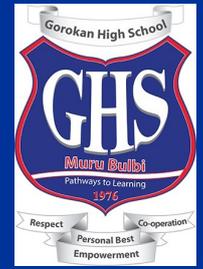


GOROKAN HIGH SCHOOL

Term 1 2020



Goobarabah Ave,
Gorokan NSW 2263

email: gorokan-h.school@det.nsw.edu.au
phone: 02 4393 7000

PRINCIPAL'S REPORT

RELIEVING PRINCIPAL REPORT

Dear Gorokan High School Community,

Firstly, thank you. Thank you to our students and families who have adapted to the current situation so well. To our students - I am proud of how you have demonstrated your resilience, creativity and patience as well as your ability to navigate your way through your learning. To our families – thank you for your ongoing support of our school and your students as we have collectively taken on the challenge of this situation. To our staff – you have had teaching flipped inside, outside and upside down and you have done it all while managing concern for your own families and without wavering in your dedication to provide the best learning possibilities you can provide for our GHS students. Collectively, our GHS community has done remarkably well in a very short time frame and whilst we may not have got everything right, I have never been more proud to be a leader of this school community.

THE SITUATION MOVING FORWARD

As you are aware, things are continuing to change and evolve in relation to the management of the spread of COVID-19.

Schools have been informed that online learning at home will continue until the end of Term 2, approximately at this stage. The school will remain open for those parents who have no other options, however due to low numbers of students and teachers working from home, we will have minimal supervision on site and students will be working independently, socially distanced and online in the Old Hall.

Teachers will continue to provide quality learning and teaching programs for students through their Google Classroom or Microsoft Teams platform. As of next term, we will have an adjusted daily structure and timing of lessons, however, students will still follow their 5 period day timetable. The day structure has been modified to allow students a little more time in the morning to set up their online learning platform as well as breaks to transition from one period to the other as they may move from a Google classroom to a Microsoft Team class etc. You will see that online classes finish at 1.30pm. This allows for the last hour of the day to be spent organising that day's work, writing up class notes, sending questions to teachers etc. On the other side, it allows our staff

RELIEVING PRINCIPAL REPORT CONTINUED

time to answer their emails and provide feedback to their students. It is hoped that the new structure takes some of the stress out of the day for everyone.

It will be important for students to make contact with their teachers in the first 15 minutes of each lesson so that teachers can keep record of student engagement learning during this time. The school will also ask that families respond to our 'Absence Text Message' either via text or phone during the first week of Term 2. We will continue to record student leave as 'Flexible' in 4 week blocks. Term 2, begins for students on Tuesday 28th April and the first 4 week block would conclude on Friday 22nd May. We would then repeat this process for another 4 week period etc. It is necessary for schools to continue to try to keep as accurate a record as possible of student attendance.

Take a break from the screens and look after your wellbeing. We will be continuing our online learning journey with you next term! I thank all of you for your ongoing support and wish everyone the very best for the Easter holiday break. Take care and get some needed rest.

Shanie Singleton
Principal (Rel.) Term 2 2020

NSW DEPARTMENT OF EDUCATION – NEW ENROLMENT PROCEDURE

Gorokan High School at capacity.

Please be aware that any new enrolments are to be considered under the Department's, Enrolment of Students in NSW Government Schools policy and the General Enrolment Procedures (2019), available on the Department's internet site at-

<https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools>

While parents may apply to enrol their child in the school of their choice, acceptance is subject to the child being eligible to attend and the school being able to accommodate the child. In some circumstances, where schools are over their designated enrolment cap and local enrolment buffer, non-local enrolment applications, including those of siblings, are not able to be accepted by the school. Please be aware that Gorokan High School has now exceeded their enrolment cap and are unable to accept non-local enrolments. For further information please refer to the school Student Enrolment Procedure and Protocols, available on the school's website.



Gorokan High School Learning From Home Modified Timetable

8.30am - 9.15am	Period 1 – Log on from 8.30-8.45am with teacher
15 minutes break	
9.30am - 10.15am	Period 2 – Log on from 9.30-9.45am with teacher
30 minutes break	
10.45am – 11.30am	Period 3 – Log on from 10.45-11.00am with teacher
15 minutes break	
11.45am – 12.30pm	Period 4 – Log on from 11.45-12.00pm with teacher
15 minutes break	
12.45pm – 1.30pm	Period 5 – Log on from 12.45-1.00pm with teacher
1.30pm – 2.30pm	Afternoon Activities

AFTERNOON ACTIVITIES: 1.30pm – 2.30PM

JUNIORS	SENIORS
<ul style="list-style-type: none">☺ Check emails/ student portal for messages and updates☺ Read a novel or magazine☺ Catch up on any homework or tasks☺ Complete any notes from today's lessons☺ Exercise/wellbeing activity☺ Send questions to your teachers☺ Prepare yourself for tomorrow's online classes	<ul style="list-style-type: none">☺ Check emails/ student portal for messages and updates☺ Track your learning to make sure you are up to date with Assessment work☺ Check Assessment schedule regularly as well as NESA website for updates☺ Finish class activities☺ Email any teachers you need to☺ Self-directed study – make study notes, summaries, revision☺ Practice exam papers☺ Exercise/ mindfulness activity

It is important that you make contact with your teacher via the online platform or via email in the first 15 minutes of each lesson. A roll will be recorded of your online presence during this schooling situation.

