Principal’s Message

The school has received national and state accolades for the growth students achieve relative to statistically similar groupings throughout their education at Macarthur Girls High School. There have been three recent examples that I would like to share with the Macarthur community.

1. Secondary Data Summary Sheets 2014: Macarthur Girls High School

The above graph has been supplied by the NSW Department of Education and Communities. Macarthur Girls High School is shown in pink with similar students groups in green. The graph depicts the massive growth achieved by the 2011 MGHS Year 9 cohort in their 2014 HSC examinations. The progress demonstrated by MGHS students is significantly above that of students from similar groups across NSW.

From the year 9 NAPLAN results students were allocated into 3 groups - low, middle and high. Each group of students was then tracked to their results in the 2014 HSC. The graph displays the performance of students from MGHS compared to the performance of statewide similar students.

Students who attended MGHS for those 4 years from 2011 to 2015 have performed over 4 times better in their HSC relative to students who attended similar schools. These results are remarkable and reflect a learning culture where students apply themselves with diligence and commitment and teachers consistently plan and deliver high quality teaching and learning.

Congratulations to all.
1. Nationally recognised by ACARA for statistically significant improvement NAPLAN Numeracy

The school was identified by ACARA as demonstrating above average NAPLAN gain compared to schools with similar students. This gain is deemed to be significant and worthy of highlighting and acknowledgement. The school’s name was provided to media. ACARA considered three key factors:

- the school’s overall gain compared to previous years;
- the school’s gain compared to schools with similar students based on the Index of Community Socio-Educational Advantage (ICSEA) level; and,
- the school’s gain compared to other students at similar NAPLAN start points.

Macarthur Girls High School was identified as one of 13 NSW DEC schools that demonstrated significant improvement in NAPLAN 2015 - numeracy.

3. DEC recognises school as exemplar for report “High Value Adding School”

The ability to attain higher value added than state, has led to Macarthur Girls High School being identified as an exemplar. The school was contacted recently by the Department of Education and Communities research unit, the Centre for Education Statistics and Evaluation. They interviewed the school to gather information on how we have consistently achieved outstanding results and growth for our students in literacy and numeracy since 2010. The team from the Centre for Education Statistics and Evaluation conducted research into what we do and why. The school will be part of a report due for publication this year where findings from “High Value Adding Schools“, will be shared across the department.
2014 in review

The 2014 Annual School Report (ASR) for Macarthur Girls High School will be completed by the end of this term. After that the school must submit the report to the Department of Education and Communities as well as being published on our school website.

It is an extremely comprehensive account of school life at Macarthur Girls High School in 2014 with examples of significant programs, achievements in arts, sports, welfare, awards and progress on the School Management Plan 2012 to 2014.

The report covers many school initiatives and highlights student outcomes in the academic, sporting, cultural and welfare arenas. It provides detailed information on school performance and academic achievements. The report contains in depth evaluations, progress on our school targets, data from a number of sources and future directions for the school in our newly developed 2015 - 2017 School Management Plan. The report will be located at http://www.macarthurg-h.schools.nsw.edu.au/

MGHS Literacy and Numeracy Online Enrichment Program

Macarthur Girls High School views the literacy and numeracy online enrichment program as a building block for success across all learning stages, resulting in better life options, academic success and skills for life enhancement.

MGHS students from Years 7 to 10 participate in weekly literacy and numeracy enrichment activities located on the school’s online learning platform - Moodle. These activities significantly contribute to the improvement of student learning outcomes at MGHS as measured by NAPLAN results over the past years.

Students will participate weekly in a range of literacy and numeracy activities to enhance and enrich their literacy and numeracy development across all subjects. It is expected that all students will complete all online enrichment activities.

Student completion rates of weekly Moodle activities will be acknowledged on their semester reports. It is paramount that all students in Years 7 to 10 complete these learning activities, with integrity, by 9am Monday each week.
These programs will support your daughter’s learning across all courses and enable her to achieve outcomes that reflect her capabilities. The school has implemented procedures for those students who continue to demonstrate a lack of commitment to their own learning. These procedures which include after school detentions, are non-negotiable.

Uniform

The safety of students is paramount and wearing the school uniform enables all staff to quickly identify who should be on school premises. Students and families are requested to ensure the official school uniform is worn at all times. The uniform is to be worn as per school policy and with pride, meeting all health and safety regulations. Examples of health and safety regulations include wearing correct footwear and hijabs being tucked into shirts and/or jumpers. Please note, boots and ballet slippers are not allowed. Pages 13a to 15a of the school diaries provide detailed information about correct uniform.

