Principal’s Message

I wish to begin with some short messages from the department:

- From the 1 July 2015 the Department of Education and Communities (DEC) changed its name to the Department of Education (DoE) following administrative changes to a number of NSW Government agencies.

- A new strengths-based approach to improving student wellbeing is being introduced for NSW public schools. **Wellbeing for schools** includes a new website aimed at helping schools easily access up-to-date policies, legislation and resources to inform school communities. Macarthur Girls High School has begun to create a student wellbeing policy with associated procedures reflective of the new DoE policy. There will be consultation with parents through the Parents & Citizens meetings.

**Student leadership groups and charity fundraising activities**

Weeks 6 and 7 of this term see our student leaders organizing a number of special events. The school community will have every opportunity to participate and unite through approved activities designed by the Sports Council and the Student Representative Council to raise awareness, demonstrate our PRIDE values, support identified charities and to celebrate the uniqueness of our school community.

During week 6, The Sports Council will be running their ‘Sports Spectacular Week’. Activities include quizzes, a Teacher vs Student dodge ball match in the gym on Tuesday lunch time. An Obstacle course on the back oval at lunch time Thursday for student teams to compete in. The sports spectacular week culminates on Friday with our Footy Colours where students and staff wear their favourite football team’s jersey or colours to support the ‘Fight Cancer Foundation’ in their work to help children living with cancer. A gold coin donation is required if wearing colours. Then just to finish the day, the school will have a teacher verses student dance off competition in the hall at lunch time. I think many students will be surprised at the teachers who have agreed to participate in this fund raising activity. I know the students at MGHS are very community minded and will support this great cause by donating generously to support children living with cancer.
Week 7 sees the Student Representative Council showcasing and celebrating the multicultural nature of the school. All these activities encourage a sense of friendship, community, diversity, respect and harmony. The activities for *Multicultural Week 2015* include multicultural muffins on Wednesday lunch, cultural stalls on Thursday lunch and our extended concert Friday lunch and period 4. This collection of cultural dances and songs is a great way to celebrate the cultural diversity at our school and is such a wonderful learning and sharing experience. This year MGHS Multicultural Week will support **40 Hour Famine**.

Thank you to our students in the Sports and Representative Councils, Ms Coop and Mr Ocampo for their work and organisation. There will be much more to come in the next newsletter, on our school website and of course on the SRC website at [www.mghssrc.com](http://www.mghssrc.com).

Congratulations to our year 12 students who demonstrated their maturity and leadership qualities during their recent Trial HSC examinations. During the remaining weeks at school, teachers will be using the trial HSC examination to provide explicit feedback to your daughter about what she specifically needs to do to enhance her results. Teachers at Macarthur Girls High School have a deep understanding of what the HSC examiners are looking for. They know what students need to do and what students need to be able to demonstrate in their answers to optimise their marks. It is critical that all year 12 student attend school each day to maximise their outcomes.

We extend our best wishes to the current HSC students, in particular for the many practical components of their HSC courses that are also scheduled during these upcoming weeks. I know that the commitment and effort you have constantly demonstrated towards your learning will be reflected in your results.

We also wish Year 11 all the best in their upcoming preliminary examinations during weeks 8 and 9 of this term. They will then begin their HSC studies in Term 4.

If any parents have concerns, please contact the school on 9683 1866 to discuss these with the Principal Ms Cluff, 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).

Ms Cluff
Principal
Year 12 HSC Trials

Congratulations to Year 12 for completing their HSC Trial Exams in Week 3 and 4 of this term. It is always a very stressful and busy time in which students demonstrate what they have learnt for the past three terms. The two week trial period ran very smoothly and students effectively dealt with the important procedures and requirements in completing each exam. On their first day back from the Trial period I met with all Year 12 students and outlined the importance of the following points:

- Attending school every day until the last day on Friday 18th September. This ensures that students are completing all the required coursework which could be assessed in the HSC examinations. For the vast majority of subjects, coursework will not be completed until the final two weeks of term. After this time, students will have vital opportunities for revision and clarification with their class teachers.
- Seeking and implementing feedback from assessment tasks and Trial examinations so that study notes and practice tasks can be refined and improved. This also includes handing in practice tasks and asking for feedback from teachers.
- It is important after the Trials that students help and support each other in their study towards the HSC examinations. The performance as a cohort in the HSC examinations is very important and can be maximised by students supporting each other during the lead up.

Year 11 Preliminary Examinations

In Week 8 and 9 of this term, Year 11 students will sit for their Preliminary HSC examinations. These exams are the culmination of three terms of work and will assess their knowledge and understanding of the courses they have studied. Students will be notified in each course of the content and skills which will be covered in their exams. They will also be issued with a copy of examination rules and a timetable which shows the date and time of each exam. Students are strongly encouraged to complete their study notes, complete practice tasks, consult with their teachers and academic adviser and manage their time effectively.

