Principal’s Message

A warm welcome to all parents and students to the 2015 year. Macarthur Girls High School has experienced a busy but settled start to the new school year with students in class and on task from day one. It is very pleasing to see our students looking fantastic in full school uniform and I sincerely thank parents for supporting our school uniform policy.

In these very busy first weeks, I cannot express the gratitude I have for the work and support displayed by our incredible administrative staff at this school. They are the first port of call for both students and parents and the way they look after our students is to be congratulated. The work of our administrative staff allows the school to function effectively and to focus on the learning of each student.

Swimming carnival
Congratulations to all students who participated in our swimming carnival last Thursday. A wonderful day was had by all students and staff as can be seen in the photos.

A huge thank you to the PDHPE staff, especially Ms Coop, for all of the organisation and management of this very special day in our school calendar. Once again, the “cheer-off” was brilliant with the senior executive split on the decision. Well done to the MGHS sports council representatives who led each of the houses so enthusiastically and admirably. I must say that the pool, the surrounding pool area and the change rooms have never looked so good. For the first time in the six years I have been principal at Macarthur Girls High School, the teachers’ relay team was defeated by the students’ team. What a day!
The school is very proud of our 2014 HSC cohort who obtained excellent results in their final external examinations. Congratulations to all students and to their wonderful teachers! I would like to particularly acknowledge Ms Dare their Year 12 Adviser for the way she led Year 12, and the Assistant Year Adviser, Ms Saldivar.

Distinguished achievements in 2014 HSC:

**Highest Atar:**
Angel Rauniyar
ATAR: 99.45

**Top Achievers: Top 10**
Aqsa Shahid equal 6th in state for society and culture

**All rounders : 10 units in band 6 or equivalent**

Vanessa Lu
ATAR 96.2

Angel Rauniyar
ATAR 99.45

Divya Shah
ATAR 98.9
Some other amazing ATAR results that we know about include:

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<tr>
<th>Name</th>
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<tr>
<td>Divya Shah</td>
<td>98.9</td>
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<tr>
<td>Vanessa Lu</td>
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<td>Di Liu</td>
<td>98.7</td>
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<tr>
<td>K. Cheung</td>
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Our HSC students achieved 71 Band 6 scores across all KLA’s. Some outstanding results were obtained in Drama in 2014 where 37% of students in the course achieved a Band 6 & 50% achieved a Band 5. Also in the ESL course, 25% of students attained a Band 6. Again, Society and Culture has 28% of their student achieving a Band 6.

Number of offers to university courses to our international students was 10 with 175 UAC offers made to students for 2015 admission.

**Staff**

There have been 2 staff appointed permanently to Macarthur Girls High School in 2015. I would like to officially welcome Ms Higgins and Ms Issa to the school. Ms Higgins has been appointed to the fulltime position of Learning and Support Teacher, replacing Ms Histon who will continue at the school in a part time capacity, whilst Ms Issa is our new History teacher. I am sure they will provide challenging and engaging learning opportunities to our students.

In a temporary capacity in 2015, due to part time leave situations, the school has employed a number of teachers either part-time or fulltime.

In Learning and Support and ESL: Mr Nowicki
In Social Sciences: Ms Prasad and Mr Tusa
In History: Ms Frihy
In PDHPE: Ms Goldsworthy and Ms Scott.

School Counsellors for 2015 are Ms Henman and Ms Vos.
Attendance at school

The NSW government has determined that parents, caregivers or persons having custody of a child are responsible for the regular attendance of that child at school. All students who are enrolled at school are expected to attend school whenever instruction is provided.

Regular attendance at school is essential to assist students to maximise their potential. The encouragement and maintenance of regular and punctual school attendance remains a core responsibility of parents/caregivers, the principal and teachers.

The legal responsibilities of parents/caregivers also states that parents are required to explain in writing their child’s absence(s) from school promptly and within 7 school days.

Every time your daughter is absent, whether it is for a full day or part of a day such as arriving late to school (after 9 am) - you must write a note to explain her absence.

Parents/caregivers must supply written explanations or the absences will be recorded as unexplained and will appear on your daughter's official school report. If your daughter has less than an 85% attendance rate, her ability to demonstrate that she has followed the set curriculum and applied herself with diligence to the learning activities will be hindered and may lead to the non-completion of courses.

Parents need to make sure that they are providing the school with explanation notes for absences within the 7 day time frame and students need to remind parents of this requirement. Even though your daughters are at high school, there is still a legal responsibility for all parent/carers and persons having custody of a child to give the school a written and signed explanation every time your daughter is absent for all or part of a school day, including arriving after the 9am starting time.

The Department of Education and Communities has changed The DEC Student Attendance Policy and Procedures, particularly in relation to long absences from school. This new process will affect all students and their attendance rates if they are taken out of school to travel.