The uniform shop is open every Monday. It will also be open on Monday 20th April (School Development Day - no students) so parents can purchase the required uniform for the cooler weather, such as long sleeve shirts, school jumpers, vests, cardigans and the new blazer.

Wet weather also creates problems with student uniform as some students appear to only have one blouse and skirt. Please consider purchasing a second uniform to assist with these issues.

If for some reason your daughter cannot attend school in the correct uniform, then you need to provide her with a signed note and she needs to see her Stage Leader before school to request a uniform pass. If families are experiencing financial difficulties, please contact the school on 96831866 to discuss options.
The Department of Education and Communities has created a website Schoolatoz with practical help for parents. Recently more information has been added about cyberbullying. Some points you need to understand are:

- Bullying that occurs online or via technology is called cyberbullying.
- Online relationships can be different to face-to-face relationships.
- Hurtful comments and embarrassing photos posted online are potentially there forever.
- Solutions to cyberbullying need a whole community approach, not just schools or parents working in isolation.
- Filters only block certain content and aren’t a solution to cyberbullying.
- Parents need to be aware of the technology their kids are using, and learn to use it as well.

Because most cyberbullying happens in the home, parents need to be aware of the technology that young people are using. Click on the link to find out more. http://www.schoolatoz.nsw.edu.au/technology/cyberbullying/when-cyberbullying-hits-home

Term 2 and 3 see a change in the structure of the day to accommodate grade sport. Period 1 Mondays starts at 9:05 am after a 5 minute roll call with DEAR time scheduled for 1:00 to 1:25. Students representing in grade sport participate from 1:00 onwards.

Term 1 finishes on Thursday 2 April and students return on Tuesday 21 April at 8:55am Week A.

Wishing everyone a safe and enjoyable holiday.
Deputy Principals’ News

School Reports
Years 7 and 11 Interim reports were sent to parents two weeks ago, to advise them how their daughters had transitioned in to high school (for Year 7) and the senior school for (Year 11). The vast majority of senior students received a letter congratulating them on their smooth transition into the Preliminary HSC. Some girls in Year 11 have received a letter that expressed concern about their progress in one or two of their subjects. If parents received one of these letters of concern, please contact the Head Teacher of the subject. A small number of parents may have received a letter expressing concern in multiple subjects. If parents received one of these letters of concern, please contact me.

Year 12 Half Yearly Reports have now been completed and will be issued to Year 12 next week, on Thursday, 2nd April. It is great to see how much students have progressed in their study of the HSC and how their hard work is starting to pay off. Please read your daughter’s report and discuss with her ways to improve her study and application. Students will be requested to bring their report to school in Term 2 to work with their Plan to Succeed teacher in implementing recommendations of improvement in all their subjects.

Parent Teacher Night
We look forward to meeting parents and carers at our annual Year 11 and Year 12 Parent Teacher Night, which will be held in Term 2, week 4 on Wednesday 13 May, 2015. Next term your daughters will receive a booking sheet. Please ensure that appropriate time is allowed between interviews so that the night can run as smoothly as possible.

N-awards
A number of N-awards have been issued recently to Year 11 and 12 students. N-awards are an official notification required by BoSTES to inform parents that their daughter has not been meeting the requirements or outcomes of a particular course. It is the responsibility of the student to resolve these N-awards by completing the stated work and showing it to their teacher. Those students who do not complete this work jeopardise meeting the requirements of the Preliminary HSC or HSC. This can result in the HSC not being awarded to the student.

Max potential
Congratulations to Hayley Prats and Nitika Midha in Year 11 for being awarded a place in the Max Potential leadership program. This program seeks to build students’ leadership capacity and their engagement with the local community through volunteering. They meet regularly with a coach and complete a number of personal and community projects. A number of MGHS from Year 11 2014 were able to successfully complete this program and reaped the benefits of what it had to offer. I wish all the best to Hayley and Nitika as they complete this wonderful program.

Caffeinated energy drinks
Some students regularly bring caffeinated energy drinks to school in the morning after purchasing them outside of school. These drinks are widely regarded as an insufficient substitute for meals and have a number of adverse effects on children and adolescents, particularly with difficulties concentrating and headaches. Students are encouraged to think wisely about their choices to ensure they have sustained energy throughout the day.

