

Kingsgrove North High School

# The Way North



Our Community Newsletter No. 2, 2020

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## PRINCIPAL'S REPORT

The past few months have been challenging for both staff and students. The decision to go to online learning happened very quickly and I would like to thank my staff publicly for setting up their Google Classroom accounts for each of their classes.

We are now back at school fulltime and the majority of students have returned back to their normal routine, after two weeks of part time schooling that involved selected year groups attending on designated days.

While it is important to ensure all students are catered for, we, like many other schools have given Year 12 priority to ensure they do not fall behind in their studies. We are planning on having full day subject days later in the term that will allow Year 12 students to make up any work they may have missed or need to catch up. The HSC examinations have also been put back to start on October 20 which will give students an extra week to both prepare and attend classes.

We are closely following the directives and guidelines from both the Department of Education and NSW Health and have put in place a series of measures that include extra cleaners, staff issued with hand sanitizers and cleaning materials, and limiting the activities that we are able to do such as contact sports and whole school assemblies.

Once again, I would like to thank my staff for all their hard work in the weeks that they were all involved in the online teaching. Special thanks to the skeleton staff that I had come in to supervise the students who had parents working in essential services.

While all of this has been going on, a lot has been happening at the school. We were given a special grant in excess of 200K to lay carpets, remove old asbestos tiles and paint selected areas of the school as well as sand and repolish the floor in the hall.

This work has now been completed and so has the new oval with the computerised sprinkler system and stands.



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A number of other projects are well underway or nearing completion. The new TAS technology room is operational and the CAPA animation and photo media room is now under construction. A new CAPA technology hub is also under construction.

Perhaps the biggest project that is now in the planning stages and about to go to tender is the new Innovation Hub that will give the school an edge in the latest in STEM/IT and technology access to not only our students, but also primary students whom we have developed a close relationship with. The Innovation Hub will allow us to expand on the strong STEM programs we have in place at the moment and will also be available for the weekly visits to our school by selected primary schools which have unfortunately had to stop because of the COVID19 situation. We are hoping as restrictions start to ease that we can recommence later in the year. The Hub with some luck should be in place sometime in term 4. It will be built off-site in four large modules, transported to our site and put together, this will save the need to have builders at the school and valuable space take over while construction takes place.

**Angelo Stasos**

**Principal**

### LIBRARY REPORT

Our library was busy during the isolation period, with students completing online learning in the library under the supervision of teachers. The afternoons were a highlight of the day, with some exciting UNO games and the completion of 500 piece jigsaw puzzles.

Now that we are all back at school, the library has a staggered approach to student access. This is the timetable for library access during Term 2:

Year 12	Before school every day, Wednesday recess and study periods.
Year 11	Wednesday before school and recess
Yr 10	Friday before school, recess and lunch time
Yr 9	Thursday before school, recess and lunch time
Year 8	Tuesday before school, recess and lunch time
Year 7	Monday before school, recess and lunch time



***We are also a dance studio on Wednesday afternoons!***

All students are welcome to participate in the reading challenge. A copy of the log sheet is attached to the newsletter. Students read 20 books in the assigned categories. An achievement card is given for each book. Bring the log sheet to the library to collect your achievement cards.

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### FROM THE WELFARE DESK

It's been wonderful to see all of our students back at school. We have a number of events organised for students this term, including cyber safety, mentoring, food drives, and a new initiative on Thursday lunch times - knitting for the wrapped with love organisation.

Now that school has begun again, it is important to establish a routine of regular attendance for your child. The students will benefit from the routine of school, the interactions with their teachers and peers and the return to regular learning. If you have difficulties with your child's attendance, please do not hesitate to contact the school as soon as you feel your child may be having difficulties.

We are very fortunate to have youth workers on site most days of the week. Students can visit the workers in the library. If your family is experiencing difficulties there is help available from Barnardos and Lighthouse Community Support.