Students can NO longer be given EXEMPTION from school to travel, either within Australia or overseas. Parents can submit an application to the principal for extended leave - travel. If approved, the parent is given a Certificate of Extended Leave BUT the leave is recorded as LEAVE on the student’s records and reports and counts as part of your daughter’s absentee rate. The Department of Education and Communities advises that students should be travelling during the set holiday period and NOT during the school term.

The school is currently rewriting our attendance policy and procedures and will provide detailed information to all parents via the school newsletter and the website when this has been completed. The new application for Extended Leave - Travel is located on the MGHS website under the heading Our School - Attendance and Absences.


Cash helps meet school expenses

The following information may assist families:

Eligible families receive $842 a year for each child in high school. The Schoolkids Bonus is paid in two instalments in January and July each year. This money is to help parents buy uniforms, shoes, school books and stationery, as well as other costs like school excursions, music lessons, school contributions and fees.
Families receiving Tax Benefit Part A, as well as young people in school receiving Youth Allowance, and others receiving certain income support or veterans’ payments are eligible for the Schoolkids Bonus.

Parents should update their children’s enrolment details with Centrelink to get the Schoolkids Bonus. For details about the Schoolkids Bonus and other Government payments, visit humanservices.gov.au/schoolkidsbonus

If you are experiencing difficulties in paying your daughter’s invoice, please phone and discuss possible options such as a payment plan over the duration of the year.

**Student voice: The *Tell Them From Me* student feedback survey**

I am delighted that this term, our school, like many others in the state, will participate in a Department of Education and Communities initiative: the *Tell Them From Me* student feedback survey. The survey aims to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.


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

I want to assure you that the survey is confidential. The survey will be conducted online and will take less than 30 minutes to complete. It will be administered during school hours in the coming months.

Participating in the survey is entirely voluntary. A consent form and FAQs for parents/carers about the survey will be sent home with students. If you **do not** want your child or children to participate, you will need to return the form to school. Copies of the form and FAQs will also be made available on our school website over in the next weeks.

In 2014, Srishti Aggarwal and Kathleen Rome both won places to attend the prestigious National Youth Science Forum in Canberra during the January holidays. Kathleen has written a report describing the opportunities that this program provides to aspiring science students. She has also included some excellent information explaining the rigorous application process. I encourage any student with an interest in a career in the science field to read her report and challenge yourself to apply for this once on a lifetime opportunity. You will find her report on pages 9-11. I know that both Year 12 students would be happy to support prospective 2015 applicants.

If any parent has concerns, please contact the school on 9683 1866 to discuss these with myself or the relevant Stage Leaders

Ms Kennedy/Ms Youssef Stage 4 (Years 7 and 8)  
Mr Jackson Stage 5 (Years 9 and 10) and  
Mr French Stage 6 (Years 11 and 12).

I look forward to working in partnership with you and your daughter to achieve Macarthur Girls High School’s purpose of encouraging every young woman to achieve their personal best and empowering them with the necessary skills to be successful citizens in an ever changing world.

Gail Cluff  
Principal
Welcome to 2015!
Welcome back to all students and staff to a new year! It has certainly been a busy beginning to the term. We have been very happy with how quickly students have settled and engaged in their learning. This has set the standard for the rest of the year.

2014 HSC Results
I would just like to reiterate Ms Cluff’s message of congratulations to Year 12 2014 for their excellent achievements. We are very proud to see the fantastic results obtained by our 2014 HSC students with the support and dedication of their teachers. I wish all students the best in their tertiary study, work or gap year.

Year 11 and Year 12 Assessment Schedules
Last year, Year 12 students received their HSC Assessment Policy and schedule when they commenced their HSC Course at the start of Term 4. At the beginning of Term 1, Year 11 were given a copy of the Preliminary Course Assessment policy and schedule during their one of their first Plan to Succeed lessons. A presentation was given to both grades so that students have an understanding of the policy and are aware of expectations and responsibilities. It is vitally important that all Stage 6 students and parents have read and completely understand this policy and associated procedures. This policy has been written in accordance with BOSTEST requirements and policy for the purpose of ensuring fairness and equity for all students. Students and parents need to ensure that they adhere to these guidelines in order that they are not disadvantaged. Clarification should be sought in cases where there is confusion or misunderstanding by speaking with Stage Head Teachers or myself. These polices were emailed to all Year 11 and Year 12 students, and are also posted on our website:


Progressive study notes
I often hear from students across all grades that they feel unprepared for exams and assessment tasks. When I talk to these students they usually tell me they have either not completed study notes or have completed them just before sitting the task. To maximise results in these assessment tasks, it is vitally important to complete progressive study notes. This requires devoting time each week or fortnight to write summary notes for the work completed in each subject for that period of time. This enables students to study from these notes in the lead up to tasks, rather than spending all their time writing their notes. This effective use of time is likely to lead to increased performance and a better demonstration of achieving course outcomes.