Study tips
With the increasing number of assessment tasks and upcoming examinations, students can often feel overwhelmed with the workload. To help address this, it is important for students to use a term planner, a weekly study timetable and a daily priority list. Not only does this allow students to see which tasks are most important at different times, but with improved time management it also allows for the reduction of stress and improved performance. Year 11 and 12 students should consult their Plan to Succeed teacher for help in implementing these plans.

Mr Daniel French, Stage 6 Leader
Stage 5 Report

Term 1 has seen year 9 settling into their chosen courses very well and all the girls enjoying their experiences with these new subjects. All subjects will be presenting new challenges for the girls, broadening their knowledge and extending them into abilities. Year 10 have, in general, progressed through term 1 successfully, however, there are a number of students who have started to struggle in some subjects and are failing to complete the required work. This has led to a number of ‘N-Award’ warning letters being sent home to parents. These letters are designed to advise parents of outstanding work and to assist the students to address the issues of incomplete work. It is my hope that no student in year 10 will be given an ‘N-Award’ determined at the end of the year.

On a positive note, the rescheduled Awards Day is to be held next week and I’m sure the girls attending the excursion will have a great day out in Sydney.

It has been a great start to the year and I am looking forward to Term 2, and being able to further assist the girls in any way that I can.

Mr Graham Jackson
Stage 5 Leader

Stage 4 Report

I would like to congratulate Stage 4 students on their attendance during Term 1. Year 7 have an attendance rate of 97% and Year 8 are at 93%. It is important that this continues as the weather gets cooler, as being at school allows us to make the most of the learning opportunities provided by teachers during lessons.

Parents of Year 7 students should have received a letter in the mail regarding your daughter’s transition into high school. All students have been assessed by their teachers in regards to how they are:

- Settling into the school environment
- Working independently in an effective way
- Satisfactorily completing set work in class
- Satisfactorily meeting homework and study deadlines

Bringing necessary equipment to class.
Please contact the school if requested to do so in the letter or if you did not receive this information.

A reminder to all students that they are expected to complete the online Literacy and Numeracy activities in Moodle every week. If your daughter is having technical issues she should see Ms Faddoul as soon as possible.

The Year 7 ZooSnooz camp was a great success. Students who attended had a unique sleepover experience some lucky groups slept with caged animals in their rooms. The girls had the opportunity to complete a night zoo walk and to admire the Sydney Harbour views. Our girls were able to get close to some of the animals and watch the behind the scenes preparations as they took a morning tour of the zoo. The friendly zoo staff were extremely accommodating. The zoo staff commented on the excellent behaviour of the Macarthur Girls students and the quality of their questions. The ZooSnooz was a great opportunity for the girls to get to know each other and to learn about the animals and their environment. A huge thank you to Mr Walden for organising such a brilliant camp.

Mrs Nadene Kennedy and Mrs Joumana Youssef
Stage 4 Leaders
Science Happenings

Year 10 Bicentennial Park Ecology Excursion

Year 10 Science students attended Bicentennial Park this term to investigate wetland ecosystems. This excursion focused on the mangroves and wetlands of Parramatta River giving the students an opportunity to undertake scientific testing including water turbidity, temperature of the atmosphere and soil, quadrat mapping and transect analysis to determine the living and non-living parts of this environment.

This excursion while allowing the students to work in small groups to gather data and draw conclusions about it also provided an up close encounter with their local environment. This experience reinforced and informed students about the environment and, the issues that coincide within their local school area. They used critical thinking and problem solving to relate the information that they gathered to assist them in understanding the way Bicentennial Park Wetlands is maintained and made sustainable for future generations.

Stage 5 Agriculture

The farm is in full swing with a variety of herbs being grown including thyme, rosemary, mint, parsley, sage, basil, dill to name a few. There are tomatoes, chilli and zucchini growing nicely too. Our passionfruit vines are cropping for the first time so hopefully these will be available if we can keep the possums away!

The pumpkin crop has been harvested and sold earlier this term and the money raised has been put towards building a hydroponics station at the farm to grow lettuce and other plants. This resource should be ready for use in Term 2.

Our winter crops are being sown including cabbage, brussel sprouts (everyone’s favourite), broccoli, beans, carrots, leeks, onions and cauliflower.

