

School Calendar

Wednesday 1 December
Year 6 Full Day Orientation

Tuesday 7 December
White Card training

Thursday 9 December
Y12 Graduation Assembly
Annual Presentation Assembly

Thursday 16 December
Last day Term 4 for students

Friday 17 December
Staff Development Day

* All activities and events subject to COVID restrictions

Our Next P&C Meeting:

Monday 15 November
6.00pm - Room AG03

CANTEEN - Phone 65589963

Monday 15 November
Elona

Tuesday 16 November
Emma

Wednesday 17 November
Amanda

Thursday 18 November
Elona

Friday 19 November
Emma

Monday 20 November
Elona

Tuesday 21 November
Emma

Wednesday 22 November
Merrilyn

Thursday 23 November
Elona

Friday 24 November
Tonia

REMEMBRANCE DAY 2021



Care Achievement Respect Effort Responsibility

129 Ravenshaw Street, Gloucester NSW 2422 / P 02 6558 1605 / F 02 6558 1229
www.gloucester-h.schools.nsw.edu.au / gloucester-h.school@det.nsw.edu.au

PRINCIPAL'S REPORT

We are at the mid-point of Term 4. Year 7, 8, 9 & 10 students have been busy with final assessments. Due to the disruption to student learning with COVID, this year we have had informal style assessments to consolidate grades for the final reporting period. The decision for informal assessments was made to reduce any stress students may experience due to the interruption to learning during Term 3.

Our students commemorated Remembrance Day on Thursday. Due to COVID restrictions in schools, this service was broadcast virtually during roll call. Kyiesha Leary commenced the service with Acknowledgement of Country, followed by a speech from our school captains, Lynelle Hester and Hayley Connell. Rusty Power told us the story of Leonard Victor Waters, a Kamilaroi man and Australia's first and only Indigenous fighter pilot. He also spoke about his own experiences in the RAAF. During recess Kyiesha facilitated a craft project for students to make poppies that were displayed on the front fence. Thank you to Miss Danica Enks for her organisation of a memorable virtual service and to all the students and staff that participated.

Our captains also represented GHS at the town's commemoration service at the Clock Tower where they laid a wreath on behalf of our school.

Planning is underway for 2022. The Executive Team have been reviewing our school plan and I have had meetings with our School Education Leader and a recent meeting with the Executive School Education Leader regarding our excellent Reading and Numeracy results in NAPLAN. One of the negotiated targets is: Improvement in the percentage of students achieving in the **top 2 NAPLAN bands** to be above the school's lower bound system-negotiated target in reading of 13% and numeracy of 11.0%. Our results are:

Year 7: Reading 16.95%, Numeracy 28.81%

Year 9: Reading 22.03%, Numeracy 14.47%

Average of years 7 and 9 Reading = 19.49% Our target = 13%

Average of years 7 and 9 Numeracy = 21.64% Our target = 11%

This excellent result is attributed the programs delivered to our students by dedicated teachers with high expectations for student success. Very much a whole school team effort.

We recently received notification that Allison Trudgeon has been appointed in the role of classroom teacher for our second Multicategorical Class (MC class). Allison comes to us from Manning Gardens Public School Support Unit and has extensive experience in the role of classroom teacher and Assistant Principal. Allison lives locally and will bring additional ideas and programs to complement what we are currently doing to support our students with additional learning needs.

Mrs Trudi Edman, Principal

Y10, 11 & 12 CONCESSION CARDS

Travel concession cards are available for all students in years 10, 11 and 12 at the library.

These cards give you concession prices on public transport and may even get you concession priced entry to movies, galleries and museums - which could come in handy over the Christmas holidays!



Poppy craft on Remembrance Day



WE NEED YOUR HELP!



our school canteen needs volunteers

No experience required, just a friendly face.

This is a commitment of two or three hours once a month to serve food at recess and lunch.

Please consider volunteering.

Contact us on 6558 9963 for further details or to put your name down.

MATHS CORNER QUESTION (for students and parents)

Question:

What is the value of the whole N , if:

$N = \frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$ of $\frac{4}{5}$ of 100?

Previous Answer:

Strategy: Reasoning.

If we add $\frac{1}{3}$ of a number to 16, we get the number three times. Therefore, 16 alone must equal $2\frac{2}{3}$ times the number. This is $\frac{8}{3}$ of the number. If $\frac{8}{3}$ of the number is 16, then $\frac{1}{3}$ of the number is 2 **and the number is 6.**

* Maths corner questions have been provided courtesy of 'Australasian Problem Solving Mathematical Olympiads (APSMO) Inc' an advanced problem solving course currently being undertaken by some of our Year 7 & 8 students.