Mobile phones
It has been brought to my attention by a number of teachers that there are an increasing number of students using mobile phones for purposes other than learning during class. Students and parents are reminded that students are only allowed to use their mobile phones in class when it is for the purpose of learning and they have been given explicit permission by their teacher. Parents are reminded that if they need to contact students in cases of emergencies, it should be done by calling the school and speaking to the office staff, rather than contacting students directly during class time.

Starting your day
In a recent survey it has been shown that 35% of high school students do not eat breakfast every day. As well as improving your mood, a range of studies have shown that those that eat breakfast each day perform better academically than those who skip breakfast. A quality breakfast should consist of real unprocessed foods which will sustain students until recess.

Mr Daniel French
Deputy Principal
Stage 6 Leader
**Deputy Principals’ News**

The year has started very well for all the girls in stage 5. Year 9 girls are experiencing their chosen electives and I hope that they are enjoying these interesting courses. Year 10 are continuing with their studies and are now progressing through their final junior year.

It is important that girls in both years understand and accept their responsibilities in completing all work. To move into year 11 all work must be completed to a satisfactory level, otherwise an N Determination can be awarded. An N Determination can lead to repeating Year 10. I sincerely hope that this year I do not have to issue any N Determinations. Similarly all girls in Year 9 are expected to make their best efforts and complete the work to the best of their ability.

Later this term Year 10 will be attending the awards day that was cancelled at the end of last year. The girls should enjoy the excursion and return with some great stories about the day. All students not going on the awards day are expected to be at school attending normal classes.

Mr Graham Jackson  
Stage 5 Leader

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**Stage 4 Report**

I would like to congratulate all Stage 4 students on the fantastic start they have made to the 2015 school year.

Year 8 are already demonstrating how much they have matured since last year as they comfortably deal with the everyday routines of school. I would also like to thank Ms Harris (Year Adviser) and Ms Parkes (Assistant Year Adviser) for their continuing support of Year 8 students.

I have been extremely impressed with how our new students in Year 7, 2015 have transitioned into Macarthur Girls HS so successfully and adjusted to the many variations which exist in high school. A whole new environment, different timetables, a variety of teachers and over 160 new friends to make, ensure that no two days are the same. I would like to thank our Year 7 Adviser, Mr Walden and his assistant, Ms Dare for their wonderful work in settling our new girls into their first year of high school. The transition has been very smooth. Ms Parkes has also done a fantastic job coordinating our Year 11 leaders to deliver the Peer Support program for Year 7 students. This is an essential school program that supports Year 7 students in adjusting to high school and making new friends.

Year 7 will soon be departing for Taronga Zoo on the ZooSnooze Camp. This will be an exciting and unique experience that is sure to provide many great memories for our girls.

All students in Year 7-10 at MGHS are expected to complete their online Literacy and Numeracy Enrichment activities every week on Moodle, our online learning platform. These literacy and numeracy modules are expected to be completed weekly at home and provide parents with an opportunity to observe how your daughter is progressing. Please be reminded that completion of these activities is included on her half yearly and yearly report.

A reminder to parents that you need to contact the relevant Head Teacher if your daughter is having difficulty in a particular subject. Please contact the relevant Year Adviser if you have any concerns regarding your daughter, or if there is information that the school needs to be made aware of.
Head Teachers

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<thead>
<tr>
<th>Student Wellbeing</th>
<th>Ms J Sharma</th>
<th>Mathematics</th>
<th>Ms K Spinos</th>
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<tr>
<td>Creative Arts</td>
<td>Ms M Edgar</td>
<td>PDHPE</td>
<td>Ms J Mumford/</td>
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<td>Ms S Torr</td>
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<td>English</td>
<td>Ms L Freckman</td>
<td>History</td>
<td>Ms E Mansfield</td>
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<td>Social Science</td>
<td>Mr P Ford</td>
<td>Science</td>
<td>Ms L Driscoll</td>
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<td>Administration/Resources</td>
<td>Ms N Aoun</td>
<td>Teaching &amp; Learning</td>
<td>Ms L Faddoul</td>
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<td>TAS</td>
<td>Ms S Best</td>
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Please note that I currently work on Monday, Tuesday and Wednesday due to part-time maternity leave. I share the Stage 4 Leader and Deputy Principal role with Ms Youssef, and both of us can be contacted in regards to any issues or concern.

We have observed some unsafe road use behaviours during morning and afternoon drop-off times. We encourage students to first walk or use public transport, however if students need to be dropped off and picked up we suggest that you select a spot, a safe distance from the school, to prevent the immediate area around the school from becoming congested. The safety of all students, not just your own daughter, must be at the forefront of all parents and caregiver minds. Please find some additional information regarding School Zone Parking Offences in the attached graphic.

There are a number of Extra-Curricular activities where students can demonstrate the PRIDE value of Participation that are generously being offered by teachers during lunchtimes and after school. The updated 2015 information is currently being uploaded onto the school website, and your daughter can look at our LED signs around the school for meeting days, times and places.