Year 10 have been working on improving the soil at the old shed site as part of their assessment task and are just starting to see radishes and sunflowers germinating in the rejuvenated soil. The chickens are still laying even as the weather becomes cooler so see the office ladies if you would like to purchase some MGHS free range eggs.
National Youth Science Forum

The NYSF program encompasses scientific, formal, personal development, and social activities. It is sponsored by Rotary International. Kathleen Rome and Shristi Aggarwal in Year 12 represented MGHS in Canberra during January this year at the forum. Shristi’s focus was in Chemistry whereas Kathleen’s was Environmental Science.

Applications for 2015/2016 are now open to students in Year 11. For more information: [http://www.nysf.edu.au/](http://www.nysf.edu.au/) and see Ms Driscoll to join the NYSF group at school.

Who is invited to LONDON?

London International Youth Science Forum

Congratulations to Shristi Aggarwal and Kathleen Rome!

Shristi and Kathleen have been successful in securing a place at the London International Youth Science Forum. It is being held for two weeks in July this year and only 10 students from Australia are selected to attend. Doing the math that means that 20% of the students selected to attend are from our school….an amazing achievement! It is an opportunity of a lifetime and we wish them well.

Shristi and Kathleen are both highly deserving of this accolade and they thank all their teachers, rotary clubs and family who assisted them with applications, references and guidance.
Competitions

It is recommended that all students in year 11 and who are studying a science participate in at least one competition each year. This is not compulsory but will assist students in understanding and meeting the requirements of formal external examinations in the lead up to their HSC.

Students in years 7-10 are also encouraged to participate and challenge themselves by attempting the ICAS- Science or Chemistry competition.

Please see your science teacher for more information.

2015 International Competitions and Assessments for Schools (Science)

On Wednesday the 3 of June 2015, Macarthur Girls High School will be holding the annual International Science Competitions and Assessment for Schools in the school hall.

The competition provides the students with an opportunity to test their skills and knowledge of science in a non-threatening environment. Most questions have been designed to test essential skills, in a different way to usual classroom tests.

All students receive a certificate and an individual student report indicating which questions they answered correctly and their score compared with the rest of the students tested. The certificate and individual student report are also suitable for your child to include in a portfolio.

Certificates are awarded for each year level as follows:
- High Distinction to the top 1% of entrants
- Distinction to the next 10% of entrants
- Credit to the next 25% of entrants
- Participation to all other participating students

A UNSW medal is awarded when the highest score in each year level in each state in each subject is judged to be sufficiently meritorious. Students must sit on the official sitting dates to be eligible for a UNSW medal.

If you would like your daughter to participate in this competition, permission notes are available from their science teachers. The cost is $9.00 and must be paid to the school office by Friday the 24 of April 2015. It is not possible for refunds to be given.

Ms A Mercado
Organising Teacher
Australian Science Olympiad

Applications are now open for Year 11 students willing to challenge their abilities in Physics, Chemistry, Biology and Earth and Environmental Science this year. You will be attempting the Australian Science Olympiad Exams in August that test students’ knowledge, critical thinking and problem solving skills. Students who excel at these examinations have the opportunity to partake in the International Science Olympiads. If you are interested please email or see Mrs Driscoll and look out for meeting times.

For more information: https://www.asi.edu.au/site/programs_aso.php

Look out for the following competitions coming up soon:
- International Competitions and Assessments for Schools ICAS (Science) Year 7-12
- Chemistry Competition Year 7-12
- Science Olympiads Year 11

MGHS Sustainability Team

Welcome to all our returning and new members from Years 7-12 this year. This group is student focused and promotes leadership and positive risk taking to make our school a better place. Student proposals are put forward and the group collegially decides using evidence and information available how and if the proposal is viable for implementation at school. We are looking at how to recycle technology this term and are investigating ways that old unused equipment can be collected at school and passed onto recycling facilities.

Sustainability Tip
EALD Research paper & Strategies to enhance literacy skills

Dr Sham Nair & Mr Thomas investigated and analysed the assessment of science literacy for the EALD class of 2013. The purpose of the research paper was “To determine if formal assessments could be used to determine cognitive development in science amongst EALD students.” The research paper highlighted some very interesting results and recommendations for improving literacy amongst EALD, and for that matter, all students at MGHS. The presentation/research results can be found on the school website including the specific strategies you can use with your daughters to help improve their literacy.

http://www.macarthurg-h.schools.nsw.edu.au/faculties/eal-d

At Macarthur Girls High School, EALD teachers (English as an Additional Dialect) are deployed in classes with high numbers of EALD students. They deliver literacy strategies, alongside the content in the course, to assist EALD students in accessing the language required to complete class activities.