Max Potential Students

During Terms 2 and 3, two of our Year 11 girls have been participating in the Max Potential leadership project. Hailey Prats and Nitika Midha have been working one on one with a coach who has been supporting them in completing a number of projects and presentations. Both girls have been working on their community projects which they will showcase this week to a range of community leaders and organisations. The ongoing commitment of both girls and the quality of their work has been exemplary and very well received by the Max Potential coaches and leaders.
Information on RoSA and increase in school leaving age

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The number of students who leave Macarthur GHS before they receive their HSC is very small.

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC. While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11. The RoSA also coincides with the raising of the school leaving age.

All students must remain in school until 17 unless they receive a TAFE RoSA equivalent (Certificate II) and have ongoing education, or are employed in full time work. If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Mr D French  
Deputy Principal  
Stage 6 Leader

Stage 5

I am very pleased with all the girls in stage 5, with everybody either maintaining their outstanding efforts or showing pleasing improvement.

All subjects have assessments to be completed so I urge the girls and parents to keep referring to their assessment booklets so that they can plan well ahead and not be caught out having to do last minute study or assessment tasks.

The Numeracy and Literacy weekly program is being completed by most girls. This program is designed to assist the girls in their basic numeracy and Literacy. It is very disappointing to see some girls not taking advantage of this opportunity to improve their basics in Literacy and Numeracy. This does result in interviews with these students. I encourage all parents to ensure their daughters to complete these weekly assignments. They should be able to complete them in approximately 20 minutes.

When a student fails to complete a section of work or an assessment a warning letter, called an “N-Award Warning Letter” in Year 10 and a “Letter of Academic Concern” in Year 9, is sent home. These letters are expressing our concern for the lack of work and asking parents to assist the teachers in getting all work up to date. In Year 10, if this work is not completed it can lead to more serious ramifications concerning the award of the RoSA. Should you receive such letters please discuss them with your daughter and have the return slip completed and sent back to school.

Below are tables showing the impact on learning when students are late to school or leave early on a regular basis and/or are regularly away from school for a whole day.

Mr G Jackson  
Stage 5 Leader
### EVERY MINUTE COUNTS....

<table>
<thead>
<tr>
<th>When your child misses just...</th>
<th>that equals...</th>
<th>which is...</th>
<th>and therefore, from Kindy to Year 12, that is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes a day</td>
<td>50 minutes of learning each week</td>
<td>Nearly 1½ weeks per year</td>
<td>Nearly ½ a year of school</td>
</tr>
<tr>
<td>20 minutes a day</td>
<td>1 hour and 40 minutes of learning each week</td>
<td>Nearly 2½ weeks per year</td>
<td>Nearly a year of school</td>
</tr>
<tr>
<td>½ hour a day</td>
<td>½ a day of learning a week</td>
<td>4 weeks a year</td>
<td>Nearly 1 ½ years of learning</td>
</tr>
<tr>
<td>1 hour each day</td>
<td>1 whole day of learning each week</td>
<td>8 weeks per year or nearly a term a year</td>
<td>Over 2 ½ years of learning</td>
</tr>
</tbody>
</table>

*Your child’s best learning time is at the beginning of the day...*

*Check the time your school starts.*

*Don’t be late!*

### EVERY DAY COUNTS....

**A day here or there doesn’t seem like much, but...**

<table>
<thead>
<tr>
<th>When your child misses just...</th>
<th>that equals...</th>
<th>which is...</th>
<th>and therefore, from Kindy to Year 12, that is...</th>
<th>This means that the best your child can achieve is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day each fortnight</td>
<td>20 days per year</td>
<td>4 weeks per year</td>
<td>Nearly 1 ½ a years of school</td>
<td>Equal to finishing Year 11</td>
</tr>
<tr>
<td>1 day a week</td>
<td>40 days per year</td>
<td>8 weeks per year</td>
<td>Over 2 ½ years of school</td>
<td>Equal to finishing Year 10</td>
</tr>
<tr>
<td>2 days a week</td>
<td>80 days per year</td>
<td>16 weeks per year</td>
<td>Over 5 years of learning</td>
<td>Equal to finishing Year 7</td>
</tr>
<tr>
<td>3 days a week</td>
<td>120 days per year</td>
<td>24 weeks per year</td>
<td>Nearly 8 years of learning</td>
<td>Equal to finishing Year 4</td>
</tr>
</tbody>
</table>

*Give your child every chance to succeed...*

*Every day counts!*
Stage 4 Deputy Principals’ Report

Attendance

I would like to congratulate students in Year 7 and 8 for their excellent attendance to date this year. We know that students need to be present in class in order to make the most of the learning experiences provided by their teachers. Please encourage your daughter to attend school every day to maximise her learning potential.

