Principal’s Message

Term 2 and 3 School Organisation
We commenced our Term 2 and 3 bell times in week 1, with a change to the school’s day structure on a Monday, to accommodate Grade sport, with sport competition for Year 9 and 10 with other schools in our sport zone.
The Monday structure changes to:

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<th>Week A</th>
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<tr>
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<td>9.00 - 9.05</td>
<td>Roll Call</td>
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<td>9.05 - 10.17</td>
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<td>10.17 - 10.36</td>
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<td>10.36 - 11.48</td>
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<td>11.48 - 1.00</td>
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<td>1.00 - 1.25</td>
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<td>1.25 - 2.03</td>
<td>Lunch</td>
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<td>2.03 - 3.15</td>
<td>Sport Year 9</td>
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Parents have previously given Year 12 students permission for their daughters to leave the school, to commence study at home, due to early leave home study. I remind all parents that students who leave after period 3 are in the care of their parents as of 1.00 pm.
Students who wish to remain at school to study need to attend PRIDE Time. They will need to sign back into the school at the Reception Office, and will also need to sign into the Library as a ‘visitor’ in the appropriate book.

Year 11 School Reports
Year 11 Half Yearly Reports have now been completed by class teachers and were issued on the 8th May, just prior to the Parent Teacher interviews on the 13th May. I have enjoyed reading all reports provided by your daughter’s class teachers, across all Faculties and courses. The reports have provided students and parents with an excellent opportunity to adopt explicit feedback to improve learning opportunities.
Parent Teacher Night
Year 11 and Year 12 Parent Teacher Interviews were held on Wednesday the 13th May. This year we implemented an online interview booking system which was very successful in providing parents with the option of seeing all available timeslots and creating a personal interview timetable. Thank you to all the parents and carers who were able to attend and thank you to our wonderful class teachers who met with parents, and discussed the progress of our senior students. When adopted, these feedback strategies will provide an excellent avenue for future improvement of learning outcomes. If you missed the night, or wish further follow up with the Head Teacher of your daughter’s class, please contact the school by phone on 9683 1866 to organise an appointment.

Reporting
At Macarthur Girls High School we believe the reporting process supports teaching and learning by providing feedback to parents and students. It is how we communicate information about your daughter’s achievements and progress gained from the assessment process and class activities. Our assessments are made against the stated syllabus outcomes in each course for this semester.

Our reports comment on what your daughter knows, what she understands and what she can do. They also provide information about your daughter’s strengths, her areas for further development or attention and how to support the next stage of her learning.

Reports for Semester 1 are scheduled to be distributed at the following times.

- Year 8 reports: Friday 22 May
- Year 10 reports: Friday 29 May
- Year 9 reports: Friday 5 June
- Year 7 reports: Friday 12 June

Please ask to see your daughter’s report and spend time with her going through her achievements for Semester 1.

Parent teacher meetings provide an ideal opportunity for parents, students and teachers to discuss each student’s progress to date and how we can work together to support your daughter’s next steps in her learning. A booking sheet and information letter will be given to each student prior to these meetings to allow appointments to be made with your daughter’s teachers.

The following meeting times have been organised for Semester 1.

- Year 8 and 10 parent teacher meetings will be held on Tuesday 2 June. This night also contains the 2016 Year 11 Subject Information meeting for our current year 10 students and parents. This information meeting is scheduled for 6:00pm to 7:00pm.
- Years 7 and 9 parent teacher meetings will be on Wednesday 17 June.

Teaching & Learning
Students in Years 7 and 9 completed their NAPLAN tests in Literacy and Numeracy during Week 4. Teachers at MGHS use individual student NAPLAN data as one source of information when planning their teaching and learning programs to ensure that the needs of all students are being met.