Due to the research conducted last year, it is evident that students need such literacy skills to access the language demands in Science (or any subject) in order to meet course requirements. The EALD and subject teachers can help to build these skills, but it is suggested that parents and students take further responsibility in order to maximize student-learning outcomes.

Strategies have also been developed by Ms Aoun and Mr Thomas, for our students at MGHS and provide an important opportunity for parents to be directly and actively involved in their daughters learning; to assist in further developing their children’s education, encourage and support their daughters learning experiences and importantly, help to develop their daughters literacy skills in science and other subjects.

All parents/caregivers can use the strategies to work with their daughter/s directly at home. Encouraging your daughter/s to complete them as a homework task can further reinforce their literacy skills for all subjects studied at MGHS.

Below is a list of strategies used by MGHS teachers that you can use to work with your daughter or encourage her to do in her own time. They are categorized under the 4 language areas: reading, writing, listening and speaking. If the areas cross over, they are marked with a (R), (W), (L) and/or (S) next to the point.

Reading

- Predicting what is going to happen before reading the story. Students can predict from words, the title, first sentences, key illustrations and storytelling. (S)

- Before reading, tell your daughter what the main topic or theme of the book is about. Have them create a mind map on that topic, which shows what they already know. (W)

- Your daughter can create a diagram or cartoon strip after reading to demonstrate what is being explained or what happened in the story.

- Modelled reading. Parents can model to students how to read or how to pronounce words by reading aloud. (L)

- Ask your daughter a question during reading and have her skim and scan the page for the answer. (S) (L)

- Pause while reading to your daughter and ask her to predict what could happen next in the story. (S) (L)

- Hot Seat: After reading a story, have your daughter pretend to be one of the characters. Ask them questions about the character’s life. (S) (L)
• Shadow Reading: Your daughter can either follow or “read along” with an audiotaped excerpt from a book. If they read aloud, they should try to follow the pronunciation, stress patterns and intonation patterns as closely as possible.

Writing
• Have your daughter dictate a sentence to you that relates to themselves or to a book that has been read. Write the sentence onto a piece of paper and then cut it into words. Your daughter must sort the words back into the correct order. (S)
• Dialogue journal: This is a conversation that is written down in a journal. It can be between you and your daughter. (R)
• Picture and sentence matching: Jumble up a set of pictures and corresponding sentences. Your daughter can match each picture to the appropriate sentence and explain her choices. (S)
• Visit a museum and give your daughter different questions to research. (R)
• Show your daughter an example of a written text (a story, a newspaper article, magazine article) and go through the different types of language used. (S) (L)
• Write something together. It could be a story, an article, an interview, etc. This gives you the opportunity to show your daughter what vocabulary or language can be used.

Listening
• After a story is read aloud, your daughter can write down the main points of the story. (W)
• What can you hear: Ask your daughter to be completely silent. She might want to close their eyes. Where there is no sound, ask her what she can hear, mostly from outside the room. Then get her to describe what she heard. (S)
• Two-way listening: Model phrases that show how your daughter can ask for clarification when she does not understand something. These phrases could be, “Excuse me, I’d like to ask something,” “I’m sorry, I don’t understand. Can you repeat that?” “I’m sorry, I didn’t hear that. Can you say it again, please?” “Did you say...?” “Sorry for interrupting, but would you mind repeating that?”
• Give your daughter a set of instructions that they have to write down on a paper. For example, “write your name on the paper. If you are a girl, write it on the right. Write your telephone number. If you are sitting beside a window, write it in red...” etc. (W)
• Give your daughter a list of questions before reading a story. Then whenever she hears the information she needs, she must raise her hand.
• Have your daughter listen to the news and extract relevant information. Get them to report back on the top events happening in Australia and/or the world.