We look forward to a great year of learning and fun at Macarthur Girls High School.

Mrs Nadene Kennedy
Deputy Principal
Stage 4 Leader

![School Zone Parking Offences](image-url)
National Youth Science Forum 2015 Report

Attending the National Youth Science Forum (NYSF) at Canberra in 2015 shaped me in greater ways than I thought it would. It was an amazing learning experience which is just the beginning of what is to come. It has increased my passion and understanding of science and has motivated me for reaching my goals in the coming Year 12 and for my future career.

I first encountered NYSF when I received an email from my school librarian earlier in February last year. My interest peaked when I saw it was for any Year 11 student who was looking for a future career in science, or who had a passion for science. I was therefore keen to apply. My Science Head teacher followed up by organising a small meeting and encouraged a couple of students to apply, showing us the website and talking us through the procedures. I initially called different Rotary clubs around my area and asked if I could apply for the NYSF program. I finally sent my application and expression of interest to the Rotary Club of Parramatta City. After a few initial discussions via phone, I was sent an email for District Level interview selections that were to be held on the UNSW campus in Sydney. On arriving I was promptly greeted by some former NYSF students. They encouraged us to mingle with the other fellow applicants as we waited for our names to be called out. I then went through an interview procedure before a panel of three Rotarians and one other former NYSF student. Included in the interview was a 3-minute speech on a preferred topic of science.

A few weeks following the interviews I received the letter of acceptance with excitement and anticipation. I was not entirely sure what to expect from the program but I was eager to experience it as I had never come across this opportunity before. Rotary Club of Parramatta City agreed to sponsor half the cost of the program by paying $1275 and my parents paid the other half. The acceptance and payment was followed by an Orientation and meet up in Sydney. We were given a more refined understanding of what to expect and I had the chance to meet with various other successful applicants. I also attended one of my local Rotary club meetings and was given the chance to personally thank them for their sponsorship. After these initial preparations and while waiting for the Forum to start in January 2015, I started communicating with other students from various part of the country via social media and I organised a get together with some of the students from Sydney and surrounding area.

Year 11 passed quickly and soon it was already time to leave. My family hosted another fellow student from Perth on the previous evening before we were due to leave to Canberra. On the 5th of January, we left from Sydney Central Station to attend the first session (Session A). On the coach ride I saw many familiar faces and got to know some of the other students a bit more.

It did not really sink in at that moment that my journey, or the NYSF experience, had really begun. It was only when we arrived at Canberra did it truly become a reality for me. We were slowly introduced to NYSF traditions and the coaches were always filled with chants and laughter. The vibrant energy of the Staffies, who were our caretakers for the two weeks, made us all enthusiastic and involved.
For the 12 days on session we were accommodated on the ANU campus at Burgmann College. From here we took buses or walked to various locations where we attended lectures or interacted in lab visits. We had been arranged into different interest groups prior to the session. Being part of the Environmental and Earth Science group, we attended various lab and site visits to Geoscience Australia, Canberra National Park, The Murray Darling Basin Authority and the Research School of Earth Sciences to name a few. We saw the practical side and the government office jobs that science held in each of these institutions.

Even though my interest group limited me to mostly environmental and geological based lab visits, this is not the only science we encountered. We also had the opportunity to go to the Tidbinbilla Tracking station and were given a talk on the latest project of Curiosity on Mars and the information that had been so far collected. We were also privileged to have a GRDC (Grain Research and Development Corporation) member come and give us an interactive session at Burgmann College itself. Here we were introduced to other fields of science such as genetic and forensic tests done to acquire the best suitable grains for the future.

Each of the lab visits had something unique to learn about. The visit to the Research School of Earth Science on the last day was the most stimulating as we got to see what PhD students were working on and even hold the world’s oldest rock. For some reason, the work they did from studying the way water currents worked to analysing earthquake patterns, struck a chord with me and sparked my former interest in Earth Sciences again. Initially I came to NYSF wanting to specialise in Sustainable Energy for the future but now my options have broadened out again and I am looking into more possible opportunities for university and future careers.

Apart from the science lab visits we also attended various lectures throughout the session. We touched upon various subjects like mechanisms of sleep, future green technologies, the effect of drugs on society, forensics role in identifying war victims, Partner presentations, saving endangered species and even had a video conference with CERN (a Swiss research facility with the world’s largest particle accelerator) at the Questacon.