SCHOOL WELLBEING AND ENGAGEMENT FOR STUDENTS

Gloucester High School has recently implemented the Educator Impact Pulse check-in tool for wellbeing. This is voluntary with parents giving permission for students to use this tool through their school email address. A significant number of our students are already engaged in the program.



Educator Impact Pulse is a system that lets schools collect data that is frequent, familiar and formative. It works by asking a small number of questions regularly so schools can quickly build and maintain an up-to-date picture of wellbeing and engagement.

We know that students will reach out when they feel sad enough and safe enough at the same time – and that time can be fleeting. Pulse lets the most vulnerable students reach out for help to a specific, trusted teacher, at the time they are ready.

Pulse is designed for action, not research. When schools take regular visible action, students understand that their wellbeing is supported, and become active participants in managing their own wellbeing.

Unlike traditional anonymous, long-form, annual surveys, Pulse checks in with every student once a week. With a weekly check-in, the wellbeing team can connect students and get real-time insight into the wellbeing of individual students and the whole school.

It is envisaged that through this program, students will become actively engaged in improving their wellbeing with staff getting leading indicators into wellbeing, so they can be ahead of the curve.

Pulse is voluntary for all students. If you wish your child to be a part of this program or for more information, please contact Ms Ribbons at school.

We wish to thank Mid Coast Council for sponsoring this valuable wellbeing initiative.

Ms Myree Ribbons, Head Teacher Wellbeing

SHARE OUR SPACE

We are please to announce our grounds will be open during the summer school holidays with further details to follow.

The Share Our Space program complies with NSW COVID-19 public health advice.

We acknowledge that local area restrictions may apply and encourage everyone to adhere to the restrictions outlined for their LGA and follow the NSW Government's Public Health Orders and restrictions.

Visit nsw.gov.au/covid-19/rules.



EX STUDENT WINS VOLUNTEER AWARD

It wasn't all that long ago since I was a student and School Captain at Gloucester High School having completed Year 12 in 2016.

I was recently awarded the NSW Young Volunteer of the Year Award for the Hunter Region for my involvement with the National Rural Health Student Network (NRHSN), St John Ambulance NSW, Maitland City Council Youth Ambassador, and a Justice of the Peace NSW. In addition to this, I have concurrently been studying at The University of Newcastle.



Volunteering is a powerful human movement that brings about many benefits to the individual and community, including personal development, social wellbeing and an opportunity to give back. It was through The Duke of Edinburgh's International Award Australia offered during my time at high school that I was first introduced to volunteering, in particular my time with Bucketts Radio and Gloucester State Emergency Service (SES). This was a fundamental time for me as I was gaining confidence, continually learning new skills, and trying to figure out what I wanted to achieve in the future.

Gloucester is a very supportive community especially as a young person and so I encourage you all to get involved. Apply for experiences and opportunities when offered through school and get some of your friends to join in too! Find your passion, be proactive, and make your time count. For instance, I researched freshwater turtles in Melbourne with EarthWatch Institute (thank you to Ms Pickett for handing me the flyer for this in biology class) with other high school students for my Duke of Ed residential project. You may even be interested in applying for the Young Endeavour Youth Scheme, helping out a local volunteer organisation, or getting more involved in school and the SRC. There are so many opportunities to discover the world and challenge yourself!

Finally, I would like to wish all current HSC students the very best of luck with your current exams, most who would have been starting high school as I was graduating!

Hayley Johns, Ex GHS Student

CHECK-IN ASSESSMENTS

Check-in assessments are online assessment for students in Years 3 to 9. They are mapped to the NSW Syllabuses and National Literacy and Numeracy Learning Progressions. There are two assessments:

- reading
- numeracy

Each assessment is designed to be quick and easy to administer, consisting of between 40 to 50 multiple choice questions.

The assessment can supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs.

ALL STUDENTS IN YR 7, 8 AND 9 WILL BE REQUIRED TO BRING HEADPHONES IN TO SIT THE TEST DURING WEEK 7.

VAPING AT SCHOOL

There have been some students caught vaping at school. Vaping is a form of smoking and is much harder to detect. Vaping only leaves a hint of sweet smell in the air and only for a short period of time. The vaping device is very small and quite often looks like a small marker pen or toy.