Speaking
• Describe and Draw: This is where your daughter describes something that they have drawn, without showing the picture. Then their partner (or parent) has to draw that same thing. In the end they compare pictures. Note: You can also do this in reverse (parent does the describing) and turn it into a listening activity.
• Spot the difference: Look at two similar but not identical) pictures with your daughter (can be found online by a Google Search: spot the difference). She can find the differences by questioning and/ or describing the picture.
• I’m thinking of something: Your daughter has to describe an object that they are thinking of by starting with the line “I’m thinking of something that...”

If you have any questions or maybe you would like some help to get started, please don’t hesitate to contact Miss Aoun or Mr Thomas via email at:
natalie.aoun1@det.nsw.edu.au or Bradley.thomas@det.nsw.edu.au
Best wishes, Mr Thomas
Project Based Learning in Year 9

I am writing to tell you about an exciting project we are about to do in Year 9 elective lines. We will use the teaching method of Project Based Learning, or PBL, to help students learn better. A project motivates students to gain knowledge, and they remember it longer. Projects give students the chance to apply the skills they learn in school to personally relevant and real-world situations. Your child also learns skills in PBL such as: how to think critically and creatively, solve problems, knowledge construction, social value, working in teams, and making presentations. These skills will help students succeed in the future, both in school and in today’s work world.

Our project for Term 2, involving electives in f line, is called Learning Spaces and it will last for 10 weeks. The project’s Essential Question/s, which focuses our work, is Why is environmental (architectural and landscape) planning important for learning? and How could you change a space within the school so effective learning can take place now or in the future?

Our project for Term 3, involving electives in e line, is called PARK(ing) Day and it will last for 10 weeks. The project’s Essential Question/s, which focuses our work, is A parking space is an inexpensive short-term lease for a plot of precious urban real estate. What is the range of possibilities of creativity in a space usually dedicated to the storage of a private vehicle?

Our project for Term 4, involving electives in d line, is called Parramatta Park and it will last for 10 weeks. The project’s Essential Question/s, which focuses our work, is Take things invisible and make visible. How can Parramatta Park be developed/promoted as a hub for greater community interaction?

Students will be involved in the 6D solution fluency process (Define, Discover, Dream, Design, Deliver) which may involve researching on the Internet, interviewing community members, project management, creating a video, pamphlets, posters and models. Your child will work in a team, guided by the elective teachers.

At the end of the project students will make presentations to an authentic audience. This presentation will take place in the school at the end of each term. We hope you will be able to attend.

Students will be assessed individually and as a group. As parents or guardians, you can discuss the project at home, encouraging your child to think hard and ask questions about the topics. You can also support the project by becoming our expert. We will be searching for knowledgeable individuals from work sectors relating to the topics. You will be invited to either present a short presentation of your area of expertise or sit on a panel where you will review student products.

If you can assist in this project or would like more information please do not hesitate to contact me.

Margaret Edgar
HT CAPA
margaret.edgar@det.nsw.edu.au
Library Information

Welcome to Macarthur Girls High School Library - another busy year has begun!! This article provides general information for students and parents about the library.

Opening times
The library is open before school (8.30 - 8.55) for the return of books and laptops only, at recess and at lunchtime (closed Week B lunchtime).

Library Facilities
The library offers comfortable, air-conditioned, learning spaces that can accommodate whole classes, small groups and individual students working autonomously. In addition, there are two seminar rooms which are used as a senior study area.

Technology
The library has:

- An interactive whiteboard
- Nineteen desktop computers
- Four enquiry terminals
- Wireless internet for those staff/students with their own laptops or iPads.
Library cards
Each student has an ID card which will be their library card. The ID card must be shown before students can borrow.

Photocopying and printing
There is one photocopier in the library. Students wishing to use this photocopier need to purchase a photocopying card from the Finance window at the front office. The card, which comes with $5 credit, needs to be inserted into the slot attached to the copier.

A sample card is shown below:

![Sample photocopying card](image)

The photocopier is also the network printer and students may print in black and white (10 cents per sheet) or colour (40 cents per sheet) and in A4 and A3 size. To print in colour click on ‘Printer properties’ and select colour from the output option.

Items can also be scanned and emailed using the photocopier. There are instructions for scanning documents on the library noticeboard.

Printing before school
Students may print before school in Room 4 (next to the Science staffroom in C Block) from 8.15am to 8.55am.

Borrowing
Students in Years 7-10 may borrow ten items (five fiction and five non-fiction) for two weeks. Students in Years 11-12 may borrow twelve items (six fiction and six non-fiction) for two weeks. Students must show their ID cards in order to borrow. Students are encouraged to borrow over the school holidays.