Attendance rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>96.86%</td>
<td>95.12%</td>
<td>94.56%</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.06%</td>
<td>92.09%</td>
<td>92.02%</td>
</tr>
</tbody>
</table>

Tell Them From Me Surveys

Macarthur GHS have been gradually completing the Tell Them Surveys in order to gather data from all stakeholders in our community.

During 2014, 69 teachers at Macarthur GHS completed the Focus on Learning teacher survey. The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is ‘effective schools’ research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, Visible Learning (Routledge, 2008), which builds upon Carl Bereiter’s model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

You may recall that between 8 March 2015 and 1 April 2015 our school took part in the Tell Them From Me student survey. The survey provided us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. We had a total of 836 students participate in the survey.

The number of students by year level is:

• Year 7: 144
• Year 8: 135
• Year 9: 154
• Year 10: 150
• Year 11: 124
• Year 12: 129
Our school will also be participating in the **Partners in Learning parent feedback survey**, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents’ and carers’ perspectives on their child’s experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online at home or on public computers. The survey will typically take 15 minutes or less to complete and is completely confidential. The parent survey will be conducted between **17 August and 16 October**. Participating in the survey is entirely voluntary, however, your responses are very much appreciated.

More information about the survey is available at:


Parents and carers access the survey via this direct link:


**Year 8-9 Subject Selections**

All students in Year 8 have now made their elective choices for Year 9 2016. Any student who did not receive their preferences will be counselled through alternative choices. It was great to see how serious the girls were in making their choices, as it allows them the opportunity to learn about subjects of particular interest to them next year.

**Year 7 and 9 NAPLAN Results**

Students in Year 7 and 9 will be receiving their NAPLAN results over the next week. We will report on the school results in our next newsletter.

Mrs N Kennedy
Deputy Principal
Stage 4 Leader
Project Based Learning in Year 9

At Macarthur for a number of years we have had a focus on ensuring our students are taught 21st century learning skills to ensure they succeed in the future, both in school and in today’s work world. In 2014 the school’s curriculum team led the school community in restructuring curriculum within the school.

As a result of this we have so far introduced the Integrated Curriculum course in Years 7 (2014) & 8 (2015), Project Based Learning - (PBL) in Year 9 (through elective lines) and Plan to Succeed (P2S) in both Year 11 and Year 12. We are currently in the process of planning a new course for Year 10 2016 which uses the teaching method of PBL to explore a variety of topics which could include careers development, journalism, and communication in the digital age. This course will not involve the elective lines.

We use the teaching method of Project Based Learning, or PBL, to help students learn better. 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.

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. The 6D solution fluency process provides a scaffold for researching, exploring and delivering a solution to a problem. Your child will work in a team, guided by the elective teachers. Students will be assessed individually and as a group.

Our focus for Term 2, was called Learning Spaces. The project’s Essential Question/s, were ‘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?’

The students showcased their projects in Term 2 Week 10. The videos, websites, slideshows, models and verbal presentations were of a high standard. The students came up with concepts and solutions which addressed the Essential Question with innovation and creativity. We will upload some of these to the school’s website in the near future. I have also been able to share the wonderful work our students are doing, at an inservice on PBL, involving many schools across Sydney.

Our project for Term 3, is called PARK(ing) Day. The project’s Essential Focus Question/s, 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?’

Students will explore issues relating to their subject area to produce this project. For example the Year 9 commerce class has come up with the idea of turning a parking spot into a monopoly board game. They hope to communicate the issues consumers have when borrowing money, interest rates and the current housing market (All this is related to the personal finance topic in the Year 9 syllabus).

As parents or guardians, you may wish to 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 are 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.

Ms M Edgar
HT CAPA
margaret.edgar@det.nsw.edu.au
Young Scientists of 2015

Top Years 7-12 students from Macarthur Girls High School have shown they have their skills and knowledge of science, following their success in the world’s largest Science Competition. This year the International Competitions and Assessments for Schools (Science) attracted over 400,000 students from across Australia, New Zealand and the Pacific region. The skills tested were observing and measuring, interpreting visual data, inferring, predicting and concluding, investigating and problem solving.

Of the 82 students from Macarthur who participated in the 2015 competition, there were: 1 Distinction Certificate, 21 Credit Certificates, 10 Merit Certificates and 50 Participation Certificates.