YEAR ADVISORS REPORTS

YEAR 7 TERM 1 2020

Wow! What a start. Year 7 have had a jammed-packed start to their high school adventures.

In Weeks 1 & 2, they were involved in the Passport Program as a part of the positive transition program at Gorokan HS. This involved guest speakers including Police Liaison Officers, watching a performance on cyber bullying, school photos, being introduced to the Rock & Water Program, completing Best Start assessment, a wellbeing day, a welfare survey and completing many introductory procedures. This included the login process for computers and reading their class timetables.

After the program, Year 7 settled into their timetabled classes as they started classwork for each of their subjects. They have also experienced their first high school swimming carnival. With the assistance of their teachers they have worked extremely well to complete work presented to them across all areas of secondary studies. Now they have mastered the online learning world,

The students have relished in the opportunity to share their passion with some of the teachers from Gorokan HS during the Passion Projects on a Thursday afternoon. The involvement and enjoyment seen from the students across the different areas has been great to see as we close in on the end of a very positive, productive but challenging first term.

Congratulations to all students and thank you to the parents/caregivers for a successful transition into high school. I hope you have a great Easter break and are looking forward to Term 2! Thank You,



Mr Sean Glachan

Year 7 Advisor 2020

YEAR 8 TERM 1 2020

What a fantastic start to Year 8! Our students have been applying themselves with diligence and have really enjoyed the start of the year. It has been great to witness the leap in maturity and growth in our students, since they began high school life at the beginning of last year. Students are settled, organised and making the most of their opportunities at Gorokan High School, which is great to see!

Many of the students have brought in notes and have begun paying off their trip to Central Australia in 2022. Can I please encourage students to keep saving and ensure payment plans are kept up to date. If there are any new students that are interested in attending, or any students who have changed their mind and now wish to attend, please come and contact me and we can try and work something out.

Later in the year in Term 4, students will have the opportunity to attend the Year 8 Summer Camp. Students will travel down to Bendalong on the South Coast of NSW and enjoy a three-day camp filled with fun and adventure. The camp will include; beach activities, surf lessons, beach safety, hikes, rock pools, night activities, camp fires and much more. It will be a great reward and well-earned opportunity for our students to enjoy each other's company after four terms of hard work. Permission notes and additional information will come out next term.

Lastly, there are many challenging events occurring throughout the school, and the world which may be impacting on you. I encourage all students to take advantage of the fabulous staff at Gorokan High School. They are here to support you during online learning. Please remain in contact.

I hope you all have an enjoyable and safe Easter break.

Warm Regards,

Mr Samson Underwood
Year 8 Advisor 2020

YEAR 9 TERM 1 2020

Well, what a start to the year.

This year has seen a lot of situations that have tested our students and staff. I am so incredibly proud of the resilience and strength that has been demonstrated since day 1 from our Year 9 students. To say that 2020 has been difficult would be an understatement, however the continued resilience I have seen from the year group has been absolutely inspiring. Despite all of the terrible events that have occurred this year, I have no doubt that our school community will be the stronger for it.

But enough of the negatives.

This year has seen our Year 9 students start their electives and there has been some absolutely fabulous feedback from teachers and students on their performance and engagement in their new classes. Term 2 will see our students picking their 100 hour elective again for 2021 and provide more opportunities for the year group to take active control and responsibility for their learning and futures.

There have been a lot of questions at the moment about our upcoming major excursions, that is the Gold Coast 2020 and Central Australia 2021. I am keeping in constant contact with the company and will update everyone as further information becomes available. In the meantime, please keep making payments throughout the year and if there are any issues please let me know.

Again congratulations Year 9 on making it through one of the most difficult starts to the year we've had on record. Continue to stay safe and look after each other.

Mr Matt Pascoe
Year 9 Advisor 2020

YEAR ADVISORS REPORTS

YEAR 10 TERM 1 2020

Hello Year 10 Parents/Carers and Students,

Firstly, I would like to say welcome back . We have had a rather tumultuous start to the year and I thank you all for handling it with maturity and a great level of respect for fellow peers and staff of Gorokan High School. I would like to take this time to thank the whole school community for their support, whilst we work to resolve issues that currently surround us.

I ask students to continue to check their school emails and google classroom in order to be up to date with announcements as they are made.

The Central Australia Excursion is happening this year for some year 10 and 11 students. In a world of uncertainty we currently face, I would like to make a note that at this stage we do envisage the excursion will take place. We will monitor the current situation carefully and will keep in touch with parents/carers as situations unfold. The Bunnings BBQ fundraiser which was scheduled for the 26th of April has been postponed to a later date. I would again like to acknowledge Ann-Marie from Lake Haven Bunnings for her support of Gorokan High School, in particular the contributions to our Central Australia Excursion. Students are also taking part in the Rotary Club of Northlakes Toukley community raffle which is an excellent fundraiser for our students and I thank the Rotary Club of Northlakes Toukley for their support.

Again, I thank you all for your support as we work together in overcoming any obstacle that may arise in the future. Please feel free to email me should you have any questions or concerns.