The presentations given by Dr Matthew Hill and his team from CSIRO in the Shine Dome theatre at ANU was the most inspirational for me. Dr Hill outlined his new discovery in nanoparticles and explained the potential benefits that his technology could bring for the future such as its CO₂ absorption capacity. Another guest speaker was Dr Katherine Locock who introduced us to yet another technology of the future, CSIRO’s RAFT technology (polymers modelled like our natural defensive peptides in our body), which may lead to a new advancement in the development of antibiotics to fight against antibacterial resistance. This is an increasing problem in the medical world and we seem to be turning back to nature to make solutions for the future like Dr Katherine. Both these areas that CSIRO is working on fascinated me because not only do I have an interest in sustainable energy but also had a former interest in the natural and herbal medicines. Each day a new interest appeared that made me really consider what I wanted to do for my future career. But from all the lectures we had, the scientists and researchers gave their advice and commonly for most of them, they ended up in places they could have never guessed before.

A significant aspect about NYSF is that it also incorporates various social events and activities to teach the students communications skills to build good relationships and networks for our future careers. There were several formal events where we met sponsoring Rotarians or sat and talked to scientists from various professions. In Session A this year, we attended a Science dinner at the Australian Institute of Sport where the 50:50 program for women in science led by Professor Veena Sahajwalla was inaugurated. It was a great privilege to see what other scientists are doing for the future generations and creating equality in the world of science as well. Other social events included swing dancing, a science relay quiz and evening activities like sport and music. Apart from these social gatherings, to further enhance our communication skills, we were also asked to do a 3 minute impromptu speech from which I received constructive feedback followed by another 5 minute preprepared speech a few days later to be completed with our assigned buddy.
Overall I found that the most valuable experience of this unique program was that we could hear first-hand, the experiences of various scientists, researchers and engineers about how they got to where they are in their careers. I learnt that being open to new possibilities, having a passion in what you do and forever extending your network of friends and colleagues were very important in getting you where you truly want to be.

I would like to extend my heartfelt thanks to all the Staffies and my fellow participants for making the program so enjoyable and transformative. I would like to express my gratitude to Macarthur Girls High School for introducing me to the program, and to Parramatta City Rotary club for sponsoring me and for the trust they have put in me. Also for my parents for their much needed support in this program, and lastly but most of all I would like to thank the NYSF Director and executive team for organising and making this amazing opportunity possible and to the Partners for sponsoring NYSF and making the program very informative in so many different aspects.

Over all I think the NYSF has marked a turning point in my life. I will never forget the important lessons that it has taught me and the wonderful friendships I made. Being able to spend two weeks with 200 other like-minded energetic young people and learning things I never thought to encounter has transformed me incredibly.

Kathleen Rome
February 2015
This term has been an exciting start for Stage 4, as students in both Years 7 and 8 have begun Integrated Learning classes. These classes have been a pivotal stepping stone in ensuring that students are prepared for learning well after they leave the school surroundings. In these classes, students complete projects which enhance their 21st century skills and undeniably improve their ability to use ICT, communicate effectively, self-regulate, collaborate with others and think critically. Students also achieve outcomes from a variety of subjects including Maths, English, Science, History, Geography, LOTE, TAS and CAPA.

In Year 7, students have adjusted well and have begun working on their Travel websites. In this project, students work in groups to research a country and then present a professional website for tourists who will be travelling there. Before students began working on their websites, students developed their collaborative skills by working in their groups and creating a house out of paddle pop sticks! It was definitely harder than it looked!

In Year 8, students have begun their project entitled ‘Volunteer for Life’ where they examine different volunteering opportunities throughout the community at a local, national and global level. Students will then translate this information into a documentary. At the conclusion of the unit, all documentary excerpts will be edited together so as to produce a professional, real-world documentary which can be shared with members of our community.

By Emma Mansfield
Swimming Carnival

The Macarthur Girls High School Swimming Carnival was held on Thursday, 19 February. This year we were lucky enough to hold it at our school swimming pool again. Thankfully the threatening weather reports of rain held off and we had a warm, sunny day with a great turn out from students. All students demonstrated PRIDE in their outfits, dressing up in an array of house colours. It was great to see so many students participating with enthusiasm on the day. The cheering and chanting continued throughout the whole day! Congratulations to all students for their involvement in the day and especially to Fitzroy for winning the House cheer off!

Ms K Coop
The History World

“The more you know about the past, the better prepared you are for the future.” - Theodore Roosevelt

The beginning of 2015 in the History world has once again been a very busy one for both staff and students. This year, we welcomed two new additions to our History faculty; Ms Issa and Mrs Gartrell. Ms Issa has joined our faculty from another school and is really enjoying getting to know all the students in her classes. Mrs Gartrell has transferred to the History faculty from the Resources Team and we welcome her into our ever growing family of historians. Already, these two teachers are making a fantastic contribution to our constantly growing faculty. In addition, we welcomed back Ms Frihy into our staffroom and know she will continue to be a fantastic teacher to all those fortunate to have her.

It has been fantastic to watch so many of our students settling well into the new term and hard at work in class. Year 7 and 8 students have begun the year by exploring past civilisations and examining the importance of sources for discovering what really happened in the past. In particular, Year 7 students have been examining with interest how much of what we know about the past is from garbage left behind; and we may not even be interpreting it in the right way! For example, this may be the way people interpret our lives in a thousand years:

Both our Stage 5 and 6 students have settled in well at the commencement of the year and have been producing some excellent work. More than anything, it has been fantastic to watch so many students question the known and look for the shades of grey in what they thought previously was a black and white world. Historical Inquiry is all about questioning what we know about the world...