The following student achieved excellent results and was awarded a Distinction Certificate:
Year 10: Vinogi Sathasivam

Credit Certificates were awarded for a high level of achievement to the following students:
Year 12: Holly Huang
Year 12: Sherie Leung
Year 12: Kathleen Rome
Year 12: Renee Yi Jing Tan
Year 11: Alysar Dernaika
Year 11: Meenakshi Kumaran
Year 11: Christine Li
Year 11: Anoushka Rehan
Year 10: Agnes Augusthy
Year 10: Pranavi Visakulan
Year 9: Sonali Desai
Year 9: Arathee Easswarakumar
Year 8: Jessica Islam
Year 8: Vagerra Jeyaranjan
Year 8: Sheereen Sidiq Ali
Year 8: Janavi Visakulan
Year 7: Usha Makkena
Year 7: Vanessa Mathew
Year 7: Rakshana Natarajan
Year 7: Riya Raizada
Year 7: Swetha Sivakumaran
Merit Certificates were awarded to the following students:

Year 12: Tran Nguyen
Year 12: Chhavi Tirpathi
Year 12: Enyi Wen
Year 11: Swarna Gupta
Year 11: Iknoor Kakkar
Year 11: Pooja Patel
Year 11: Mythri Vummadi
Year 8: Yashvi Shah
Year 8: Karishma Thevanthasan
Year 7: Sanjana Janardhan

Congratulations to all students who participated in the competition.

Mrs A Mercado
Organising Teacher

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/
The History/LOTE World

“Yesterday is history, tomorrow is a mystery, today is a gift; that’s why it’s called the present.”
Author unknown

The beginning of Term 3 has been busy for both staff and students in the History/LOTE faculty. After the holidays, we welcomed Ms Luo and Ms Anderson into our new combined staffroom so you can find both History and LOTE teachers in what was the previous HSIE staffroom. Starting in Term 3, we also welcomed Ms Koparan back to our faculty who is filling in for Ms Sheridan who is currently on leave.

We farewelled many of our junior classes at the end of last term and welcomed a whole new set of classes this term as students transition from History to Geography and vice versa as we begin a new semester. The vast majority of students have settled in extremely well to their new classes and are enjoying a new set of challenges and ‘history mysteries’.

It has been fantastic to watch so many of our students working so hard at this time of the year. In particular, our year 12 students are currently sitting their Trial Examinations and we wish them luck as they progress through their last term of school. Just a friendly reminder that in all our subjects - Ancient History, Modern History, Society and Culture, Studies of Religion and History Extension - we are still completing course work so in order to be fully prepared for the upcoming HSC, students still need to be attending classes. Our Year 11 Preliminary students are fast approaching the end of their Preliminary year and we encourage all students to work hard and prepare as much as possible for their upcoming exams.

**Year 12 Society and Culture celebrate the end of the PIP!**

After 9 long months and many tears and triumphs, Year 12 Society and Culture celebrated the end of the Personal Interest Project (PIP) on July 27, 2015! The Personal Interest Project, or PIP, is completed over the course of year 12, and is assessed externally. It represents 30% of the HSC external mark for Society and Culture. Students select a topic of their own choice (which relates to the Society and Culture course) and conduct primary and secondary research in order to become experts in their chosen field. They are able to actively engage with the disciplines upon which the course is based, like sociology, anthropology and cultural studies, and they develop invaluable skills which will assist them at University and in future careers.

A massive thank you to all of the students and staff who have helped out in many different ways through the completion of these projects, by completing questionnaires and participating in focus groups.
Year 9 Elective History Excursion to the Museum of Ancient Cultures

On the 19 June, our Year 9 Elective History class embarked on an excursion to the Museum of Ancient Cultures at Macquarie University. Throughout the day, students were able to examine artefacts from many historical time periods, including a mummified foot which was about 2000 years old. Make sure you read the report from the excursion which is also in this newsletter.

A massive thank you to Mrs Gartrell and Ms Frihy for not only organising the excursion, but accompanying the students on what was a very informative day. What better way to see Living History?

Community History Project

Throughout the duration of Term 2, members of our History Appreciation Society have been involved in a community support program whereby they are assisting the Parramatta Historical Society and Parramatta Branch of the National Trust convert a number of photographic slides and photos into a digital form.

Students have been viewing a rare set of photos, taken in the 1870’s, that are in a slide format and have been helping to digitalise these images and make them more accessible for all. A massive thank you to Ms Grima for providing our students with this amazing opportunity. It’s been fantastic for our students to be involved in this amazing community initiative.
**History Appreciation Digitisation Project**

By Hosna Rowshan-Bakhsh

At Macarthur Girls High School, our school values the variety of exciting clubs and projects the students join and undertake. The History Appreciation Society is one of these numerous clubs at our school and focuses on all things history and attracts members who have a love for this subject. This year, we have undertaken another exciting project. We have teamed up with the Parramatta and District Historical Society to uncover the history of Parramatta.

A number of girls from our club along with Miss Grima have been granted a great opportunity to restore and digitise a variety of photos taken in the 1870s and given to us by Shylie Brown. With the help of Brian Powyer a representative of the Parramatta and District Historical Society we have been greedily enjoying restoring these photos to what they once were and learning amazing facts about Parramatta. Being able to glimpse a moment of the past and helping history in this small way has left us all wonderstruck and in awe of our amazing suburb.