Kind Regards,

Mr Daniel Jonovski
Year 10 Advisor 2020

YEAR 11 TERM 1 2020

Year 11 have had a wonderful start to the commencement of their senior schooling! They have impressed me with their enthusiasm, commitment and drive to achieve. At this time they are busy with assessment tasks in most subjects. Although the workload and teacher expectations of year 11 has been a shock to some, the majority of the year have applied themselves with diligence and are adjusting to the increased demands of Stage 6. Their teachers have portrayed how impressed they are with the year 11 cohort this year - Well done!

I have been asking for payments for many things so early on in the year. Whilst I can appreciate that this has been a strain, my intentions are to provide the students with wonderful opportunities to support students achievement, one of these opportunities was the Wellbeing Retreat targeting goal setting, career planning, health and the HSC workshops to build a sense of cohesion between the year group as we progress into 2021. The RYDA road safety program was also planned for this term. However all of these excursions have been postponed and will be revisited as soon as possible when we return to school.

The order for the senior hoodies are being finalised – thank you for supporting the students. My intention for placing the order so early in the year is to allow the students the opportunity to get maximum wear out of them.

The snow trip planned for early August at this stage is still going ahead. However, as further information becomes available I will keep you informed.

Once again congratulations to all of Year 11!

You should be very proud of yourselves as I am for all your efforts and commitment to senior high school.

Wishing you all a safe and healthy break.

Mrs Kim McLean

Year 11 Advisor 2020



If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning* website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

© February 2015

NSW Department of Education and Communities

WELLBEING TERM 1



Helpful resources for parents:

The following resources will assist you in dealing with a variety of issues that may arise with your children whilst at High School.



Website link: <https://www.esafety.gov.au>

The Office of the **eSafety** Commissioner is committed to empowering all Australians to have safer, more positive experiences online. The Office was established in 2015 with a mandate to coordinate and lead the online safety efforts across government, industry and the not-for profit community.



- 📞 1300 22 4636
- 💬 Chat online
- ✉ Email us
- 👥 Online forums

Website link: <https://www.beyondblue.org.au/>

beyondblue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.



Website link: <https://bullyingnoway.gov.au/>

Bullying. No Way! is your ally in your search for trustworthy and practical information about **bullying**. **Bullying. No Way!** provides information and ideas for students, parents and teachers and where to get help if you are being bullied.

how to cope with stress related to COVID-19

It can feel stressful and overwhelming during an event like the outbreak of the Novel Coronavirus (COVID-19) and we can all be affected differently.

You might feel overwhelmed by the information, conversations and the increased levels of stress in your community. It can be hard to know what information to trust especially in a situation where things are changing so quickly. It can be helpful to keep up-to-date but it's also okay to switch off from the 24 hour media cycle if this is getting too much.

During this time some things in your life may be affected by attempts to contain the spread of the virus. You may have been looking forward to a gig or a trip that's been cancelled. You may be affected by school, uni or your workplace temporarily closing. Or you may have a loved one who is directly affected by the virus.

It's important to find the right level or type of support for you. And keep in mind that the type of support you may need can change as time passes. For many people staying connected to family and friends/loved ones is important.

Tips to maintain a healthy headspace during this time

- 1** Be mindful of exposure to information through stories, traditional and social media. It can be helpful to take a break from the 24-hour news cycle
- 2** Do things that make you feel safe and connected, and be with those who are helpful to your wellbeing
- 3** Engage in activities that promote a sense of calm and feeling grounded (use of alcohol and other drugs can be counterproductive with this)
- 4** Our [7 tips for a healthy headspace](#) demonstrate simple and effective things that can help people to create and maintain a healthy headspace, irrespective of whether they have been affected by COVID-19 or not
- 5** It can help to talk with a trusted adult if it all feels a bit much.

Please note

The latest medical information is changing on a daily basis. If you suspect you are at risk, or would simply like to understand COVID-19 more, please visit the Department of Health's website.

health.gov.au

Common reactions

Fear and anxiety

At this time you might experience feelings of fear or anxiety. You might be worried about the virus and how it might affect you, your loved ones or your life.

Anger, frustration and confusion

It can be difficult to understand what to do in these situations because of the volume of different information available. This might feel confusing and frustrating, this is normal. Events like these can reduce the things we normally do in our days and that can seem unfair. This might make you feel frustrated or angry.

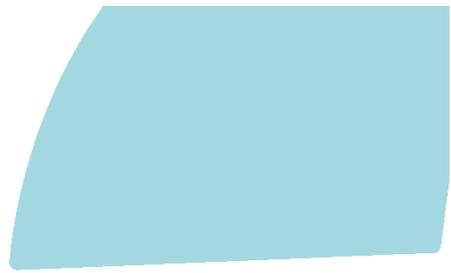
Sadness

If you've been asked to stay at home or stop your normal activities you might feel disconnected from important people or things in your life. This might make you feel sad or bored.

Denial

When bad things are happening, some people might prefer not to think about them at all. This might be helpful to start with, but our feelings can catch us by surprise later on. It's OK to distract yourself, but also find some time to think about what is happening and how you're going.

If you start to notice that you are experiencing these things, it is important to remember that these are normal reactions to a not normal time. During this time it is important as best as possible to keep engaged with the activities that support your wellbeing. You might need to get creative in how you continue to do them.