Research suggests vapes are very harmful due to the high temperature that vape liquid is heated, and the toxic cloud of gas that is generated to be inhaled. Most vapes contain nicotine, which is known to damage DNA, promote tumours and can create cancer. A significant effect of nicotine use is addiction.

If you suspect your child is vaping, please ensure they are aware of all the associated risks to their health and wellbeing. A recent national survey shows around 1/3 of people 12-17 have tried vaping at some stage.

If students are caught vaping at school, it is considered the same as smoking. Students are issued a 3-point yellow slip, three detentions and parents are notified. If they are caught on a bus it may lead to them being removed from the bus for a period of time.

This product is very concerning, and we do not want any of our students placing themselves at risk and developing a habit that could lead to addiction.

Follow the link below for more information on the effects of vaping.

<https://lungfoundation.com.au/lung-health/protecting-your-lungs/e-cigarettes-and-vaping/>



Mr Mik Wisely, Deputy Principal

Cyber bullying - what it is and where it happens

IN AUSTRALIA, 90 PER CENT OF 18- TO 24-YEAR-OLDS AND 92 PER CENT OF 15- TO 17-YEAR-OLDS HAVE USED THE INTERNET AND 88 PER CENT OF 15- TO 25-YEAR-OLDS OWN A MOBILE PHONE.

THERE is no doubt there are enormous benefits to being online and making the most of new technology. Blogs, emails, instant messaging, websites, polls, wikis, picture messages, gaming, chat rooms and social networking sites (or SNS's) are all places where you can connect, share, talk, communicate, form friendships, socialise, learn and interact.

However, these places are also where cyber bullying can take place.

Some young people deliberately set out to cyber bully by targeting another user online or via mobile phones. It is often more than a one-off incident.

Have you ever experienced any of the following? These are some of the different forms of cyber bullying:

- Sending nasty or threatening texts or emails
- Posting abusive messages online — on a SNS, in a chat room, or using IM
- Excluding people in online groups or chats
- Posting humiliating, violent or sexual videos or pictures or

- sending them on to other people
- Taking on someone else's identity online in order to upset or humiliate them
- Bad mouthing someone and/or spreading rumours
- Setting up a hate site or a hate group on a SNS or website
- Prank calling, prank texts and messages
- Blogging intentionally hurtful / abusive / embarrassing posts or comments
- Setting up online polls designed to rate/ rank / outcast people.

Apart from the obvious (ie. it's online), cyber bullying is different to the traditional form of bullying as it can be anonymous, meaning bullies sometimes feel less responsible and uninhibited by their actions (people say and do things online that they wouldn't normally do face-to-face). It can be more intense because, rather than it being limited to the school-yard, cyber bullying can occur 24/7.

Being online also means that any hurtful, embarrassing or offensive comments, videos or posts can be available (potentially permanently) to a wide audience, which can only magnify the impact.

This all sounds very dramatic and negative, but being aware of what can happen online is important in order to stay safe, in control and protected.

CYBER BULLYING
CAN HAPPEN TO ANYONE

IT CAN BE UPSETTING AND STRESSFUL, IMPACTING ON DIFFERENT AREAS OF YOUR LIFE, INCLUDING SELF-ESTEEM, RELATIONSHIPS, WORK OR STUDY. BUT THERE IS HELP AVAILABLE. TALKING TO SOMEONE IS A GOOD STARTING POINT, PARTICULARLY IF YOU ARE FEELING UNSAFE OR FRIGHTENED.

GO TO **WWW.HEADSPACE.ORG.AU** TO FIND HELP AND SUPPORT

THE **spress** & 

headspace
National Youth Mental Health Foundation

CYBER BULLYING
INITIATIVE

YEAR 7 REMEMBRANCE DAY ART

Year 7 students with their charcoal and acrylic paint artworks for Remembrance Day.
Our display in the corridor now extends all the way to the stairwell.

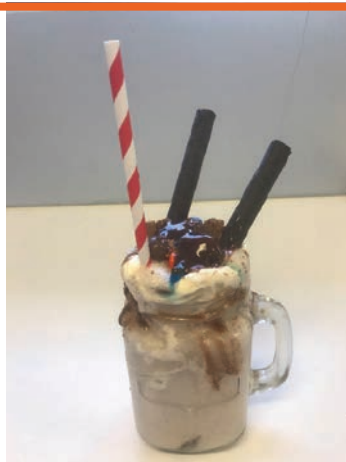


Aiden Glew, Jamie Richards, Jarrah Wilson, Seth Toohill-Sargent, Shauni Muddle



**Back: Lachlan Sansom, Bradley Rayner, Georgia Ellis, Irelyn Want
Seth Rawlings.**

Front: Mitchell Davies, Kamryn Beard.