So far, we have been making quick and successful progress to achieving our goal and we hope that this advancement continues. We consider it a great privilege to be given the opportunity to add to the rich history of Parramatta and the community’s knowledge of it.
Public Speaking Event - 29th July

On the 29th July 2015, Macarthur Girls History Appreciation Society was honoured with the opportunity of attending a public speaking event at Parramatta Marist High School. We were one of the various Parramatta high schools that attended this great event, including: Our Lady of Mercy Collage, Cumberland High School, Arthur Phillip High, Catherine McAuley, and Parramatta High School. The event was organised by David Shakespeare a member of the Parramatta and District Historical Society, to bring together the different schools in Parramatta to discuss our schools interrelated backgrounds.

The ceremony allowed each high schools’ representatives to get up and give a brief speech on their schools history. Through the History Appreciation Society’s organiser Ms Grima, and the Macarthur Girls history book and DVD made by Mr La Cava, we created our schools speech. Our speech began way back in the first day that John and Elizabeth Macarthur arrived in Parramatta, through our schools transformation from a farm, to a domestic high school, and all the way to Macarthur Girls today. Nevertheless all the presentations in the ceremony were outstanding, which allowed us to see how amazing not only the history of our school, but the history of the entire Parramatta truly is. After all the presentations were done, every school and their school representatives received a certificate of appreciation for participating in the historical ceremony. During this time our school was recognised by David Shakespeare and Parramatta and District Historical Society’s President Brian Powyer for being the only Parramatta high school with a Historical Society of its own. “It brings tears to my eyes” said David, MGHS was also recognised for being part of the Parramatta and District Historical Society’s Digitisation Project. Overall the experience we gained from attending this spectacular ceremony was phenomenal, and we can’t wait for future historical events to reunite us again.

Diana Barez and Nastaran Amiri

Cabinet of Curiosity;
History Appreciation Society
Antique Roadshow

“Never would you think that you would be able to see a gas mask from WWI, or the first appearance of Tigger in Winnie the Pooh... artefacts from the Nazi Regime or various others that are both known and unknown of their origins. It was a major privilege in being able to encounter real historical evidence; truly an opportunity of a lifetime.” - Marwa Ketchban, Year 12

On Friday 24 July, D09 was transformed from a regular demountable classroom to an exhibition centre, hosted by the History Appreciation Society.
The gloves were on and students were invited to undertake the opportunity to view and handle authentic artefacts ranging from the Roman Empire to World War II. Such artefacts included:

- A gas mask from World War I
- A sketch book from a soldier who served in World War I, illustrating a campaign in Jordan as well as Australian outback landscapes and a clearly identifiable depiction of Sydney’s St Marys Cathedral.
- Roman coins, with one dated from the time of the Emperor Vespasian (who died two months before Pompeii and Herculaneum were destroyed by Mt Vesuvius!)
- A first edition of ‘A House at Pooh Corner’ (which sees Tigger introduced for the first time).
- A selection of newspapers including, ‘The Japanese Chronicle’ dated from 1941 (the same year Pearl Harbour was bombed) which was the only Japanese newspaper in English.
- A POW newsletter with articles concerning life in incarceration.
- A variety of Third Reich propaganda including a Bronze Mother’s Cross (terminus post quem 1939), union workbook, plagues and a Hitler Youth armband.

It was wonderful to see so many students wandering in and around the exhibition space and the respectful nature in which these (at times confronting) artefacts were examined. “Being able to experience aspects of our past at the Antiques Roadshow was riveting, chills ran down my spine from sheer amazement of seeing artefacts from the Third Reich.” - Stephanie Kaltoum, Year 11

Students were also able to impart their own knowledge, translating an artefact with inscriptions in Arabic, which held religious significance; “It was wonderful being able to view artefacts that have such deep meanings attached to them. I especially liked seeing an Islamic artwork from Egypt, with the surah (chapter) ‘An Nas.’” - Shan Rawanduzy, Year 12.

To take this exhibition to the next step, HAS are interested in trying to identify the owner of the WWI sketchbook, using the ‘clues’ including a name, signature and a newspaper death notice. Also, for future exhibitions, we hope to encourage students and staff to bring in artefacts from their own family histories. A special thanks to Ms Tresidder for being the Week 3 guest speaker and for allowing HAS to view her world war artefacts, including touching letters and photos.
A Shakespeare Production at MGHS

by Labiba Hossain

On the 22 July 2015 many students in Year 8 attended a Shakespeare production in the school hall. The purpose of this incursion was to make us understand more about the play we did during class “A Midsummer Night’s Dream” as the dialogue was difficult to understand when we first studied the play. The production consisted of three actors and each actor had two roles to play. The actors portrayed the characters exceptionally well which added dynamics to the play. The dialogue was delivered in a way that was easily understood by the audience. The play was a combination of romance, comedy and suspense. Whilst they were performing we felt like we were a part of the production because of the way they executed their version of the play in a lively manner.