When should I get help?

If you ever feel unable to cope because of overwhelming or intense emotions, or if you have any thoughts of harming yourself, then ask for help immediately.

National 24/7 crisis services

- **Lifeline:** 13 11 14 or lifeline.org.au
- **Suicide Call Back Service:** 1300 659 467 or suicidecallbackservice.org.au
- **beyondblue:** 1300 224 636 or beyondblue.org.au

Additional youth support services

- **headspace:** visit headspace.org.au for eheadspace or more information
- **Kids Helpline:** 1800 55 1800 or kidshelpline.com.au
- **ReachOut:** reachout.com
- **SANE Australia:** 1800 187 263 or sane.org

Talk with a trusted adult, such as a parent, teacher, school counsellor or find out if there is a headspace centre near you.

Speak to your local doctor or General Practitioner (GP) and help make a plan for your recovery. Or you can search for a health service and GP on healthdirect.



Digital Mental Health

Digital Mental Health (e-mental health) is services, programs or applications, delivered via online, mobile or phone based platforms, that may be self-driven or involve real time or delayed interaction with a clinician or other support person.

Digital Mental Health services and programs allow Australians to access mental health information and support at any time and from any place.

DISCLAIMER:

The information provided throughout this guide is intended for information purposes only. Whilst many of the services and resources in this guide are government funded, health practitioners should independently investigate, evaluate and verify the content and credentials of any service or resource before choosing to use it or refer a user to it. The services and resources listed in this guide are not exhaustive and represent primarily Australian products.

eMHPrac is funded by the Australian Government



Apps



The Check-in

An app to help young people take the fear out of having a conversation with a friend who might be struggling.
beyondblue.org.au/about-us/about-our-work/youthbeyondblue/the-check-in-app



niggle

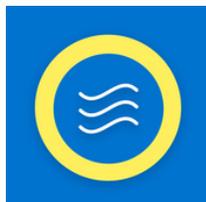
Niggle

A take home, self-help toolkit for all things related to mental, social and emotional wellbeing.
<https://apps.apple.com/au/app/niggle-by-kids-helpline/id1440036153>



MoodMission

An app based on cognitive behavioural therapy designed to help individuals overcome low moods and anxiety by discovering new and better ways of coping.
<http://www.moodmission.com/>



ReachOut Breathe App

An app to help reduce the physical symptoms of stress and anxiety by slowing down your heart rate with your mobile phone or Apple Watch.
<http://itunes.apple.com/app/apple-store/id985891649?mt=8>



Ray's Night Out

An app to help youth (16-25yrs) increase their awareness of their drinking limits and promote safer drinking practices.
<https://itunes.com/au/app/rays-night-out/id978589597?mt=8>

eMHprac
E-MENTAL HEALTH IN PRACTICE

A Brief Guide:
Digital Mental Health
Resources for Young People

Digital Mental Health Gateway

Head to Health

Head to Health

A website that links Australians to online and phone mental health services, information and resources. headtohealth.gov.au

Crisis Support



Kids Helpline

Phone and real time web-based crisis support for youth (5-25yrs). kidshelpline.com.au
1800 55 1800 (Phone: 24hrs)



1800RESPECT

Telephone and online counselling service to assist people experiencing sexual, domestic and family violence. 1800 737 732 (24/7) 1800respect.org.au



Youth Beyond Blue

Information, online and phone counselling for young people (12-25yrs) 1300 224 636 youthbeyondblue.com

Counselling Support



Butterfly
Foundation for Eating Disorders

Butterfly Foundation

Online and phone counselling, information, and support groups for people concerned about eating disorders. 1800 334 673 thebutterflyfoundation.org.au

CanTeen

Phone, online and email counselling and forums to help young people (12-24yrs) cope with cancer. canteen.org.au
1800 835 932 support@canteen.org.au



eheadspace

Internet chat, email or phone support for young people (12-25yrs) with a range of issues. headspace.org.au
1800 650 890



QLife

Online 'chat' and phone counselling for lesbian, gay, bisexual, transgender and intersex people (LGBTI). 1800 184 527 qlife.org.au

Useful Programs & Websites



BITE BACK

Online activities, psychoeducation and positive psychology aiming to promote wellbeing and resilience in young people (12-25yrs). biteback.org.au



The BRAVE Program

Prevention, intervention, and treatment of anxiety in young people. Includes child (3-7 and 8-12), teen (12-17), and parent components. <http://brave4you.psy.uq.edu.au>



The Desk

Online tools, quizzes, information and forums to promote mental and physical health and wellbeing in students. thedesk.org.au



MoodGYM

An online program teaching cognitive behaviour therapy skills to manage symptoms of depression and anxiety. moodgm.anu.edu.au



Livewire

Online community to help young people (12-20yrs) cope with serious/chronic illnesses or conditions. <https://livewire.org.au/>



This Way Up TeenSTRONG

Online course (low cost) for teens transitioning into adulthood. Requires the supervision of a parent or carer and a prescription from a clinician. thiswayup.org.au



MindSpot

'Mood Mechanic Course' - An online program for stress, worry, anxiety and depression in people aged 18-25. mindspot.org.au