Students who consistently complete all of their weekly online Literacy and Numeracy Enrichments tasks are seizing the opportunity provided by the school to improve their basic skills, which ultimately has a positive impact on their overall school achievement.
Visit from Tsurukawa High School

On 19 May 2015, we welcomed 175 students and 8 teachers from Tsurukawa High School to our school. The Japanese students were excitedly met at the bus by their MGHS Buddy who later gave them a tour of our school. The visiting group were entertained by dance, vocal and musical performances that showcased the talent of our students, and they also enthusiastically participated in a Bush Dance. A group of students and teachers were fortunate enough to visit Tsurukawa High School in 2012 and we look forward to continuing our strong relationship with the school that was symbolised by the planting of two Cherry Blossom trees in our school grounds. We can see much in common with our school’s PRIDE values and Tsurukawa High School’s motto, which when translated means:

Love and Respect.
Love others and respect others with warm hearts.
Be feminine. Do something for your society.
Be patient and do your best with sincerity.

Congratulations to Ms Luo for her excellent organisation of the visit and to those teachers who contributed and assisted on the day.

Athletics Carnival

On 21 May, the sun shone very brightly for our 2015 Athletics Carnival. Student participation was high. A special thank you to the PDHPE faculty for their expert organisation along with staff House Patrons and Sports Council students. Look on the school website for all the results in addition to many photos of our students and staff enjoying one of Macarthur Girls High School special annual events. A wonderful day, demonstrating participation and striving for personal excellence.

Well done everyone.
The Department of Education has entered a new planning phase. The Senior Executive, with the support of staff and in consultation with the community, have developed a new three year plan that aims to consolidate the quality programs that exist in the school, and provide direction to new initiatives to ensure that the school remains a lighthouse in the State.

The School Management Plan comprises of three strategic directions:

- **Student Learning** - Successful and Inspired life-long learners who develop capacities for the 21st Century
- **Teacher and Leader Learning** - All teachers supported by targeted and differentiated professional learning, which results in enhanced student outcomes
- **School Learning** - Developing all aspects of learning with a culture of continual improvement.

A key focus for student learning will be the development of 21st century learning skills through integrated teaching and learning programs. All students 7-12 will be engaged using teaching strategies, which develop knowledge, collaboration, problem solving and critical and creative thinking. This will be established with the design of the school curriculum pattern utilising current research, data and innovative thinking to develop the 21st century learning capacities of all students. Teachers will engage in professional learning opportunities to extend their evidence-based teaching practice and innovative lesson delivery. The school will also work towards developing levels of literacy and numeracy for all Stage 4 and 5 students through targeted whole school and KLA strategies and initiatives. This will include explicit differentiated teaching of literacy and numeracy which will be refined in all KLA teaching and learning cycles leading to improved student learning outcomes. These strategies and initiatives will be driven by the DEC Literacy Continuum and individual student profiles so that staff can plan and differentiate explicit strategies according to students’ level of need. Student wellbeing will be developed by using a holistic PRIDE welfare program that is mapped across all grades, providing students with significant and connected developmental opportunities. This will help support students to demonstrate participation, respect, integrity, diversity and excellence (PRIDE) in their learning and maintain positive school and community relationships. It will be enhanced further with the welfare team leading teachers in developing and implementing PRIDE programs and extra-curricular learning opportunities which will measurably improve individual and collective wellbeing. In the area of student assessment, tasks will be created to be authentic, for, as and of learning, and meet all BOSTES requirements. Teachers will develop, select and use a variety of assessment strategies to assess student learning and participate in collaborative professional learning to support consistent and comparable judgements of student learning. Additionally, teachers will use their knowledge of students and how they learn, to create lessons which will use a suite of differentiation strategies that are responsive to the diverse learning strengths and needs of all students. This will allow students to be engaged, challenged and successful in their learning with activities to suit their physical, social and intellectual development and characteristics.

All teachers will collaborate with their supervisors to develop a comprehensive Performance and Development Plan (PDP) that is clearly aligned to the Australian Professional Standards for Teachers and our school plan. In order for teachers to achieve the goals set in their PDP, teachers will be provided with differentiated professional learning opportunities reflective of their career stage. School processes and procedures will support all teachers with gaining and maintaining accreditation with BOSTES at Lead Teacher, or Proficient Teacher, Highly Accomplished Teacher or Lead Teacher as required. Our school professional learning will be developed by Lead Teachers, delivered by Highly Accomplished Teachers and attended by Proficient Teachers, providing the opportunity for teachers to accrue evidence towards accreditation while achieving personal goals and school directions. Students will be provided with targeted feedback by their teachers based on informed and timely judgment of each student’s current needs to progress learning. Teachers will incorporate data analysis in their lesson plans and programs for ongoing improvement of teaching practice, and will take responsibility in using data regularly for refining their teaching practice to improve student outcomes.
The school will create an organisational structure that enables management systems and processes to work effectively and in line with legislative, accountability and compliance structures. Workforce systems will be established to manage, monitor and plan for school change and improvement. All staff will be knowledgeable about key DEC reforms and will be consulted in forming an organisational structure for the successful implementation of relevant key reforms. An evidence base drawn from the collection and analysis of school community feedback will be used to review performance annually.