**World Environment Day will be celebrated on June the 5th. This year's theme is "Time for Nature" . Stay tuned for activities!**



**Helen Conidaris**

**Head Teacher Welfare**



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## GREEK CLASS



Our Year 8 Greek classes presented an aspect of Greek culture where the students produced powerpoints, made models and artworks and were very excited about the task.

**Linda Chegwiddden**  
**Head Teacher History**

## SHARE MARKET GAME RESULTS

And the winners are ..... **Shaouki Kabbara** and **Ameer Hassanien** – Year 11.

Interested students at Kingsgrove North High participated in the share market game, as did Mr Walters and Mrs Tsitsos. This is an online game organised by the Australian Securities Exchange (ASX). Each team had a hypothetical \$50 000 to buy shares over a ten-week period. The game allows students to experience the highs and lows of investing in shares. Shaouki and Ameer were able to turn their initial \$50 000 into just over \$57 000 – if only it had been real money! They will receive their prize - movie tickets - when the cinemas reopen.

Other teams that did particularly well were:

2<sup>nd</sup> place: Frankie, Selifina, Matthew and Luiz in Year 9

3<sup>rd</sup> place: Elena, Cindia, Estee and Anisa – Year 9

Of course, special mention must go to the recipient of the wooden spoon – which unfortunately was, me. What can I say? I was pre-occupied with online teaching – that's my story, and I'm sticking to it!

**Mrs Tsitsos**  
**Social Science Curriculum Co-ordinator**





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## INTERNATIONAL WOMENS DAY BREAKFAST





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## CAPA NEWS

We have had another busy and successful Term in CAPA, with classes moving to remote learning, our staff have been working hard to ensure that students are supported through their online learning. Students have been achieving and completing work to a high standard even in these unique circumstances.



**Year 7** Visual Arts have been exploring Portraiture, developing exciting and imaginative 'Bad Hair Day' artworks, focusing on lines and patterns, as well as completing quizzes on Picasso to develop their literacy and understanding of art history.

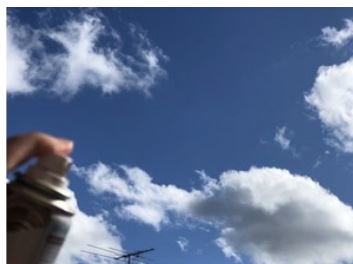
**Year 8** Visual Arts have developed their understanding of the theme 'Still Life', through research of the artist Margret Preston and Lucy Sparrow. Students focused on experimenting with tone and colour, creating artworks using a variety of mediums like photography and tonal drawing.



**Year 7** Music students have been learning remotely about the different types of orchestral instruments and have started to compose music using the "Music Maker" website. **Year 8** Music students have been learning about the history of Rock Music and some of the most influential Rock 'n' Roll artists.



**Year 9** students in Visual Arts explored an Australian artist whose subject matter relates to urban landscapes/environments. Students used their ICT skills to digitally create a Howard Arkely inspired artwork, focusing on the way Arkely used vibrant colours and patterns within his architectural designs. Year 9 Photography and Digital media began exploring the artistic genres of Surrealism, Narrative, Abstract and Pop Art, focusing on how to use camera angles and depth of field to great altered perspectives. Year 9 Music students finished up their Jazz assessment tasks at the end of Term 1. They have now started the topic of Baroque Music and have been learning about the musical features and instrumentation of the Baroque style.