"There are no absolute rules of conduct, either in peace or war. Everything depends on circumstances."

Leon Trotsky
The Year 11 Ancient Historians have started 2015 with enthusiasm. The first unit ‘History, Archaeology and Science’ has seen them undertake a variety of different learning activities, designed to promote higher order thinking, teamwork and engagement. The students experienced firsthand how eyewitness testimony can be deceiving, fraught full of bias, exaggeration and deliberate omission. Lesson learnt: be critical of what you read when considering historical sources!

The students submitted a proposal to undertake a Virtual Dig in France’s Palaeolithic site of Combe-Capelle before they demonstrated how much they ‘dig’ archaeology by excavating an ‘ancient burial’ site.

The focus for the second half of term will be on ethics concerning archaeology and ancient human remains. Lindow Man, Windeby Girl and Oetzi the Iceman ...oh my!

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**The History Appreciation Society**

The History Appreciation Society has once again been busy at the beginning of this year and all students are invited to attend on Friday lunchtimes in D09.

Future projects include working on the official History Appreciation Society tumblr site which all students are encouraged to visit. For more information visit:

http://www.history-appreciation.tumblr.com/

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By Ms E Mansfield
History HT
The Social Sciences faculty have begun the year in much the same way as 2014 concluded. The staff have been very busy in developing engaging units of work and activities to meet the requirements of the students in our subjects and the syllabus on which these courses are based.

As a faculty we are committed to ensuring each student is given the opportunity to excel in their chosen course of study. Our initial investigations of results indicate that students in the HSC courses for Social Sciences (Economics, Legal Studies, Business Studies and Geography) all performed extremely well and on average gained results which were above what the expectations were. We would like to congratulate all these students and wish them well as they embark on the next phase of their life.

At this time we would like to let you know that in Term 2 there will be a fieldtrip for all students in Year 10 for Geography. This day is currently being organised for both venue and cost. Parents and carers will be notified well in advance of the date so they can make the necessary arrangements for their daughter to participate. Another exciting activity for Year 9 is the Financial Literacy performance which will be occurring at the school on the afternoon of Wednesday 18 March. A professional group will be entertaining our students on this afternoon. Although the activity is designed for students in Commerce, we feel that it is an essential experience for all students in the group, and so all of Year 9 will be invited to join us for the event. Full details will be sent home within the next week about this activity.

I would like to take this opportunity to thank the History faculty for their input, support and collegiality over the past 4 years when they were also part of the faculty, then called the HSIE faculty. Due to the successful introduction of Studies of Religion and growth in popularity of courses offered by both the History and Social Sciences faculties, we have once again reverted to having a separate History and Social Sciences Faculty.

Should there be any issues you would like to discuss regarding the pattern of study, or your daughter's progress in any subject, please remember that we would love to hear from you, and we are only a phone call away.

Welcome back to the VET students in Year 12, it will not be long and your Certificate II course will be completed, and you will be the proud owner of a nationally recognised credential. Your teachers (called facilitators) have been working hard over the break to ensure all the assessing is completed and you now know exactly what is required to complete your competencies and earn the reward. It is heartening to know that the vast majority of candidates in 2015 achieved the credential they were seeking. Those who did not meet the standards were those who failed to apply themselves to developing competency in a consistent manner, and they receive a record of attainment which can be used if they wish to continue seeking the Certificate II at a later date – their efforts have not been wasted.
For Year 11 students, this new way of completing work may be strange – you will not be getting marks as such, but only “Competent” (you can do the task) or “Not Yet Competent” (you still have difficulty completing the task) This and the many other subtle differences between VET courses and traditional courses were explained during your induction. I hope you have explained this to your family already. Copies of the induction handouts (Shown here) are available from me should you wish to have additional copies for future reference. It is also important to note that many of the school requirements such as attendance and completion of work are the same for VET courses as other courses. I am sure that those completing a Hospitality framework will enjoy some of the delicious items they prepare in their demonstration of competency. If you have a part time job, some of the competency for the course you choose may be credited to you because of your paid position at another venue.

As you contemplate VET studies, those who have chosen a TVET course (completing a VET course at TAFE) have chosen a more difficult path because they will need to miss learning time in one of their school courses, as well as travel away for their training activities. Ms Latimore is coordinating these applications, but there have been some difficulty in getting them processed correctly by TAFE, and some of the courses students have requested are no longer available, or available but at a different, less accessible location.

All students should consider seriously the benefits of completing a VET course, it is competency based, has no stressful, formal assessment program AND up to 2 units of VET courses (if you complete the HSC examination) can count toward your ATAR.