All teachers at the school participated in workshops to unpack each specific area of the school plan and are fully informed of the contribution they as an individual, and part of a faculty, will contribute to the achievement of this three year plan.

Ms N Kennedy & Mr D French
Relieving Principals

Zone Cross Country Carnival

The Zone Cross Country carnival was held on Friday 15th May at Macquarie University Sporting Fields. The MGHS Team consisted of 60 students from Years 7-12. The girls displayed outstanding behaviour, representing our school with great pride. They are to be commended on their participation and efforts on the day, with all students trying their best in their respective events. As always, our students cheered and clapped for each and every Macarthur Girl that crossed the finish line.

Well done to all team members!
Year 7 Integrated Curriculum

3 classes of year 7 students have been fortunate enough to participate in Integrated Learning classes this semester. Students have been enhancing their 21st century skills through the classes and have undeniably improved their ability to use ICT, communicate effectively, self-regulate, collaborate with others and think critically. Students have also achieved outcomes from a variety of subjects including English, LOTE, TAS, History, Geography, Maths and Science.

In these classes, students have been completing collaborative group projects. In the first project, students investigated countries throughout the world and created a webpage which would assist Australian travellers in planning their visit to each country. Some of the websites were even shown to Travel Agents at Parramatta’s Flight Centre store. It is sufficient to say, they were more than impressed! As one Travel Agent wrote, “These websites are truly inspiring and very professional in nature. If you had simply told me they had been produced by school students, I would not have believed you.”

The web based delivery of the unit of work, allowed students to easily navigate the project, accessing tasks, directions and resources and also provided explicit feedback mechanisms. Students did a fantastic job in their presentations, so make sure you ‘travel’ to some of them below:

Check out this amazing websites:

- USA - [http://group1travel.weebly.com](http://group1travel.weebly.com)
- Canada - [http://group2travel.weebly.com](http://group2travel.weebly.com)
- France - [http://group3travel.weebly.com](http://group3travel.weebly.com)
- Germany - [http://group4travel.weebly.com](http://group4travel.weebly.com)
- England - [http://group5travel.weebly.com](http://group5travel.weebly.com)
- New Zealand - [http://group6travel.weebly.com](http://group6travel.weebly.com)
- India - [http://group7travel.weebly.com](http://group7travel.weebly.com)
- Egypt - [http://group8travel.weebly.com](http://group8travel.weebly.com)
- Italy - [http://group9travel.weebly.com](http://group9travel.weebly.com)
- China - [http://group10travel.weebly.com](http://group10travel.weebly.com)
HSC Extended Response and Literacy Strategy

Dear Parents and students

As a member of the Board of Studies Examination Committee for Earth & Environmental Science, Mr Thomas has gained valuable knowledge and experience in setting high quality examinations and insight into specific student requirements for achievement at the highest level for the HSC examination. By analyzing previous HSC student performance he has identified specific areas for student improvement, particularly with the extended response questions.

For HSC Science Examinations 3 core topics and 1 option are assessed.

- For each topic questions increase in difficulty in terms of performance bands.
- A holistic 6-8 mark question incorporating knowledge from many sections or across all 3 core topics, allow students to demonstrate their higher order thinking skills.
- Targeted performance bands 2-6, which allow entry level marks (bands 2, 3 & 4) and allow the band 5 & 6 students to excel.

Mr Thomas has developed an extended response and literacy strategy that targets the specific holistic question that links concepts from all topics studied.