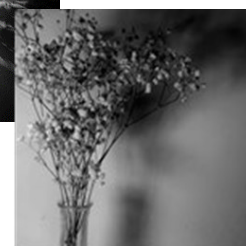
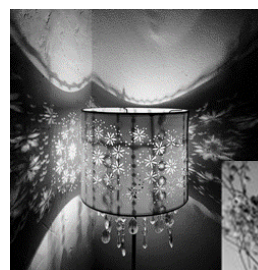


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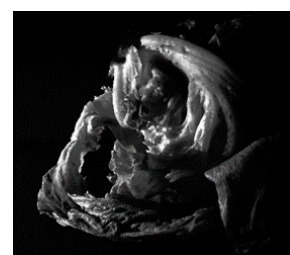
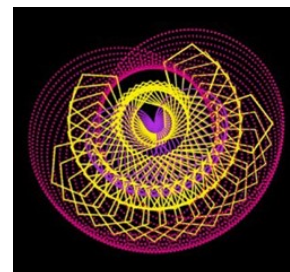
**Year 10** students in Photography and Digital Media have been using their surroundings during remote learning to create photographs which utilise aspects of their environment. Students created miniature scenes by arranging toys and props to tell a story. Focus was placed on the understanding of perspective and scale to create a convincing story. Year 10 Music students completed their Film and TV technology music unit in Term 1 where they used the website [soundtrap.com](https://www.soundtrap.com) to compose TWO original songs. During the remote learning period they have started learning about the topic of "Music for Small and Large Ensembles" and have been analysing performances remotely.



**Year 11** students in Photography, Video and Digital Imaging experimented with lighting at home, creating dramatic and atmospheric photographs. Student's focused on how to create mood through lighting and shadows. Year 11 Visual Arts began their exploration of self through the Portraiture themes. Students have begun experimenting with variety of mediums to depict self for their upcoming assessment task.



**Year 12** Visual Arts students have been progressing steadily with their Body of Work artworks as well as exploring the 'Post-human' case study. Year 12 Music students have been preparing for their Term 2 Performance Assessment task by practising at home and logging their progress in their Google Classroom journal. They have also been working on aural listening theory tasks remotely at home in preparation for their yearly aural exam next term.



**Sarah Noulas**  
Head Teacher



# The Way North

## National Sorry Day: - Tuesday 26<sup>th</sup> May, 2020



Ms L. Ayache  
Anti-racism Contact Officer

National Sorry Day is held on May 26th every year to recognise and acknowledge the Stolen Generations.

National Sorry Day recognises the negative impact of Australian policies, practices and attitudes on Indigenous people.

On the 26th of May 1997 the landmark **Bringing them Home** report was tabled in federal parliament. **Bringing them Home** is the final report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families and was conducted by the Human Rights and Equal Opportunity Commission (now called the Australian Human Rights Commission) between 1995 and 1997.

On 26 May 1998, the first National Sorry Day was held to commemorate the anniversary of the report and remember the grief, suffering and injustice experienced by the stolen generations. Kingsgrove North High School celebrated National Sorry Day by having students read a summary about the day to their class. We encourage all students to look further into the history of National Sorry Day. Students can do this by scanning the QR posters for National Sorry Day posted around the school. Below are some places to find information.

Listen to the stories



Scan the code  
to find out more about the Stolen Generations  
and the apology from the National Museum of  
Australia