Recharge

A six-week program aiming to improve mood and energy levels by establishing a good sleep/wake routine. itunes.apple.com/au/app/re-chargesleep-well-be-well/id878026126?mt=8



Smiling Mind

A website and app teaching Mindfulness Meditation to young people and adults. smilingmind.com.au/



ReachOut

Practical tools and support to help youth (under 25) get through everything from everyday issues to tough times. Includes toolbox of apps. reachout.com



BeyondNow

An app and online tool that involves creating a safety plan the users can work through when experiencing suicidal thoughts. beyondblue.org.au/get-support/beyondnow-suicide-safety-planning

UNIFORM REQUIREMENTS

JUNIOR GIRLS

JUNIOR BOYS

Light blue button through collared shirt, polo shirt or Blue/Red Polo shirt with school logo

Navy PLEATED skirt, shorts, long pants or navy track pants

Navy cardigan / jacket with GHS LOGO

NO- STRAIGHT SKIRTS

NO- JEANS OR BLACK TIGHTS

Light blue button through collared shirt or polo shirt or Blue/Red Polo shirt with school logo

Navy shorts, long pants or navy track pants

Navy jumper / jacket with GHS logo.

NO- JEANS

ENCLOSED BLACK SHOES LACE UP LEATHER

SENIOR GIRLS

SENIOR BOYS

White button through collared shirt or polo shirt.

Navy checked PLEATED fabric skirt, navy shorts, long navy pants or navy track pants

Red cardigan / jacket with GHS LOGO

Red jacket / jumper

White button through collared shirt or polo shirt.

Navy shorts, long pants or navy track pants

Red jumper / jacket with GHS logo.

Red jumper / jacket

ENCLOSED BLACK SHOES LACE UP LEATHER

NOTE :

NO DENIM AT ALL

BLACK IS NOT A SUBSTITUTE FOR NAVY

NO TIGHT LEGGINGS

NO JEANS

PE UNIFORM

BLACK SHORTS with blue side stripes and **WHITE GHS SHIRT OR BLUE/RED POLO SHIRT**

UNIFORM SHOP

This shop operates on Tuesday mornings and Thursdays from 7.30am to 9.00 am

CURRENT UNIFORM SUPPLIERS

Gosford Tailoring at The Entrance and GHS premises.

YEAR 8

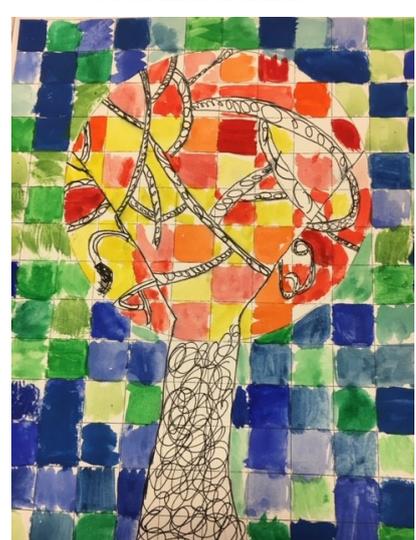
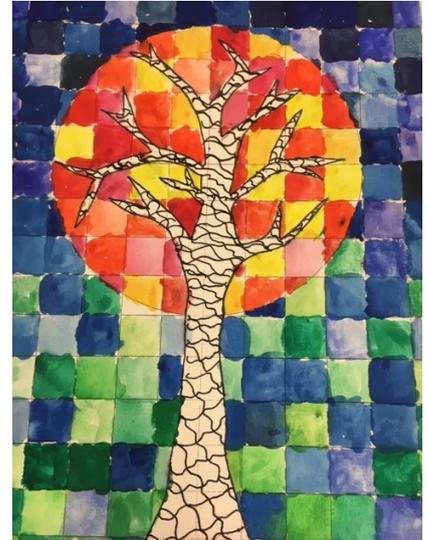
Students in Year 8 Visual Arts are participating in a variety of activities across classes. These include drawing on their knowledge of the Elements of Art to create a Pop Art inspired Shoe Design.



Students have been creating Lino prints as part of the “ More than a face” topic. Students use their school photo to create lino print in three different ways. Black print on white paper, hand coloured print on white paper and a chine colle print, where coloured tissue paper is glued onto a white paper and the lino print is printed on top. Some great images this term.



Students in Visual Arts have been studying colour this term and have created artworks using warm and cool colours.



Term 1 has certainly passed us by very quickly. Year 7 have settled into their new school environment exceptionally well and all classes have been working hard in Humanities.

Firstly, I'd like to introduce the dedicated and professional staff which make up the Core faculty. We have Mr Costa (Humanities and Science), Ms Selby-Smith (Humanities and Science), Mr McNamara (Humanities, Science and Maths), Ms McCrae (Humanities and LOTE- Japanese) and Mr Bennett (LOTE- Japanese). This year, Mr TeRangi has moved over to the HSIE faculty and I would like to thank him for his hard work and dedication last year.

This term in Humanities we have been focusing our teaching around the concept of 'value'. We have looked at the things that students value in their own lives and how we, as a society, place different types of value upon the environment and the past. We are beginning to look at 'what is history?', the nature of archaeology as well as the different types of landscapes and landforms that make up our wonderful planet.