The strategy can be found on the school website (faculties/science/ Earth and Environmental Science and Biology, click on the PDF documents/print) and is available for you to start preparing NOW for your HSC examination. If you have any questions please contact Mr Thomas. He is very happy to guide you/your daughter through the strategy and offer as much support and guidance through this very important academic year. Study guides for Biology and Earth & Environmental Science are also available for students to use.

bradley.thomas@det.nsw.edu.au
The History World

“History happens twice, because people don’t remember it the first time!” - Unknown

The beginning of Term 2 has been extremely busy for both teachers and students in the History faculty. As happens every year, Term 2 is always a busy time for all students as they prepare for upcoming assessment tasks and continue to gain insight into the historical time periods we are studying.

At the beginning of this term, the History faculty worked with the History Appreciation Society and the TAS faculty to lead an ANZAC Day Ceremony which was held in honour of the 100th year anniversary of ANZAC troops landing at the Gallipoli peninsula. In order to remember the occasion, all students received a poppy, ANZAC Day cookie and an identification card of a soldier who fought during WW1. Every student received a different identification card which honours the number of soldiers who made the ultimate sacrifice for our country during WW1. Our ANZAC Day Ceremony was extremely successful and a big thank you to all those involved. Particular thank you must go to Ms Grima, Mrs Best and Mrs Foster who helped organise the whole event and to Mr Johnson who delivered an inspiring keynote address. Significantly, our year 9 students have been studying World War 1 at the moment and were able to amalgamate what they were learning in class, with all the commemorations that were occurring on ANZAC Day. Talk about real world learning.

Stage 6 History students have been working extremely hard this term and many students have been showing their diligence by attending after school writing workshops on a Tuesday afternoon. Students from both Modern History and Ancient History have been working with teachers on the ‘tricks of the trade’ that will help them as they prepare for the HSC examination. Society and Culture students have also been hard at work as they prepare their Personal Interest Projects and mini PIPs for submission. This project is an extremely important component of the course in both year 11 and 12, and the majority of students are congratulated on the maturity they have demonstrated during this process.
Stage 4 and 5 students have been continuing with their studies and are hard at work investigating different time periods throughout world history. Year 8 students have been investigating the Khmer Empire and recently wrote a Letter to the Editor from Lonely Planet. The best of these letters will actually be sent to the Lonely Planet company! Year 10 students are busily preparing for their upcoming assessment task and all teachers are excited after their success in the first assessment task.

Please see the amazing task submitted by Helen Latefaku in year 10.

Upcoming Assessment Tasks this Term:
Please note: your teacher will provide you with a notification with more details about

Year 12 Society and Culture; Week 6 and Week 8
Year 12 Ancient History; Week 6
Year 12 Studies of Religion 2U; Week 8
Year 12 History Extension; Week 10
Year 11 Ancient History; Week 6
Year 11 Studies of Religion 1U and 2U; Week 9
Year 11 Society and Culture; Week 7
Year 10 Elective History; Week 8
Year 10 Revolution of Thought; Week 10
Year 9 History Elective; Week 9
Year 8 History; Week 7

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/
ANZAC stands for the Australian and New Zealand Army Corps, who took part in the Gallipoli campaign during World War I. To all Australians and New Zealanders however, the word ANZAC stands for so much more.

ANZAC day is a very important day in both Australia and New Zealand as it commemorates all the soldiers from those countries who fought on the shores of Gallipoli on the 25th of April, 1915. The meaning of ANZAC has been a part of Australian and New Zealand thought since that day and its legend has remained for 100 years and continues to do so.

On the 24th of April 2015, Macarthur Girls High School gathered together, to acknowledge the meaning of ANZAC and the memory of the soldiers who not only fell for our nation and New Zealand, but also for all the other nations around the world who took part in the war. The school also acknowledged the women who nursed those soldiers and saved numerous lives during that time.

With wonderful help from Ms Grima and the History Appreciation Society along with the TAS faculty, Macarthur Girls High School commemorated and acknowledged the day beautifully. It is often difficult to think of the numbers of soldiers who fought in the war and even harder to try and distinguish their individual identities. So, in order to make the acknowledgement of their memories easier, ID cards of soldiers who served Australia and New Zealand were given to the students, as a symbol of all the soldiers who fought in the war.