A reminder to students and parents VET courses have 2 weeks per framework of work placement, where students become employees of a business for a week at a time. In 2015, the first placements will occur over the June/July holidays. Information and preparation sessions will be sent to you closer to the scheduled times for these events.

By Mr P Ford

**Award for Outstanding Research in the Personal Interest Project: Society and Culture**

One of our 2014 HSC students performed extremely well in Society and Culture last year. Aqsa Shadid achieved a High Distinction for her Personal Interest Project (PIP) in HSC Society and Culture. She was also ranked 6\(^{th}\) in the state for her overall performance in the course.

Aqsa’s PIP was entitled ‘Muslim and Western; Living a life of contradiction: An investigation into the westernization of Australian Muslim Women.’

As one of only 8 High Distinctions awarded to the 4000 candidates from public and private schools across NSW, Aqsa’s project has been entered into the NSW State Library collection and libraries around the State, to be viewed and read by the public. An extract of her project will be posted on the Society and Culture Association’s website for current students to see the level of standard required to achieve a High Distinction.

Congratulations must also go to Aqsa’s teacher, Ms Briony Sheridan for these outstanding results. As a result, Ms Sheridan was awarded an Excellence in Teaching award by the Society and Culture Association.

By Mr P Ford
Year 9 Agriculture Report

The study of Agricultural Technology develops knowledge and understanding about a range of agricultural practices and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products.

This subject enables students to develop their abilities to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences. Students investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water.

2014 was a big year in the Agriculture Department. Some of the learning experiences undertaken are listed below:

- **“The Animal Husbandary Project”**: The practical investigation was broken into two experimental tasks Part A: To compare the growth of day old and broiler chickens; Part B: To observe and record the physical and anecdotal behaviour differences between layer and broiler chickens. This was a great opportunity for the students to investigate first hand over a period of 6 weeks, the importance of chickens as an agriculture enterprise.

- The farms 16 hens required constant care and were highly productive in laying dozens of free range eggs each week. These eggs were collected by the students and were sold to staff and students for a small fee. Students gained awareness of how the selling of eggs enabled the farm to receive an income, which was then used to provide food, shelter and health care for the animals and enabled the production of more crops keeping the farm sustainable.

- Vegetable production “Garden Bed Preparation”. Students were allocated specific beds in the agriculture plot, and were responsible for preparing, sowing, maintaining and harvesting their crops. A variety of vegetables were grown such as: pumpkin, strawberries, mint, basil, lettuce, zucchini, celery, watercress, cabbage and broccoli. Citrus trees such as oranges and lemons were also grown in the farms orchard.

- **“The Home Garden Project”** was a plant science student project. In order to complete the activity students were required to consult with their family about a specific garden project that would fill a family need such as a vegetable or flower garden, the construction of a compost bin or construct a home garden watering system. This project enabled the parents to be directly involved in their daughters learning experiences and allowed the students to demonstrate and showcase the variety skills learned in this subject. It was a wonderful opportunity for students and parents to have fun and work together closely in an educational experience.

- The students showed great control, responsibility and skill in learning how to operate and drive the school tractor. Students gained first hand experience about the importance of technology in agricultural enterprises.

- Students were very brave in handling or at times wrestling with the sheep. They gained first hand experience on nail cutting, sheep shearing, crutching, drenching and the dietary requirements in order to maintain sheep as an agricultural enterprise.
The year ended with a mass sowing of sweet corn, tomatoes, pumpkin and watermelon. A massive harvest of “Queensland Blue”, “JAP” and Butternut pumpkins provided the opportunity for the students to sell the harvest to the school community.

2015 will be another big year for the students in agriculture.

By Mr B Thomas

**CAPA Report**

There are three Dance groups formed this year by Ms Lawton and Mrs Salvador. The Dance Company are students from Years 7-12 who have already demonstrated strong dance technique. This group will run Tuesday afternoons. The Dance Ensemble is made up of students from Years 7 to 9 who are focusing on developing their skills in dance and performance. This ensemble runs on Wednesday morning. The Year 7 Dance Troupe is a new group formed this year. This group will be run at lunchtime and will give students an opportunity to develop their dance and performance skills.

Four Year 10 Drama students have been selected and trained to take on a director’s role and will lead, under the supervision of Ms Knowles and Ms Lawton, the Year 8 Drama group which will start in Term 2.

In Music we have a number of groups running under the tutorship of Mr Walden. The instrumental ensemble is running again on Monday afternoon. It is made up of students from Years 7 to 11 and includes students with a range of abilities but who all enjoy playing within a group. The Jazz ensemble, a group of five Year 12 students meets Monday mornings to explore a more interpretative approach to music. The Piano trio have reformed but with strong interest from a number of talented Year 7 violinists and pianist may grow in numbers.

The Mosaic Club is running again. On Friday lunchtimes, Ms Saldivar will be once again teaching the skills and techniques needed to make this beautiful art form.