Students have been developing their literacy skills by learning how to 'critically read'. Critical reading is a technique whereby students mark the text (article, textbook handout, newspaper report etc.) to be able to engage with the text at a deeper level and, as a result, gain more understanding from it. Critical reading involves making predictions about the article by scanning the heading and images associated with the text, numbering the paragraphs, highlighting words or terms not understood to increase vocabulary, circling key words and identifying any expert opinion within the article. These critical reading skills will prove to be invaluable for all students as they progress through their learning stages over the next few years. It is certainly a skill that students will carry with them forever.

This term we have focused heavily on the 'Look, Cover, Write, Check' spelling strategy. Each student has a list of words that relate to their topic and are expected to practise these at home using the aforementioned strategy. Teachers have been testing students on each word list (there are four word lists for the Value unit). It has been pleasing to see that most students are showing significant improvement in their spelling. In addition to our spelling focus, we have also implemented our 'Silent Reading' program. It is imperative that each student has a book, magazine, or other type of reading material that is of interest to them, each day. At the beginning of each lesson, students are expected to read in silence for 5-10 minutes.

In terms of writing, our 'Writing Fridays' has been in full swing! Each Friday, Humanities classes undertake 30 minutes or so of uninterrupted writing whereby students respond to narrative or persuasive prompts. It has been very pleasing to see the quality of writing improve over the term, especially the beginning of their writing. We have been focusing strongly on 'sizzling starts' which encourage students to start their stories at a point of change, during the action of the story to 'hook' the reader. All of our Humanities teachers are trained in the Seven Steps to Writing Success method and have been eagerly implementing these strategies within their classrooms. Below are some amazing examples of how our students are 'banning the boring' and really getting their writing off to an explosive start!

Here are some examples of how our students are getting off to a 'sizzling start':

My foot stumbles on a tree branch... a million thoughts run through my head. "What if I fall? What if I die? What if they don't give me the money? What will I do?" I breathe in...and jump! (What I'm about to do for a million dollars)

As I shove the delicious, home-made turkey down my throat, I feel a burning sensation rising stronger by the minute... (Christmas Dinner from Hell)

"Hey, what are you doing?" My heart stops and my feet start to tremble. I can feel thick, heavy sweat trickle down my forehead as I find a place to hide. (Almost getting caught)

Core

In the coming weeks, students will be examining film techniques and how directors use specific camera shots and angles to convey meaning within their films. To complement our study of archaeology and film techniques the film 'Indiana Jones' will be watched and analysed in class.

A few other things:

WordFlyers- every student (Humanities and English- 7P and 7C) has a WordFlyers login. WordFlyers is an online games-based literacy skill builder that focuses on the key areas of reading, writing, spelling, grammar, punctuation and listening. Students will complete WordFlyers lessons in class from time to time, however, they are encouraged to complete lessons at home as part of their homework. We recommend that at least half an hour a week on WordFlyers. Ms Selby-Smith is our WordFlyers coordinator will be handing out awards to students who complete the most lessons in each class. If technology access is limited at home, students can access computers in the Library during breaks. So, if your child says they do not have any homework, they do... WordFlyers!

Equipment- It has been pleasing to see that most students have been bringing the correct equipment to school each day. Please be reminded that the following are the minimum equipment requirements in Humanities:

- pens: blue/black and red;
- ruler;
- glue;
- lead pencil;
- scissors; and
- a highlighter (for critical reading).

Students can also gain this equipment by collecting Core Cash (our reward system- explained below). By redeeming 5 Core Cash, students can get an ice-block and an item of equipment that they need.

Reward System

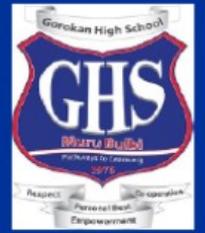
Last year saw the introduction of the new PBL reward system as previously mentioned. The Core Faculty wished to establish a system that recognised the diligent effort and positive behaviour displayed by the vast majority of Year 7 students. The system has been enthusiastically embraced by all staff and students.

The currency for the reward system is 'Core Cash'. The blue notes are worth \$1 and the yellow notes ('Gotchas') are worth \$3. Students can earn Core Cash in a number of ways, for example, showing consistently good manners, improving their work ethic, contributing to class discussions with enthusiasm, performing well in assessment tasks, having the correct equipment in class and being 'caught' doing the right thing e.g. picking up litter etc. There really is no limit to how a student may earn Core Cash; the common theme is, however, that they are doing the right thing and following our core values.

This system rewards students at an individual and class level. Each Monday morning we conduct a prize draw whereby 5 lucky students have their names drawn out of a box to win a fantastic prize ranging from sporting equipment, sweets, stationery, books, toys, canteen vouchers, etc. The prize draws are highly anticipated each week and I know that staff enjoy seeing students rewarded for their fantastic effort and behaviour. At a class level, the class with the highest total of Core Cash wins an end of term reward day that consists of a BBQ lunch, sporting activities and a movie. It is worth noting, however, that some students within the class may be ineligible for the reward day if their behaviour across the term is deemed unacceptable- this will be at the discretion of myself and the Year 7 Deputy Principal.