The actors spoke to us at the end of the production and gave us an insight into how their production works and how they got the roles. We also had the opportunity to ask them questions about their production and if they enjoyed Shakespeare during their high school years. Apart of our incursion was to conduct a workshop to understand the interpretation of the Shakespearean language. This was enjoyable as it allowed us to work together to better understand the play and demonstrate that we understood the language. It was also fun doing Shakespearean insults. Some students also volunteered to perform a small scene of Romeo and Juliet.

The audience had the opportunity to direct two of the actors to act the scene they did from “A Midsummer Night’s Dream” with different feeling for each other, different accents and in a different setting. This made us think about it in a new way. The audience found this incursion useful because of the live performance, interactive discussion and role play.

Year 10 - Shakespeare Workshop

By Diana Barez

On the 22 July 2015, Macarthur students in Year 10 were able to participate in an insightful workshop exploring the world of Shakespeare. The workshop began with a spectacular modern recreation of the play, Macbeth, which had been studied by most of the English classes. The storyline of Macbeth was retold in a present day court room where the actors switched from role to role and depicted various scenes of play. After the captivating performance the actors began the theory aspect of the workshop, where they put Shakespeare’s writing under the microscope, from his use of iambic pentameter, to his complicated metaphors. They provided the students with useful tips on how to interpret and understand the messages and concepts conveyed in Shakespeare’s plays.

Soon after this, the students were able to get practical with acting activities and the opportunity to say Shakespearean lines. The students clearly enjoyed the workshops, as seen through comments such as: “It was very enjoyable and the actors were very enthusiastic, they entertained and educated the audience” (Nandini Sharma) and “The actors were amazing and were very in the zone. You could tell they were very passionate about Shakespeare.” (Silsla Sadiki). Overall, it was a great occasion that allowed the Year 10 students to see Shakespeare’s work through a different light, as more than just a piece of writing, but rather a real life play.
Words to inspire: Year 9 Poetry Incursion

By Gayathri Pinni, Year 9

On Tuesday 5 May, Year 9 was privileged to witness a performance of poetic and spoken word poems by Zohab Zee Khan, the current Australian Poetry Slam Champion. He entertained us with his comedic humour, poetic style and social commentary for the 72 minutes we met him. Zohab inspired and constantly engaged us. He first introduced his background, history and ambitions then enacted some of the most heartfelt and delightful poetic compositions I have heard. He also shared some of his high school experiences which definitely amused us. It was an educational incursion that was both intellectually enriching and entertaining.

We would like to thank all the teachers who organised this event, especially Ms Freckman. This experience will assist us with our Year 9 Poetry Topic coming up soon. The poems of Zohab Zee Khan lingered with us for the entire day and as we shared positive feedback from the event.

ZOHAB ZEE KHAN
AUSTRALIAN POETRY SLAM CHAMPION 2014
“Kawaii” Drawings from Anime Club

By Tahsin Chowdhury 7R2

In the anime club we have done a lot of things. One of the main things I’m going to be talking about is a movie that the anime club has watched. The movie is called “Hotarubi no Mori e” which means “Into the Forest of Fireflies’ Light”

The story of Hotarubi no Mori e centres around Hotaru Takegawa, a little girl, who gets lost in a forest inhabited by yamagami (the name given to a god of mountains) as well as yokai (supernatural monsters in Japanese folklore). She is found by a young boy, Gin, appears before Hotaru, but she cannot touch him for fear of making him disappear. Gin then leads Hotaru out of the forest. Hotaru returns to visit Gin in the forest over the next few days and they have become friends despite the limitations on their interactions.

Some of the students in anime club have drawn Gin. One of the students is Julie Kang in Year 8. We have also had many other people draw other characters in other anime or have drawn their own character using an anime style.

In the anime club there are many other drawings for you to see. If you want to see the full collection, then on multicultural week come to our Cosplay Café and buy our A4 black and white magazine for you to colour in and our A5 coloured magazine for you to treasure. They are both $1 each. See you all there!
A Beautiful Day in Taronga Zoo!

Arriving by Ferry!

It was raining on that day but we were still excited to take the ferry. Although it was cold and raining, everyone went up to the deck of the ferry and took a lot of photos of the Opera House and the Harbour Bridge. We were looking forward to meeting the cute animals!
Greeting from Animals in Taronga Zoo

One of the animals we saw was the giraffe. They were enjoying eating plants regardless of the flashlights from the cameras of the guests. They looked very graceful and adorable.

We were lucky to make it in time for the seal show. We could not turn our eyes from this beautiful spirit. It was acting like a synchronized swimmer and we were amazed by its intelligence and ability. Also, the seal trainer displayed a high skill of training and speaking, she informed the audience about the seals and performed a perfect show. We wish that humans would protect all the animals in nature by stopping the hunting and killing of them.