Students were also given poppies and ANZAC biscuits during Roll Call to further commemorate the day and to remind the students what those items symbolised and stood for. The assembly ran smoothly with a heartfelt speech from Mr Johnson and an equally heartfelt poem by two Year 10 students-Agnes Augusthy and Catherine Stanislaus-entitled, ‘Silence of the Unknown.’ ‘O Valiant Hearts’ a hymn remembering those who died in the First World War was also played and the National Anthem was lead beautifully by the Harmony singers.

The assembly ran excellently and the students of Macarthur Girls High School walked away with gratitude for the sacrifice of the soldiers who fought for their countries and with the meaning of ANZAC and its legend in their thoughts.

By Hosna Rowshan-Bakhsh
Entertainment Industry

Students in Year 12 have now successfully completed the old CERT III Live Production, Theatre and Events qualification. They have now begun the new course in Live Production and Services. Students have been developing skills in the use of hand tools and learning techniques for the safe bump in and out of shows.

VET Industry Network Meeting

On 12 May 2015, Mr Walden and Mr Johnson attended a meeting with all the Entertainment teachers in the Macquarie Park RTO. The meeting was held at the new Concourse Theatre venue at Chatswood. This state of the art Theatre was built only four years ago and funded by the Willoughby Council. The venue has 3 large performance spaces including a 1000 seat concert hall, (designed specifically for acoustic performances by symphony orchestras and other ensembles), a 500 seat theatre with proscenium and an open space venue for a variety of events including business meetings, government functions and fashion shows.

The teachers discussed teaching and learning strategies for the new Live Production and Services course. Teachers were given a guided tour of the entire Concourse theatre, led by the Technical directors and Operations Manager David Banks. This was a rewarding and informative experience that gave the teachers a great insight into the inner workings of the Entertainment Industry.

Mr Johnson delivered an excellent presentation on how we can give informative and effective feedback on student’s assessment tasks using MS Word and drop down menus. This provided VET teachers across all Frameworks (not just Entertainment Industry) the option of providing consistent and meaningful feedback to students that addresses areas of achievement and improvement. Well done Mr Johnson!
Auntora Chowdhury did her HSC in 2014 and is now studying at the University of New England (UNE).

UNE is one of the oldest universities in Australia (77yrs). Many people in Australia got their degrees online (or correspondence). It has had 5 star rating for the last 15 years! Usually it has had people from country areas do their courses - but that has now changed!

She does NOT go to Armidale to study!

UNE has opened a campus right in the centre of Parramatta at 211 Church St! It’s located between Macquarie & George St’s!

**Co-op Scholarship to university presentation**

Years 12, 11 and 10 crammed into room 44, sitting on the floor to hear the advice of two of our ex Macarthur Girls students, Minnie Zhu and Ankita Suryavanshi, who had come to give a presentation on Co-Op scholarships worth approx $46,000 to go to university!

Co-op Scholarships are offered at UNSW as well as UTS in Business, Accounting and Engineering areas. Each year we have had students of our school successfully win one of the scholarships!

The three ‘Ps’ employers rate most highly are: **Productivity, Profitability and People**.

The advice was once again, to get involved in activities which prove you have **leadership**, demonstrated **initiative** and are creative in your ability to **solve problems**, have **teamwork** and **communication** skills as well as a passion and proven interest in the career area you wish to study!

Make sure you join the various clubs and societies offered here at school and also outside of school! Part time/casual work is very highly regarded. These all demonstrate and prove your interests and skills!

They also suggested researching courses and universities as much as possible - check for example ‘Bonus Points’. They also stressed attending OPEN DAYS and INFORMATION NIGHTS.

In Term 3 there will be more Lunchtime Talks - so please keep an ear for them through rollcall/PRIDE and try to come along early (then you’ll get a seat) and bring your lunch.

Best wishes,

Ms Latimore
Careers Adviser
UNSW Engineering's High School Information Day

On the 20th of May, 12 year 11 students had the privilege to take part in UNSW's Engineering's High School Information Day for senior students. We spent the day attending various sessions we chose and met other students who were interested in the various engineering electives as a possible future career path.

Both the organisers and students ambassadors were really cool people we were able to talk to and answered all our questions making the whole day just that much more fun. They provided us with muffins/cakes and even a barbeque lunch but made sure we were also being healthy by giving us fruit and water.