Books, magazines, laptops and some CD-ROMS (audio books) may be borrowed. Many students are also borrowing their class textbooks through the school library.

Samiha Magan borrowing an item at the circulation desk.
She is being assisted by Mrs Drury, one of the SASS staff.
Reservations

Students may reserve items at the circulation desk. When a reserved item is available the student’s name will be put on the ‘reservations available’ list on the library noticeboard and a reminder will also be placed in rolls.

Overdues

The return date is stamped on the date slip in the back of the book and all students and staff are encouraged to return items by the due date as others may be waiting to borrow an item. If you need to keep an item for a longer period of time renew the loan before it is overdue.

Student overdue notices are distributed in roll call classes and a list of students with overdue books is also displayed on the noticeboard outside the library. Students with outstanding loans are not permitted to borrow until all overdue items have been returned.

Student guide to finding and using the library catalogue

All students are encouraged to use the library catalogue when researching a topic. It can be opened on any computer in the school and at home. More than 2,000 websites have been catalogued into the library database.

In addition to the catalogued resources, there are a number of useful sites that can be opened from the library homepage by clicking on the Links4Learning icon on the home page e.g. websites for all key learning areas, e-books, TaLe4Students, information skills, online reference material and resource reviews.

The library can be accessed at home and at school.

Safah Siddiqi and Ghazaleh Beheshti working in the senior study
Finding the library catalogue

1. Click on Internet Explorer
2. Open the DEC student portal page
3. Click on ‘Visit your school library online’ or click on the ‘My Library’ link in ‘Search Sites’
4. Enter your search words
5. If there are items in the library that match your search term a list will be displayed
6. Find the item on the shelves

Links4 learning

The library home page features a Links4Learning icon which provides access to a range of syllabus support material in each key learning area, as well as Information skills, Reference, a Teachers’ digital toolkit and a link to TaLe (Teaching and Learning Exchange).

How can the library assist students?

The library provides a learning and recreation space for students. The teacher-librarian is able to assist with:

- Research and information skills
- Essay writing assistance
- Bibliography writing, citing and footnoting
- Printing, scanning and photocopying
- Literature advice
- Promotion of the NSW Premier’s Reading Challenge
- Assistance with using the online catalogue, the school network, the internet and the interactive whiteboard.
- Bibliography writing, citing and footnoting
- Printing, scanning and photocopying
- Literature advice
- Promotion of the NSW Premier’s Reading Challenge
- Assistance with using the online catalogue, the school network, the internet and the interactive whiteboard.

Ms Jean Rhodes - Teacher Librarian and HSIE teacher

Laptops

The library has laptops available for loan by students in years 7, 8, 9, 10 and 11 (Each year group not previously issued with a DER laptop). The laptops may be borrowed for up to one week at a time.

PALS (Peers and Learning Scheme)

The Peers and Learning scheme will be operating in the library during Pride time for the last two weeks of term one. Mrs Jill Histon and Ms Wendy Higgins, learning support teachers, co-ordinate this program.

Arieta Tawamacala with Mrs Jill Histon in PALS

Ms Prasad with Najieh Safari

Homework centre

A homework centre operates in the library on Monday afternoons from 3.15pm until 4.15pm. Students need to see Ms Jacinta Prasad (HSIE teacher) to get a permission note before attending the homework centre.
NSW Premier’s Reading Challenge (PRC)

All students in years 7-9 are encouraged to participate in the Premier’s Reading Challenge. The Challenge runs from 2 March to 28 August 2015. Interested students register and record the books they are reading online.

To successfully complete the challenge, students must independently read twenty (20) books. Fifteen (15) of these books must be from the Premier’s Reading Challenge booklist and 5 books can be personal choice books.

Ms Rhodes, the teacher-librarian, is the co-ordinator for the Premier’s Reading Challenge and is available to help students with registration or recording the books they have read.

Premier’s Reading Challenge books are marked with a blue sticker and are located within the Fiction and Non-Fiction collections. Registration for the Reading Challenge takes place in March.