Once again Mrs Anderson will run the Harmony Singers who practise on Friday mornings.

By Ms M Edgar
OnStage

It was Saturday, 7 February that the Year 11 and 12 Drama students were given the opportunity to attend OnStage, the showcase of HSC Drama performances and Individual Projects of 2014, at the Seymour Centre. Before the performances took place we were able to look through a display of HSC Individual Projects which included critical analysis, costume and set design, and promotion and program, in the upper foyer of the theatre. These projects demonstrated the creativity and artistic direction of the students, who gained a Band 6 for HSC Drama. However, this was not the most exciting part of the day. The OnStage showcase included both group performances and individual monologues and displayed the level of hard work and persistency that was needed to create each piece. From the hilariously over-the-top physicality to the heavy-hearted stories about our Australian past, these performances surely did inspire the audience to think beyond their limits. The audience was left captivated by performances that challenged the idea of Drama and what you can and cannot achieve. Throughout each performance, we would let our minds think and question what we are capable of and what would be needed to get us to appear on this remarkable platform. This was the fuel to drive our motivation and help establish our own objectives. Overall this experience gave us an insight to the concepts we could possibly develop to achieve that Band 6 and lead us to OnStage.

By Jana Abdul Hussein and Hailey Prats
Anime Club Artists

Last year, Macarthur Girl’s Anime Club finished the year off by completing a set of fan art of *Tamako Market*, an anime released in 2013 by Kyoto Animation. The anime club watched this throughout term 4 and have greatly enjoyed this comedic yet realistic anime. Surrounded by encouraging friends and a friendly neighbourhood, Tamako, the protagonist, reveals her carefree life with humorous events. This anime is definitely for those who love comedy, randomness and cute, fat talking birds.

All students who participated in this collaboration of fan art are congratulated for their hard work and dedication. All of these characters are drawn with care and precision and most beautifully coloured. Various characters are drawn and each unique drawing emphasises not only the artist’s talent, but the personality of the character drawn as they are carefully thought through before commencement. Participants range from Year 7 through to Year 11 and are congratulated for their time and effort, balancing both homework and extra curricular activity.

In 2015 there are many exciting and promising events awaiting the anime club. All new members are welcome, from Year 7 all the way to 12. Anime club, co-ordinated by Ms Luo, is a fun lunch time club where students can socialise and make friends from all years groups. For those who have a particular interest in anime and manga, you will definitely find the anime club pleasurable. In the past we have done various activities, including cosplay and drawing competitions. We also inform students of outside opportunities to experience more Japanese culture through public events and encourage their participation. This year I, Tracy Chau (club president) plan to implement new and fun projects, so I would encourage anyone with any interest to join and I promise you a fun and thrilling year.

Anime club this year is held every Friday week B and Tuesday week A.

By Tracy Chau
President of Anime Club 2015
Macarthur Girls High School UNIFORM SHOP
Tax Invoice

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☐ CASH
☐ CREDIT CARD

TO PAY: $

BLAZERS – SPECIAL ORDER
Blazer orders to be placed in the school uniform shop by latest last Monday of each term for pick up early the next term. $110 payable in full at time ordering.
Positive Parenting Program Seminar

Guildford Library
In partnership with Community Migrant Resource Centre

Simple and practical strategies to help:
- Confidently manage children’s behaviour
- Prevent problems developing
- Build strong, healthy relationships

3 one hour sessions
Monday | March 9, 16 & 23

Participants must attend all 3 sessions
CHILD CARE NOT PROVIDED

1pm-2pm | FREE | bookings essential

Book online at parracity.nsw.gov.au/library
For further information call
Guildford Library 9632 6744

PARRAMATTA CITY LIBRARY
PARTICIPATE | CONNECT | LEARN
CMRC Community Migrant Resource Centre
Triple P for every parent
### Upcoming Dates

#### Term 1
- 11-13 March: Year 7 Camp
- 3 April: Last day of Term 1

#### Term 2
- 21 April: First day of Term 2
- 28 April: Year 7 vaccinations
- 21 May: Athletics Carnival
- 26 June: Last day of Term 2

### 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 1**: Tuesday 17 March
- **Term 2**: Tuesday 12 May
- **Term 2**: Tuesday 9 June

### Information

#### Richmond College

**General Education**

**2015 Courses**

- **10224NAT**: Tertiary Preparation (Year 12 equivalent)
- **10223NAT**: Academic and workplace preparation
- **10089NAT**: Skills for Work & Training (Choose Computing or Retail focus)
- **FSK10113**: Access to Vocational Pathways (Literacy and Numeracy focus)
- **FSK10213**: Skills for Vocational Pathways

- Improve your literacy and numeracy for the workplace or further study.
- You can start in Semester 1 2015 (February).

#### Contact

Lorraine Horan  
Head Teacher  
4870 8022  
Lorraine.Horan@tafensw.edu.au