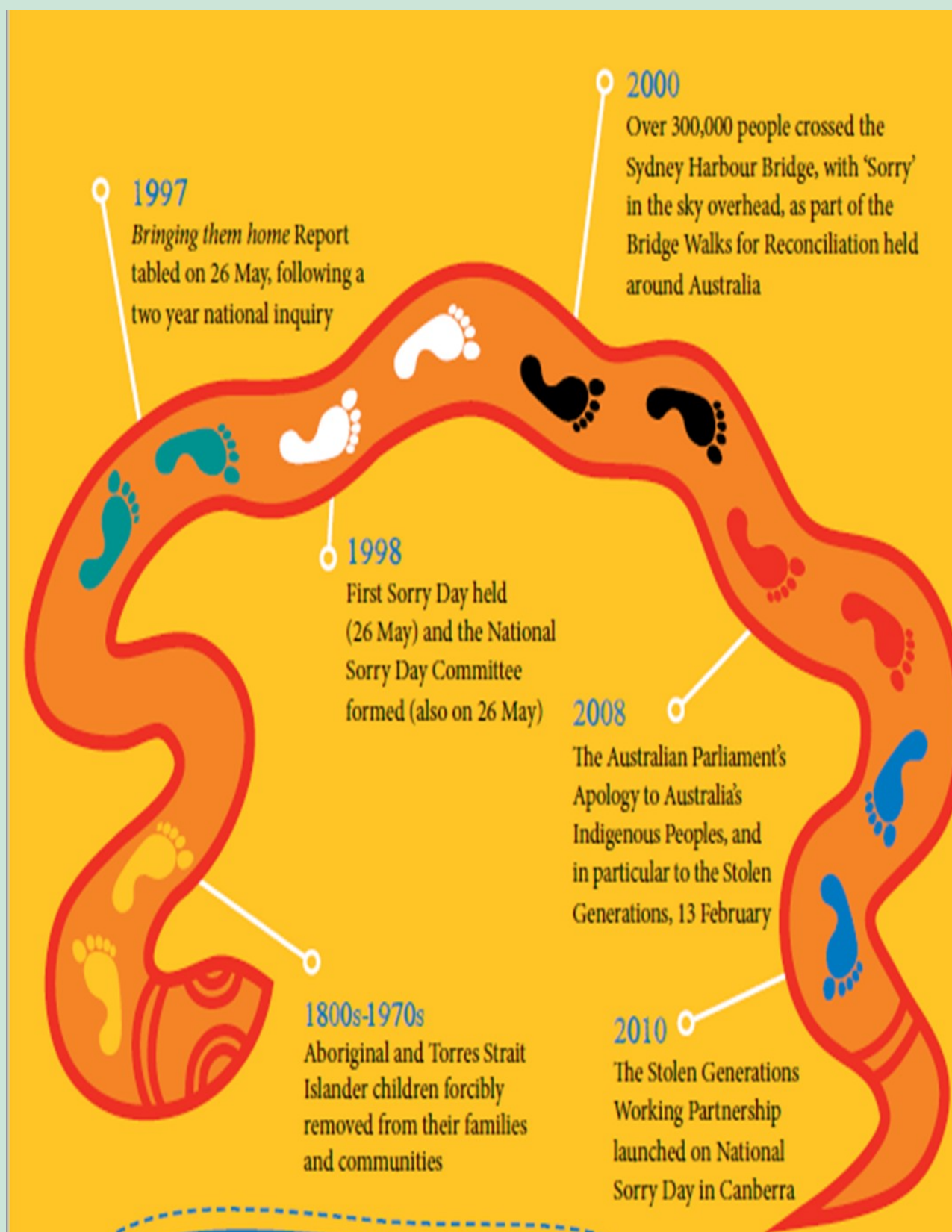


Find out  
about the  
Sorry Books



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## Summary of Stolen Generations and Reconciliation Key Terms



(Source: National Sorry Day Committee Inc)

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### My Gateway is where:

- 📍 Aspiring apprentices and trainees start their careers.
- 📍 Employers access expert help to find, employ and train the right apprentices and trainees for their business.
- 📍 Indigenous construction labourers and builders meet for casual labour hire.

Students in year 10 are in the process of thinking about career pathways:  
Continue on the the senior years or start looking for TAFE courses / apprenticeships.

The My Gateway Program will allow 15 students who are looking at getting an apprenticeship or traineeship to create contacts and relationships with potential employers.

**Any year 10 student interested in looking into  
TAFE courses or Apprenticeships**

**Please see Mr Poulos (year 10 Year Advisor) or  
Ms Kabbara / Ms Shineberg in Careers**



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## THE HSC MINIMUM STANDARD

### The HSC minimum standard

The HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. The HSC minimum standard is a way of supporting and ensuring students have a functional level of literacy and numeracy.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework which outlines the functional skills used in everyday life, for work and further study.

This framework provides detailed information on the three areas in which the students will be tested: Reading, Writing and Numeracy.