The highlight of the day, more than the sessions, was the Instagram competition that run throughout the day. After posting photos we took and uploaded on Instagram with the tag #UNSWEngineering, there would automatically be 2 copies of the photo printed off, one for us to take and one to go into a lucky draw. This meant throughout lunch we spent time uploading as many photos as we could and it payed off! Out of three winners, Prathusha was one of them!

It was an amazing and wonderful opportunity for getting a clearer understanding of engineering courses whilst having fun at the same time. We all look forward to going back next year to have just as much fun.

Throughout the day, we were engineers and explorers. We ventured into UNSW’s many engineering schools and by the end of the day we were happy to say that we are future engineers!

It was most definitely a successful and fun but also informative day. It truly was a great opportunity so thank you for making it happen and giving us information about all these amazing days we can attend. I look forward to future events and programs!

By Meena, Hsu, Anoushka, Swarna and Prathusha Yr 11

Today's engineering day at UNSW was amazing. I learnt new things like bicycle running on hydrogen gas.

Aashini PATEL
The Technological & Applied Studies faculty is a combination of the traditional subject areas of Home Economics and Industrial. We strive to provide students with a diverse range of meaningful learning opportunities from both traditional and non-traditional areas, conducted in a safe environment where students are encouraged and challenged in their learning.

**About Our Subjects**

**Food Technology Stage 5 & 6**

Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the health and wellbeing of the individual and to the social and economic future of Australia.

**Textiles & Design Stage 5 & 6**

Textiles and Design is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, and manufacture of textile items.

**Technology (Mandatory) Stage 4**

Technology education integrates both procedural and conceptual knowledge based on a holistic view of design. Students identify needs that have personal relevance, apply design theory and use design processes that encourage flexibility, resourcefulness and imagination in the development, communication and production of quality solutions.

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Hospitality Food & Beverage. Students also receive a Certificate II in Hospitality

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry. The course incorporates core units of competency plus units from various functional areas such as: commercial catering, food and beverage service, front office, and sales/office operations. An optional HSC Examination is able to be undertaken in Year 12 that can contribute to the ATAR for university entrance.
On the 30th March, 2015 the year 12 Earth and Environmental Science class went searching for introduced species around the vast waters of Penrith Lakes. Their task was to observe the water hyacinth and salvinia populations that have become a threat to native fish and aquatic organisms in the Nepean River.

These weeds are a major problem as they totally cover the surface of the water preventing sunlight from reaching the plants on the river floor. Lack of sunlight means these native plants cannot photosynthesise, hence die off as they can’t make their own food. Another major problem is that when their dead leaves fall off, they add a huge amount of organic matter to the water. As the leaves rot it reduces the oxygen levels in the water and leads to severe eutrophication.
The Earth class showed exceptional skill as they manoeuvred their canoes through the water and showed great stamina. It was a fantastic day and an incredible opportunity to see the devastating effects introduced species have on the very vulnerable Australian environment and to gain awareness of how careful we must be in bringing plants and animals from other countries into Australia. Well done Earthlings and thank you for a wonderful day!

Mr B Thomas (Earth & Environmental Science teacher)

The 2015 Earth class meet up at Parramatta station at 8:30 to embark on a journey to undertake the currents of the infamous Penrith lakes. As soon as we reached the Penrith station at 9:15 we were shuttled over to the historical venue. This was followed by a quick debrief and morning tea. We soon arrived at the bank of the Regatta lake. We were informed of the safety instructions. From there we individually kayaked our way to the different native and introduced species of the Regatta lake to evaluate their affect on this manmade ecosystem. We enjoyed the sunshine and fresh air we kayaked back to the lake bank. We tested the water quality and caught some mosquito fish. We had a great day!

By Youmna Saeed
Year 7 Zoosnooze Camp

On March 11 2015, Year 7 embarked on their first overnight excursion as Macarthur Girl High School Students, the Zoosnooze. Two separate groups on two separate nights attended Sydney’s Taronga Zoo after hours. The students were given ‘hands on’ lessons about a range of animals the public don’t usually get to see. As well as small group lessons, the students were given guided tours during the evening and early in the morning. After this, students were able to explore the zoo with the general public and as year group, watch the Seal show. Unfortunately, the weather for Group 2 was not ideal and the rain meant the girls were not able to explore the zoo during the time allocated. They were, however, able to organise themselves and move quickly when the rain cleared to see both the Seal Show and The Bird Show before lunch and home time.

