet Restaurant in Lidcombe, we were so impressed by the variety of the mouth-watering food. They had the delicious cooked chicken, fried rice Chinese style, Vietnamese rolls that we had to make ourselves, heavenly desserts and more. By eating all these different types of food, we had experienced Australia’s multicultural tastes. We felt we were the luckiest people on earth!

As lunch was the last thing in our schedule for the day, we relaxed and ate until really full. In the end we had to leave for a train ride to Parramatta, and as planned, at 3.20 we arrived back safely but sadly as that was the end of our perfect excursion.

By Kreeshana A (Yr 9) & Fiona Liu (Yr 11)
School Blazers available for all student years. If you are interested, orders need to be placed at the uniform shop by 28 November. Payment in full of $110 with order please.

### Macarthur Girls High School
**Uniform Shop Special Opening Hours**

2015

![Daylight Logo]

#### JANUARY 2015

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<th>Day</th>
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<th>Time</th>
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<tr>
<td>MONDAY</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>9.00am–3.00pm</td>
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<tr>
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<td>28&lt;sup&gt;th&lt;/sup&gt; Jan</td>
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**Then Every Monday 8.00am – 4.00pm**

PRICE LIST / ORDER FORM ON THE BACK
MASTERCARD, VISA & EFTPOS ACCEPTED
**NEWSFLASH**

**Make Online Payments**

It is now possible for parents to make online payments to the school for amounts owing for students, via a secure payment page hosted by Westpac. Payments can be made using either a Visa or MasterCard credit or debit card. The payment page is accessed from the front page of the schools website by selecting **$ Make a payment**.

Items that can be paid include voluntary school contributions, subject contributions, excursions, sales to students and creative and practical arts activities (these include band, drama and dance). There is also a category called ‘Other’ this to cover items not covered in the previous headings, Other can be used to make a complete payment of a school invoice.

When you access the **$ Make a payment** you must enter:

the students name, and  
class and reference number OR  
the students name, and  
date of birth

These details are entered each time you make a payment as student information is not held within the payment system. There is also the option to enter the Student Registration Number and Invoice number if you are aware of them, these are optional fields.

This is a secure payment system hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner, these details are not passed back to the school. You have the ability to check and change any details of the payment before the payment is processed. Receipts can be emailed and/or printed.

Details of the payments are passed daily to the school where they will be receipted against your child’s account. As a receipt has been issued from the payment page a further receipt will not be issued by the school.

For any enquiries regarding the Online Payment process please contact the School Administration Office.
Do you have a spare bed?
Can you welcome an exchange student into your home as a volunteer host family with AFS?

Can you host Ai l from Japan?
Age: 16
English: Fair
Interests: Tennis, Playing the piano, skiing and playing the flute

“I decided to study abroad in Australia because living in different cultures makes me broaden my horizon. I will be able to solve a lot of problems from various perspectives by myself.”

Can you host Rafael from Brazil?
Age: 15
English: Good
Interests: Traveling, photography, trekking, swimming, walking

“I’m very curious, I enjoy making new friends and learning about different cultures. I really admire the potential and the life quality of the developed countries, and want to be a part of it.”

Can you host Hanna from Germany?
Age: 17
English: Good
Interests: Music, dragon boating, swimming, Zumba and cooking

“I applied because I want to learn about different cultures, meet people from all around the world, make experiences that will stay with me forever, and of course get much better with my English.”

Somewhere in another country a young person has the opportunity of a lifetime to come to Australia. Imagine that student becoming part of your family.

Each year hundreds of Australian families volunteer to open their home and hearts to an AFS participant. They are rewarded with precious long-lasting friendships.

On February 6 2015 AFS will be welcoming over 70 students and volunteers from across the globe to experience the Australian way of life and either attend a local high school or volunteer at a local community organisation.

Can your family host one of the above students?
If so, we’d love to hear from you!

For more Information on how you can become an AFS Volunteer Host Family please contact the AFS Hosting Team:
Phone: 1800 023 982   Email: aus.hosting@afs.org
Website: www.afs.org.au/host
Upcoming Dates

**Term 4**

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>5 November</td>
<td>HSC concludes</td>
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<tr>
<td>26 November</td>
<td>Year 12 School Formal</td>
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<tr>
<td>3 December</td>
<td>Year 6-7 Orientation Day</td>
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<tr>
<td>17 December</td>
<td>Students final day for 2014</td>
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**P & C Meetings**

All parents are invited to come along to the Staff Common Room on Tuesday nights in week 4 and 8 of each term. The meetings are from 7.00pm to 8.30pm

Term 4 Tuesday 25 November, 2014

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Information

Explore The WORLD With WEP

"I hardly seem to have a spare moment here! After three weeks, things are starting to feel more and more normal and life here is starting to become natural. Sometimes it feels weird to speak English!

School, at first, was quite difficult because I am living in a small town, my whole class have known one another since they were petite. However, they were all friendly and I have made acquaintance with just about the whole school, so there is always someone to talk to or ask questions. The language difference isn’t too much trouble. Mimicry is funny anyway and it’s good for breaking the ice!

My host family are very accommodating and always have new things to share and do with me. I am trying my best to do the same back, bringing my own bit of Australia here with me in Belgium. We are celebrating Australia Day tomorrow and I am teaching them how to make pavlova.

See Rome, Paris or New York in 2015 with WEP Student Exchange!

Request a FREE Information Pack NOW!

www.wep.org.au  1300 884 733  info@wep.org.au