### How does a student show that they have achieved the HSC minimum standard?

If a student sat the 2017 NAPLAN test and earned a band 8 in reading, writing and numeracy they will be deemed as meeting the HSC minimum standard in Reading, Writing and Numeracy and will not have to sit the HSC minimum standard tests. Any student, regardless of when they complete their HSC, who did not receive a band 8 in reading, writing or numeracy in 2017 NAPLAN will be required to sit the HSC minimum standard test in all areas in which they did not receive a band 8.

The student must achieve a level 3 in each test. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study.

### The current year 10 and the online HSC minimum standard tests

To achieve an HSC in 2021 and beyond, all students must sit the HSC minimum standard online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration. The writing test consists of a response of up to 500 words to one written or visual prompt, and the other two are 45 multiple choice questions.

Schools will advise you when your child will sit the online tests. Before doing this, however, students can complete the online practice tests at school using their Schools Online account as many times as is practicable.

Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC.

The administration of these tests is an important job in a school. Parent support of this administration is very important, especially in ensuring student attendance. A letter will be sent to parents/carers about the timing of the tests. Having students attend school punctually and ready to sit the test will be very much appreciated by the team of staff involved.

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## The Current Year 11 and the HSC 2020

Students sitting the HSC in 2020 will be the first to have their HSC linked to a minimum standard. For these students now in Year 11, the minimum standard is linked to their 2017 Year 9 NAPLAN results. Many students have already met the standard through achieving a band 8 or higher in all three areas: reading, writing and numeracy.

Those who are yet to achieve the standard will sit online tests in the area where they achieved below a band 8 in numeracy, reading or writing.

Students can sit the online tests twice a year, in Year 11 and 12 and up to five years after they start the HSC.

What is a minimum .

## What is a minimum standard report?

Students can access their minimum standard test results through their Schools Online account. They can also print a minimum standard report that clearly shows the level (1-4) that they achieved in the test. Level 3 is the minimum standard.

**HSC Minimum Standard Report**

Minimum Standard Test Report

NSW

Minimum Standard Reading  
Test3 Test  
of  
Clarence High School (NOT REAL SCHOOL)  
sat the Minimum Standard Reading test on 8 March 2018, and demonstrated achievement at  
Level 3

Individuals performing at this level typically:

- comprehend everyday texts in familiar and some less familiar contexts
- recognise the distinguishing features of common types of texts
- locate, integrate and interpret information in detailed written material, charts, diagrams and tables
- identify some implied meanings and make simple inferences
- recognise common expressions, and understand that words may have different meanings in different contexts
- compare information from different sources, and use strategies to predict the meaning of unknown words
- use punctuation such as apostrophes and quotation marks as an aid to understanding

Level 3 is the minimum standard required for a student to be eligible for the NSW Higher School Certificate

Student Number: 12345678

Issued by NSW Education Standards Authority without alteration or omission on 8 March 2018 at Sydney, NSW, Australia

Minimum Standard Reading Test Report

Test3 Test  
of  
Clarence High School (NOT REAL SCHOOL)  
sat the Minimum Standard Reading test on 8 March 2018, and demonstrated achievement at  
Level 3

Individuals performing at this level typically comprehend written texts of relative complexity including those accessing visual information. They understand distinguishing features of different types of texts, and use reference and an understanding of punctuation to interpret texts. They identify ways in which a writer uses structure, language and tone to create a particular message. They select, analyse, compare and synthesise information from a variety of sources including tables and charts. They use punctuation effectively as an aid to understanding.

Level 4

Individuals performing at this level typically comprehend everyday texts in familiar and some less familiar contexts. They recognise the distinguishing features of common types of texts. They locate, integrate and interpret information in detailed written material, charts, diagrams and tables. They identify some implied meanings and make simple inferences. They recognise common expressions, and understand that words may have different meanings in different contexts. They compare information from different sources, and use strategies to predict the meaning of unknown words. They use punctuation such as apostrophes and quotation marks as an aid to understanding.