Mrs Youssef and all the teachers who attended the camps were extremely impressed with the student’s behaviour. They were outstanding representatives of the school. The staff at the zoo made special mention to us about the quality of the girl’s questions, their politeness and their general attitude to learning during the lessons and tours.
Journey to Taronga Zoo

By Usha Makkena and Chelti Madamba

The epic and extravagant adventure began at school, where I was standing in the line and waiting for the coach. It was a brisk afternoon and I was feeling hyper active.

Once I got on the gigantic coach, I saw the exuberant and euphoric faces of my amiable friends. I relaxed myself on a seat next to my friend, Chelti. We were so ardent and keen, and we kept on nattering about what might happen at camp.

When we reached our destination, we got to learn about a few animals such as the turtle, quokka and a prodigious python.

Later, we had our sapid dinner served to us. It was delectable and by the resplendent aroma of it travelling through the motionless air, I felt ravenous. But, I have to tell you about the best part of it, the picturesque peacocks. In the middle of having dinner, an elegant peacock had been trying to pinch food from our brim plates. At first, the girls were a little feared, because it was an ‘unforseen event’!

Next, we got to go on a wild journey through the tremendous zoo. This was the night safari. We got to learn about some unique animals. We saw the colossal giraffe, a malicious lion, an idle Komodo dragon and a brisk and ferocious tiger. Finally, we got to respite. We were lounging on an immaculate bench, as we surveillance the exquisite view of the harbour bridge and the opera house, while we masticated scrumptious slices of luscious and tender fruit. We returned to our immense and vast rooms and got ready for the titillating night. We chaffered with our mates before the lights were turned off.

In the morning, we commenced with banquet to gobble including cereal, toast with jam, butter and vegemite. Then we started our gratifying and amusing trip through the zoo. We had a tour looking at all the various animals and we assimilated information of them. Then, we headed to the seal show where we were flummoxed by the enthralling tricks seals can do and we comprehended about their diet, life span, their predators and numerous other facts.

Furthermore, we also attended the bird show. We were perplexed by the enticing tricks birds can do. We learnt about their diet, their predators, habitat and, a myriad other facts.

Finally, we munched our appetising and nourishing lunch before a weary trip back to school.
Teaching someone to drive can be a happy experience.

You can learn all the simple steps on how to teach a learner driver at a **FREE** two hour workshop.

The next workshop in your area will be held:

**TIME & DATE:**
6.00pm - 8.00pm
Thursday
11th June 2015

**VENUE:**
Riverside Theatre
Corner Church and Market Street
Parramatta
in Rafferty’s Theatre

**BOOK NOW:**
Elisabeth Sacco
GLS Presenter
Ph: 0449 247 495
or email
esacco@sk.com.au

Helping learner drivers become safe drivers
Upcoming Dates

**Term 2**

- 26 June - Last day of Term 2

**Term 3**

- 14 July - First day of Term 3
- 27 July to 7 August - HSC Trials
- 1 September - Year 7 Vaccinations
- 18 September - Last day of Term 3

**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 9 June

**Term 3**
- Tuesday 4 August
- Tuesday 1 September

Information

**LEARN ABOUT YOURSELF!**

As Marcel Proust, a late 19th Century novelist wrote: “the real voyage of discovery consists not in seeking new landscapes but having new eyes”. Volunteer to host an international high school student arriving into Australia in July 2015 through Southern Cross Cultural Exchange and prepare to be amazed at the way this unique and rewarding opportunity helps your family to become closer, to understand themselves better and see the world in a new light.

Carefully selected students will arrive in July for one term, one semester or two semesters from France, Germany, Italy, Switzerland, Spain, Sweden, Norway, Finland, and Denmark. They will attend a local High School, arrive with their own spending money and comprehensive health insurance cover – all arranged by Southern Cross Cultural Exchange. To enquire about becoming a volunteer host family visit us at www.scce.com.au, email scceaustralia@scce.com.au or call us toll free on 1800 600 501, request our international student profiles and capture the spirit of family and friendship.