Mr David Moore

GOROKAN HIGH SCHOOL



Year 7 Core Faculty Rewards System

Individual Student Rewards



Trade in **5 x Core Cash** for a small prize (e.g. ice-block etc.)



Five weekly prize draws at assembly

Class Rewards

The class with the most Core Cash at the end of the term will earn a:

- Class BBQ; and
- Time off class to play sport, watch a film etc.

HTA History Extension Tutorial

On Thursday February 20, Jonathon Dallimore from the NSW History Teachers Association visited Gorokan High School to run a tutorial with the History Extension Students. The tutorial provided students with the opportunity to develop their knowledge and have indepth discussions surrounding key course content, the HSC examination and the development of their History Projects. Students thoroughly enjoyed the afternoon and came away with some useful strategies for their HSC.



Geography Field Work

Year 10 Geography students spent a day at Terrigal investigating how our coastlines are changing and how we can best prepare for the future. The Geographers completed a range of fieldwork including testing the water at Terrigal Lagoon and completing a sand and vegetation profile at Wamberal Beach. They were introduced to some thought provoking debates such as who should pay to protect beachfront homes from erosion - the owners of the million dollar properties or the council who allowed the houses to be built many decades ago? Overall it was clear that if we want our coastlines to be healthy, we need to carefully consider the consequences of our actions. Students and Teachers had a great day working together and out in the field with the Rumbalara Team.





Maths

Year 10 have completed rolling assessments in the final part of Term 1 online. The tasks for Years 7-9 will assess students on their knowledge of the topics covered throughout this term. However, this will be completed at a later date. All students in Years 7-9 should be preparing a hand-written A4 summary sheet in preparation for their upcoming tasks, with formulas, examples and reminders on it. All students have received a notification outlining the topics that will be covered.

Students are expected to have their own calculator for all lessons, with the preferred calculator being the *Casio fx-82AU Plus II* (available for sale at the front office for \$22).

There is also an expectation that students will be competing consistent revision as part of their learning in Mathematics. As such, Mathematics Revision and Examination Workbooks are now available for sale at the front office for \$20. Below is the recommended book for each class and year group.

Class	Book
7MATP, 7MATC & 7MATR	Year 7 Extension Revision & Examination Workbook
7MAT1, 7MAT2, 7MAT3 & 7MAT4	Year 7 Revision & Examination Workbook
8MATP, 8MATC & 8MATR	Year 8 Extension Revision & Examination Workbook
8MAT1, 8MAT2, 8MAT3 & 8MAT4	Year 8 Revision & Examination Workbook
9MATP, 9MAT1	Year 9 Extension Revision & Examination Workbook
9MAT2, 9MAT3, 9MAT4 & 9MAT5	Year 9 Revision & Examination Workbook
10MATP & 10MAT1	Year 10 Extension Revision & Examination Workbook
10MAT2, 10MAT3, 10MAT4 & 10MAT5	Year 10 Revision & Examination Workbook

The Mathematics Department runs an after school Maths Centre where students are able to come and work on homework and assessment preparation. Students should bring their own work (an example would be to bring along their Revision and Examination Workbook), teachers are then able to give assistance with specific questions or concepts.

Homework centre will run each Tuesday afternoon from 2:30pm through to 3:30pm during weeks 3-9 of each term until the end of the year. **However, with current restrictions on gatherings being put into place in relation to COVID-19 (Corona Virus) the Maths centre will be suspended until further notice.**

Mrs Karen Bellamy
Head Teacher Mathematics

TERM 1 2020

There has been plenty happening in PDHPE during Term 1. Year 7-10 PDHPE classes have been working hard in both practical and theory components of the course.

For the Physical Education practical component-

Year 7: Fundamental Movement Skills into Athletics and Cross Country

Year 8: Initiative and Challenge Games into Athletics and Cross Country

Year 9: Olympics - Pentathlon

Year 10: SEPEP Volleyball

Personal Development and Health (theory) component-

Year 7: Identity and Changes

Year 8: Mental Health and Wellbeing

Year 9: RESPECT (Relationships and Positive Communication)

Year 10: Power and Relationships

Elective PASS, Outdoor and SLR classes have been supplementing their lessons with plenty of hands on learning experiences and excursions in the local area. Classes have been snorkelling at Wyong Pool, playing tennis/squash at Lakehaven YMCA, training in the school gyms and participating in a wide variety of activities.

Senior PDHPE and CAFS classes have made a smooth transition into the Preliminary and HSC courses. All subjects are currently working on core units of work as well as specific Assessment Tasks which is making for a busy start to the year.

Year 7 Integrated Sport and Passion Projects

This Year has seen the continued success of Year 7 integrated sport and Passion Projects. This term students have been involved in a round robin competition playing Volleyball and Teeball. Every week, students have practiced, applied and refined their skills in the different contexts and also had opportunities to play competitively within their cohort.

Passion Projects have taken off again where staff and students engage in interesting and exciting projects that students have a choice to be included in. This has seen outstanding levels of student engagement with students participating in activities like Public Art, Mindfulness, Cooking Basics, Dance, Phone Photography, Sandwich Press Cookery, Small Sided Games, Table Top Gaming and Gorokan Highs Ninja Warrior. Students are showing plenty of enthusiasm and pride when participating in their chosen courses.