In the bird show, a variety of birds were flying according to the trainer’s command. Some of them flew as a group, some of them flew individually. It was hard to forget the white owl with big eyes. It flew quickly and low over the heads of the audience area. Everyone kept their eyes on it and screamed to express their surprise about getting so close to this lovely bird for the first time, especially the children. Another one was a huge bird with wings which were the same length as a human arm stretched horizontally. It was rare to see such a bird flying so closely to people. Australians love birds and protect them from hunting, no matter what species they are.
Lunch at “The View Restaurant”

After enjoying the wonderful bird show, we went to the View Restaurant to take a rest and have lunch. At the View Restaurant we were able to overlook the fantastic Opera House and harbour views, which gave us a different and unforgettable impression compared to the one we saw on the ferry. We couldn’t believe we had such a delicious lunch at this beautiful place.

After lunch, we looked for more native animals to see. We arrived at the area where the kangaroos were. We saw some strong but cute kangaroos. Some of them kept their body standing in one area but others were really active, jumping around and stopped when we took our phone out to take photos.
A Journey With Our Japanese Prac teacher – Jing Sensei

During Term 2, Macarthur Girls Year 8 Japanese students, were privileged to have a student teacher come in and help the class. Her name was Jing Sensei (teacher). Jing Sensei mostly helped us with our classwork, she would check our homework and assist us in any way she could. With Jing sensei we studied Japanese adjectives, e.g. Cute (kawaii), smart (atamagaii) etc. The adjective learning led to our assessment task – “Watashi no Profiiru” (My Personal Profile), Jing sensei helped us write out a draft of our profiles and explained very clearly what we had to include and how we had to present. She then alongside of Ra Sensei (Ms. Luo) watched each one of us presenting, and then assessed us with a mark out of 20 on our finished profiles.

At the end of Term 2 she started our new unit of work, “Tabemono to Nomimono” (food and drink). She introduced us to the unique Japanese cuisine e.g. Dango (sweet Japanese dumplings), Sashimi (raw fish), Tempura (deep fried seafood) etc.

The class couldn’t have been happier to be taught by this prac-teacher. We had learnt so much from listening to her and we were pleased with her methods of teaching. Jing Sensei was very helpful and assisted each and every member of the class. Every student was able to walk out of the class with new experiences. She definitely succeeded. Jing sensei and Ra sensei brought many new wonders into the classroom, something that the class appreciates.

It was disappointing to see Jing Sensei leaving after spending weeks with us. We took a class photo with her and hoped that she will remember us as her eager class as we think of her as a great teacher. On behalf of Year 8, we’d like to thank Jing sensei for assisting us, she was very “yasashii” (kind) and very “Kawaii” (cute), we learnt a lot from her and wish her all the best in her future career of being a Japanese teacher.

By: Amilia Hooshmand and Mariam Khasro of 8C Japanese
Area Athletics Carnival

On Monday 20 and Tuesday 21 July, 2015, Macarthur Girls High School had four students represent our zone at the Area Athletics Carnival held at Homebush Athletics Centre. Joanna Airhumwunde competed in the 13 years High Jump and came first in her event. Joanna will be going on to compete at the State carnival in September. Congratulations Joanna! Tahlia Alexander, Vaimoso Teo and Jana Abdul Hussein competed in their respective field events of shot put and javelin and displayed outstanding sportswomanship, effort and pride in their participation at this carnival. Congratulations to all students on their outstanding achievements at the Area Athletics Carnival.

Year 8 Games Day

On Thursday, 6 August, Year 8 Games Day was held at Pennant Hills Park. Macarthur Girls competed against 5 other girls’ schools in our zone in three sports - volleyball, soccer and netball. The day was a huge success, with our students upholding their sportswomanship in every game and following fair play rules, whilst having an enjoyable time! Our girls had a fabulous day out, with a big thank you going to the Year 10 Team Leaders and Referees who accompanied the Year 8 student students on the day. Also thank you to the teachers who attended and supervised on this day as well.

Ms K Coop

Careers

On the 25 June, 2015, Mythri Vummadi and I had the wonderful opportunity of visiting the University of New South Wales to attend their UNI in a Day program. This program enabled us to experience the jam packed yet exciting life of a UNSW student in various degrees and stages. Personally, before attending this program, I was not aware of which degree or field I wished to pursue a career in but thanks to the information and views on different degrees provided by experienced career advisors and current students, it has allowed me to narrow my preferences down to a few degrees. I believe having an overview idea on which career path you wish to take in the future will motivate you to aim for the required ATAR as well as any other qualifications required to gain entry into a certain field. UNSW has helped me create a perspective on how life at University will be and that Uni is not all about getting high distinctions but also about making friends for life, balancing work with social life and eating delicious UNI food?