FREAKY SHAKES

As part of the context area, Food Trends, students in Year 9 have been getting freaky lately! This happened to coincide with Halloween.

Food patterns are constantly evolving. As part of this unit, students have studied when and where we eat, how food is presented and how it's changed. Students have been investigating the influences behind some of these trends with Social Media being one of them. Students have loved the opportunity to prepare and present foods that reflect current trends.

Students were given a brief with which to design their freaky shake. As you can see from the photos, the students got very creative using some unique ingredients to complete their shakes.

Ms Myree Ribbons, Year 9 Food Technology

YEAR 8 MANDATORY TECH - SUSTAINABLE FARMING

Nesting hollows, created by students, proved successful with two sets of Eastern Rosellas nesting this spring.

Thanks to the Hunter Local Lands Service grant that enabled us to purchase our camera on a pole, students have been able to check in on the nest to see their progress.

If anyone has hollow logs (destined for firewood) that could be donated, the school would gladly accept them. We intend to create small hollows for bats and small birds through to large ones for ducks and owls.

Please contact Mr Rob Seale at the school for donations.



Hayley and Amarlie building the nesting log in 2020



Amarlie, Hayley, Locky and Shannon erect the girls' nesting log in 2020



Parker, Will and Alarni install the senior nesting log in 2020



Andrew, Wyatt, Albie and Travis check out the nest



SCONE BEEF BONANZA (part 2)

Following on from our article on Scone Beef Week in the 29 October newsletter, we are proud to announce the following carcass results on the hook:

Rebel - Speckle Park x (Coolabah Belted Galloway Stud) - 2nd

Romeo - Charolais x Limo (Ronnie Mackintosh) - 2nd

Rosco - Angus (Macka's Angus Steer) - 2nd

We were very excited about these fantastic results. Again, we would like to thank all donors and volunteers, including the P&C Ag Subcommittee, who have helped and supported our show team. Without you, we would not have the opportunities to experience what we do.

Gloucester High Show Team 2021



Rosco - Macka's Angus Steer



Romeo - Charolais x Limo from Ronnie Mackintosh



Rebel - Speckle Park x from Coolabah Belted Galloway Stud (third from left)



Secondary: That's risky stuff

Posting any images of other people without their permission is not OK.

What's the issue?

Computers are versatile and the apps and programs you can get do amazing things. In the past people used to say 'the camera doesn't lie', but that is no longer the case with apps that can manipulate an image in seemingly endless ways. What you see is no longer necessarily a representation of the truth.

Why does it matter?

- Our physical appearance is part of our self-image and most of us want to look the best we can.
- Posting any images of other people, whether they have been manipulated or not, without their permission is disrespectful, and not a 'friendly' thing to do.
- The images you post become instantly available to whoever can access your page.
- Material that has been shared on a private basis, between friends, should never appear in the public realm.



Advice

Think before you click

- Before you post something—be it a comment or an image, ask yourself if the people you love and respect would think that what you're putting up is ok.

Be sensitive to the feelings of others

- Ask yourself how you would feel if distorted images of you were being posted on social media sites.
- If you want your privacy respected, respect the privacy of others and don't post embarrassing images.

Know the territory

- All social media sites have codes of conduct, regulations or statements of rights and responsibilities. Make sure you know what the guidelines are for the sites you or your friends use, so that you can make good use of them when difficulties arise.



Secondary: But I didn't do it

If you see online bullying, it is important to do what you can to stop it.

What's the issue?

Sometimes it's tempting to think that if you aren't the person doing something wrong, you don't have a role to play in setting things right. If you know someone is deliberately causing problems for somebody else, you should do what you can to stop it—sometimes just a small action can prevent things getting worse. Passing on information isn't as innocent as it seems—you are being drawn in to becoming an active player in a nasty game.

Why does it matter?

- Bullies thrive on other people's silence. According to research by the Edith Cowan University (2009) frequent school bullying is highest among Year 5 (32%) and Year 8 (29%) students. The same research found that peers are present as onlookers in 87% of bullying incidents. By knowing about it and not saying anything you are allowing it to happen.
- You would want someone else to speak up for you if you were being bullied.
- Most people who bully online also bully offline: what might seem harmless ('it's just a website!') can have a negative impact on people's emotional and physical wellbeing, friendships and other relationships.

- When more people take positive action it creates a culture where bullying (online or offline) is not acceptable and encourages people to look for attention in more positive ways.