Level 3 (Minimum standard)

Individuals performing at this level typically comprehend simple texts in predictable contexts. They locate specific information and identify the main idea or short, clear written material. They compare information from different sources, and provide simple comparisons. They recognise the difference between formal and informal language in familiar texts, and understand that the meaning of words and phrases may change in different contexts. They understand instructions in words and diagrams. They use strategies to identify unknown words and consider their meaning in a single sentence. They use familiar vocabulary and basic punctuation, such as capital letters and commas, as an aid to understanding.

Level 2

Individuals performing at this level typically comprehend simple, brief texts in highly familiar contexts. They locate specific information in simple diagrams, tables or maps, and interpret visual information in written material. They make links between pieces of information, and follow simple written or pictorial instructions. They recognise common signs, symbols and abbreviations. They recognise high frequency words and use a limited range of strategies to understand unfamiliar words. They use basic punctuation as an aid to understanding.

Level 1

For further information on the HSC minimum standard, including resources for developing literacy and numeracy skills, go to the NSW Education Standards Authority website

**Level 3 minimum standard definition**

Individuals performing at this level typically comprehend everyday texts in familiar and some less familiar contexts.

- Recognise the distinguishing features of common types of texts.
- Locate, integrate and interpret information in detailed written material, charts, diagrams and tables.
- Identify some implied meanings and make simple inferences.
- Recognise common expressions, and understand that words may have different meanings in different contexts.
- Compare information from different sources, and use strategies to predict the meaning of unknown words.
- Use punctuation such as apostrophes and quotation marks as an aid to understanding.

## Support for Students with Additional Needs

Some students with additional needs will be eligible for provisions for the minimum standard tests. These provisions can be approved by the principal.

This means it is a good idea to make sure the learning support team at the school is fully aware of the needs that concern you and that you have acquired documentation that confirms your child's additional needs. The earlier that the school is aware of the needs, the better prepared the school will be to determine both the timing of the test and the extra provisions that will enable your child to have equitable access to the test.

The learning support team will liaise with the principal about extra provisions for the HSC minimum standard tests.



## CHANGE OF CONTACT DETAILS

In various instances families move, mobile numbers change and email addresses change. It is imperative that whilst at school we can contact you if required.

If any of your contact information has changed simply fill in your students name on this form and then you ONLY fill in what has changed and return it to the front office.

### KINGSGROVE NORTH HIGH SCHOOL

*Promoting Excellence in a Caring Environment*

#### Notification of Change of Address

Complete and return form to the front office with proof of address.

Suitable documents are rates notice, rental papers, electricity, and water or phone bill.  
(Note Drivers Licence on its own is not sufficient, must be accompanied with above suitable document).

Date:.....

SURNAME:..... GIVEN NAME:..... Year:.....

OLD ADDRESS:.....Postcode:.....

NEW ADDRESS:.....Postcode:.....

MAILING ADDRESS:..... Postcode:.....

HOME PHONE NO:.....

MOTHER'S MOBILE NO:.....

MOTHER'S WORK NO:.....

FATHER'S MOBILE NO:.....

FATHER'S WORK NO:.....

Year 10,11 and 12

Board Of Studies date advised:.....

## The Way North

Kingsgrove North High School is proudly sponsored by the following organisations. We thank and acknowledge our sponsors for their continue support of our school.



We would also like to thank and acknowledge the following local businesses that have sponsored and supported our classroom calendar for 2020.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. G A Lawyers Kingsgrove            | 2. Euro Funeral Services              |
| 3. Jackie's Floral Gallery           | 4. Telstra Store Campsie              |
| 5. Heartbreak Ridge Paintball        | 6. Blue Cross Pharmacy                |
| 7. Linda Burney MP Member for Barton | 8. Blue Cross Medical Centre          |
| 9. Fernwood Beverly Hills            | 10. National Diabetes Services Scheme |
| 11. Baby Captules Hire and More      | 12. Fresh Look Dental Roselands       |