By Prathusha Brungi
Once again, we booked speakers from universities, private provider colleges, apprenticeships & traineeships etc to come and give information to students during lunchtime in Room 44 Term 3 after the Trial HSC. Years 12, 11 and 10 may attend on first in basis in room 44. Please be PROMPT! It is very disruptive to have late people walking in! Talks will start at 1.30pm sharp – so please be organised to arrive between 1.25 and 1.30pm. Bring your lunch, a pen and diary!

### MS Latimore Careers Adviser

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<tr>
<th>Institution</th>
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<th>Time</th>
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<td>Macquarie University</td>
<td>Tuesday 11 August</td>
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<td>UNSW</td>
<td>Wednesday 12 August</td>
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<td>University Sydney</td>
<td>Thursday 13 August</td>
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<td>ATP: Apprenticeships and Traineeships</td>
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<td>International Students - information</td>
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<td>Charles Sturt University (CSU)</td>
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<td>Macleay College:</td>
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<td>University of Western Sydney (UWS)</td>
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<td>Years 10 &amp; 11 - TVET information</td>
<td>Wednesday 26 August</td>
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<td>THINK Group of private colleges:</td>
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<td>BILLY BLUE COLLEGE OF DESIGN</td>
<td>CATC DESIGN SCHOOL</td>
<td>APM COLLEGE OF BUSINESS AND COMMUNICATION</td>
<td>WILLIAM BLUE COLLEGE OF HOSPITALITY MANAGEMENT</td>
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<td>Bedford College:</td>
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<td>Management, Business, Childcare Courses</td>
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<td>TAFE</td>
<td>Friday 4 September</td>
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<td>Australian Careers Business College (ACBC)</td>
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<td>Parramatta:</td>
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<td>Travel and Tourism, Marketing, Business Administration, Childcare, Counselling, Accounting, Information Technology (Network Security), Legal Services, Traineeships</td>
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<td>Srishti and Kathleen presenting photos and talk on their wonderful trip to London as a result of their Science Awards - students &amp; staff welcome to attend</td>
<td>Wednesday 9 September</td>
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<td>University of New England (UNE), Parramatta</td>
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<td>Dr Chow, CSIRO: Science Careers Talk?</td>
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Careers Lunch Talks 2015 Series with students

UWS Engineering Frontiers Competition Awards Presented by Elizabeth Newman to Karsana Parameswaran, Wandi Wei, Anoushka Rehan. Ms Latimore Careers Advisor
Get paid while you study to become a teacher in NSW public schools!

If you’re considering teaching as a career, you could get paid while you study and be guaranteed a permanent teaching position when you graduate with one of the Department of Education’s opportunities for future teachers.

Teacher Education Scholarships
Get paid while you study to become a teacher of a high-demand subject area. Up to 220 Teacher Education Scholarships are available for future teachers of mathematics, science (with physics), selected Technological and Applied Studies subjects or special education (K-12). Up to 80 Teacher Education Scholarships are available for Aboriginal people and Torres Strait Islanders to train as primary or secondary teachers. Teacher Education Scholars receive:
- $5000 per year up to a maximum of five years
- a permanent teaching job in an agreed location on completion of studies
- $3000 on completion of studies.

teach.Rural scholarships
Get paid while you study to become a primary or secondary teacher in a rural or remote NSW public school. Up to 50 teach.Rural scholarships are exclusively available to HSC students. teach.Rural Scholars receive:
- $6000 per year up to a maximum of five years
- a permanent teaching job in a rural or remote NSW public school on completion of studies
- $5000 on completion of studies.

Great Teaching, Inspired Learning Cadetships
Get paid to work part-time in a school while you study to be a secondary or special education teacher with a Great Teaching, Inspired Learning Cadetship. GTIL Cadets gain valuable knowledge and skills under the guidance and supervision of experienced teachers. Up to 25 GTIL Cadetships are exclusively available to HSC students. GTIL Cadets receive:
- A part-time job as a paraprofessional in a NSW Public School while you study
- Support and mentoring from experienced teachers
- A permanent teaching position on completion of studies.

If you’re not sure if teaching is the right career for you, or you haven’t decided what type of teacher you’d like to become, explore what it’s like to be a teacher at www.teach.nsw.edu.au/exploreteaching.
Upcoming Dates

Term 3
1 September    Year 7 Vaccinations
9 September    Transition Day 1 (Students only)
18 September   Last day of Term 3

Term 4
6 October      First day of Term 4
12 October - 6 November  HSC Exams
20 October     Transition Day 2 (Student only)
3 December     Orientation Day (Student and Parent)

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

Tuesday 1 September

Information

SCHOOL ONLINE PAYMENTS

Please be advised that any school payments made via our website prior to 6pm will be processed by the bank the following business day. However payments made after 6pm will take two business days to be processed. This may result in your daughter missing out on a particular sport, class or excursion.

If your daughter has a deadline to pay example 12pm, then payments need to be submitted before that time. We strongly advise early payments to avoid disappointment.

Thanking You
School Administration