Advice

Be an active bystander

- If you know someone is causing problems, tell them why they should stop. If you don't feel safe to say something yourself, tell someone who can take action.
- Even if the person being treated badly isn't your friend, they don't deserve to be the victim of things like gossip and homophobia.

Create the world you want to live in—online and offline

- You have the power to short-circuit behaviour that you think is unfair—refuse to be part of the harassment, and tell people why.

Don't become an 'accessory' to bullying

- You may not be the one who has initiated some sort of campaign about another person, but even forwarding information you receive to others makes you complicit.

CAREERS NEWS

Gloucester High School Work Experience Program

There have been numerous changes and uncertainty regarding our Work Experience Program this year due to the pandemic. Currently, our school is still on Level 3 restrictions. Students are only permitted to go on a Work Experience Placement if it is a trial for a School Based Apprenticeship / Traineeship (SBAT). There are several SBATs being offered by local employers at the moment that students have not applied for. If any year 9 or 10 student would like to discuss Work Experience or an SBAT application, please see me in the careers office ASAP or send an email.

Mr Michael De Angelis, Careers Advisor

FREE WH&S White Card Training Course

There will be a FREE WH&S White Card Training course at Gloucester High School on **Tuesday 7 December**. The course will run from 8.50 – 3.15. Students will arrive and depart school as normal.

Students must be at least 16 years old to enrol. This course will be delivered by CHS Training with a Gloucester High staff member present at all times.

Students who want to participate **MUST** complete the CHS: “Enrolment Form”, “White card Assessment Task 1,” and the “Language, Literacy and Numeracy (LLN) Quiz.”

Please see me in the careers office ASAP. There are only 20 seats available in the course. The first to return the paperwork will be enrolled in the course. I will also assist students with getting their USI Number (Unique Student Identifier) which is part of the enrolment process. To do this, student will need to have their Medicare Card (or a photo) to apply.

Please have students return their forms ASAP. For more information contact me at school: 6558 1605

Mr Michael De Angelis, Careers Advisor

TAFE Online Resource – All in One Spot!

Take a look at the new online resources. It's an easy guide to discover study and career options. It's also a great resource for parents.

You find:

- TVET
- Parent support
- Degrees
- 2022 Career Guide
- Launchpad
- Scholarship
- Aboriginal

<https://www.tafensw.edu.au/documents/60140/60957/CAA-Online-Resources-flyer-A4-v10.pdf>

University of Newcastle

The University of Newcastle is excited to introduce new **diplomas** for study in 2022 in addition to the **Diploma in Engineering** which commenced in 2021. The diplomas are a great option for students who don't achieve the ATAR for direct entry into their dream degree. Students can apply for the diplomas via their UAC preferences. More information available on The University of Newcastle website.



Considering a career in Medicine?

Discover the JMP at UNE (Virtual Program)

Our newly developed virtual program is a free resource, intended to inspire students to consider a career in Medicine.

There are five modules, with each module taking between 10 to 15 minutes to complete.

It can be accessed at any time and be completed at your own pace.

All users need to register first to be able to access it.

Checking the junk folder if the confirmation email is not received would be recommended.

The Program can be accessed at: discoverthejmpatune.une.edu.au





You + *AgSkills* = Career

EXPRESSION OF INTEREST

12 Scholarships are on offer for Years 10 & 11 in 2022 for students in the Manning & Great Lakes Region.

Gain training and on-farm experience from leading industry and local businesses in Dairy, Beef, Aquaculture, Horticulture, Reproductive Specialists, Robotics/Drones/Video Production in Ag, as well as Landcare and Biosecurity.

The information session is:

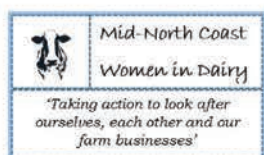
TAFE NSW TAREE CAMPUS

16th NOVEMBER 2021

AG ROOM KG 11

3:30PM TO 5:30PM

To **RSVP** and receive an application form and information sheet please email Megan Nicholson at meg.nicholson59@gmail.com by 2nd November or call 0427 567 347



An initiative of **MNC Women in Dairy** in collaboration with local farmers, TAFE NSW, and Manning/Great Lakes Schools with funding support from Local Land Services and Training Services NSW to establish pathways into agricultural careers.



Local Land Services

SCHOOL VISION STATEMENT

Gloucester High School aims to develop a supportive learning environment that engages all students, teachers and community in the pursuit of excellence.



Education & Communities

Principal
Deputy Principal
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