By Jean Rhodes
Librarian

Year 7, 8 and 9 students who successfully completed the Reading Challenge in 2014
Sports News

On Wednesday 4 March 2015, 14 students represented the school in a Knockout Touch Football competition. The students were in Years 8 to 12 and embodied their PRIDE values. Our first game was against Freshwater Secondary College. Even though we lost, the game was successful. We showed great sportsmanship and wished the other team well for their future games. Each of us shared a great experience and developed our touch football skills. We showed commitment by participating in all the training sessions and practicing very hard. We are very grateful to Miss Scott for giving up her Friday mornings to train the girls.

After the game Mary and Kayla were voted player player. Mary was for almost scoring a try and Kayla for showing excellent ball skills and team leadership. Mariam was voted as the most committed player, as she never gave up and chased every single ball down no matter how tired she was.

All the girls showed amazing sportsmanship and put in a lot of effort, we all really enjoyed the game and it was a great experience for us all.

As a team we would all like to thank Miss Scott for being such a great coach for our team, and inspiring us to achieve the best we could. She was proud of us for trying no matter what the score.

Overall, it was a great day out and we all had a great time doing what we love most.

By Aliye Bayhan & Marilyn Whyte

Knockout Soccer

On Tuesday, 10 March, the Macarthur Girls Knockout soccer team competed against Ku-ring-gai Creative Arts High School. There was a lot of interest in trialling for this team and congratulations to the students who were successful. The team showed determination and courage in their efforts against the opposing school.

The MGHS team consisted of Stephany Caamano, Michelle Arudselvam, Veronica Riad, Zahra Alizadeh, Aditi Sadakale, Manel Elamoud, Mariam Elamoud, Bonita Lu, Farrah Kayyal, Leela Guler, Anshika Sharma, Priscilla Jayaraj, Misari Mehta and Eleni Arvanitis.

Congratulations girls on your outstanding efforts and thank you to Mr Herrera for your time training and coaching the girls. Well done!

By Ms J Mumford
Reading Recovery Principles
for parents

Back to Basics for Kindergarten—Year 4

Learn the importance of early intervention to help your child become a good reader and find out skills and strategies to help them achieve success.

Presented by Kylie Mullins from ABC—Come Read With Me

TUE 7 APRIL 2015 | 6pm-7.30pm
FREE — online bookings essential

Parramatta City Library | Civic Place, Parramatta
THE BEST HOLIDAYS HAPPEN AT CAMP

✔️ Relaxing  ✔️ Fun  ✔️ Great value  ✔️ Safe

Entertain the kids these school holidays with a Sport and Recreation camp. Our popular Kids’ and Family Camps offer a range of exciting activities to keep even the biggest kid entertained. Try your hand at over 40 different activities, including fishing, slip’n’slide, abseiling, crafts, kayaking, cooking and more. Led by qualified instructors, you can rest easy knowing your kids are in safe hands.

Kids’ Day Camps start from $47. Family Camp weekends start from $63 per day for kids and $96 per day for adults (kids under 5 attend free; cost includes accommodation, meals and activities).

Bonus! Residential Kids’ Camps include supervised transport from:

- Central Station, Sydney
- Penrith
- Lithgow
- Bathurst
- Orange
- Wellington
- Brooklyn
- Mooney Mooney.

dsr.nsw.gov.au/kidscamps
dsr.nsw.gov.au/familycamps
13 13 02
facebook.com/nswsportandrecreation
Street Safe Self-Defence Workshop
Granville Youth Community Recreation Centre

12—18 years
Monday 13 April
11am –1pm

Presented by
the 7th Dan
Black Belt,
Taekwondo & Hapkido
Grand Master

Granville Youth Community Recreation Centre
3A Memorial Drive, Granville

Free - Bookings essential

Granville Library in partnership with Granville Youth Community Recreation Centre
Upcoming Dates

Term 1
2 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 2
Tuesday 12 May
Tuesday 9 June

Information
Go Overseas
Host an Exchange Student with WEP

Applications are now open for WEP student exchange programs commencing from July 2016 onwards.

Imagine:
- Hopping on a yellow school bus and dressing up in preparation for Friday night football games
- Making friends with people from all corners of the world
- Becoming a member of an overseas host family

We are now looking for welcoming volunteer host families for our exchange students due to arrive in July 2016 for a semester or year.

Imagine:
- Having a photo taken and sent overseas of a meal you have prepared, because it looks so different!
- Knowing someone who is amazed that we can travel for hours and still be in the same state of one country!

Find Out More
Request a FREE information pack for your family today!
www.wep.org.au  1300 884 733  info@wep.org.au