PDHPE Subject Achievers

Year 7 - Chloe L.

Year 8 - Beyleigh N.

Year 9 - Brielle H.

Year 10- Isabella P.

Year 11 - Riley S.

Year 12 - Hannah V.

PDHPE classes have been working nicely with many students being respectful, showing responsibility and maintaining their personal best. Subject awards are to recognise our students who are consistently following teacher instructions and adhering to school rules. Regularly demonstrating respect for peers and teachers in all classroom and extra-curricular activities, whilst also assisting staff with the set up and pack up of equipment in practical lessons. These students are a positive role model for their peers and display a strong work ethic in all tasks.

Mr Benjamyn Glachan

Relieving Head Teachers - PDHPE

SUPPORT UNIT

Special Education has again got off to a busy start to the year, with a variety of interactive activities occurring in the classrooms. Our Support Unit has gained an additional MC class, bringing our numbers to five MC, one IM, one BD and 7S. As part of gaining additional classes, we have welcomed new staff members to our amazing team. These include Mrs Dever, Mr Finch and Ms Le Clercq. I'm sure you will get to know these wonderful staff members throughout the year. I'd also like to take the time to thank Mr Sawatske for his role as Relieving Head Teacher Special Education last year.

Over the past 12 months, we have been fortunate enough to have two classrooms built, kitchen and a toilet/ laundry installed in the Special Education Faculty. These new facilities will add to the curriculum offered to students within the Special Education classes. Additional, refurbishment of classrooms continue this year, and the school will shortly have access to an elevator for students needing access to different levels in our school.

I would also like to acknowledge that we are living through extraordinary times and congratulate the way the classroom teachers and SLSO's have adapted to the online learning environment. All classroom teachers and SLSO's are in regular communication with parents/carers and students via a variety of technological devices. As we move into the next term, we will continue to support as best we can. Stay safe, keep communicating, and we will get through these new challenges together

7S TERM 1 2020

Every Fortnight, 7S conduct a STEM challenge. Our challenges provide an opportunity for students to explore, construct or design and test their skills across Science, Technology, Engineering and Maths. Here are some of our latest creations for our Marble Maze and Egg Drop competition.



TAS TERM 1 2020

Welcome to Term 1 and what an interesting climate we are facing. Here in TAS we will endeavour to prepare students with work both hard copy and online learning activities. All students have access to this material.

The TAS staff welcomes Mrs Rebekah Casey to our team. Rebekah will be job sharing with Mrs Megan Hearne.

Our new work space for agriculture is beginning to take shape and the students have shown great interest in watching their plants grow. These will be harvested and used in future dishes in the kitchen.



Mrs Narelle Sheahan
Head Teacher TAS

LIBRARY

LIBRARY HOURS 2020

OPEN	RECESS	OPEN	CLOSED	SSS
8am	Open each day	Lunch each day but CLOSED for the first 10 minutes to allow students to eat their lunch.	Closed for the first half of lunch week B	Mon & Wednesday 2.30pm until 4.15pm

BORROWING @ GHS LIBRARY

JUNIORS may borrow 2 fiction and 2 non-fiction books

SENIORS may borrow 6 fiction and 6 non-fiction books as well as textbooks

Most resources can be borrowed for 2 weeks and can be renewed if required.

RESERVATIONS– please ask our friendly library staff for a book to be reserved.

Senior textbooks must be borrowed through the library. All seniors need to pay a \$50 textbook fee that is fully refundable on return of all textbooks at the end of Year 12.

If students have an overdue book or calculator they will not be able to borrow.

LIBRARY

The library is used by many students each day, we ask you to respect the rights of others to learn.

- no eating and drinking
- bags left in the foyer on a hook.
- treating library computers and equipment with respect and behaving so others can do their studies.

SENIOR ASSESSMENT TASK SUBMISSION TASK SUBMISSION @ THE LIBRARY

Seniors need to submit assessment tasks at the library on the due date prior to 8.20 am. Plastic sleeves and orange submission forms are available in the senior study, students may also submit their assessment tasks early if they do not want to arrive early.

THE CHARGE BAR @ GHS

The library has installed a CHARGE BAR for students to recharge their devices. Students will be able to use the Library Chargebar before school, recess and lunch. We have power points and USB ports. Students will need to bring their own charging cable and stay with their device while it is charging.

SSS @ GHS

The Supported Senior Study is a fully supervised by classroom teachers, it is a place where senior students can do quiet study or assessment tasks with access to all the library resources. Refreshments are provided for attendees.

Ms Samantha Powell
Teacher Librarian



Some of our new Graphic Novels and Non Fiction this term.

SPOTLIGHT ON CAREERS

Congratulations to our 2019 Year 12 students. 30 students were successful in gaining entry into University Courses and 7 gained entry into the Newcastle University Newstep Program. We wish them all the best as they start their tertiary studies.

In addition, many students from our 2019 cohort gained entry into the TAFE Courses they had applied for, while others have gained employment. The breakdown of the destinations of all the year 12 students is included in the soon to be published Gorokan High School 2019 Annual Report.

Unique Student Identifier (USI) Numbers

All students who are doing a Vocational related course, such as Whitecard, First Aid and TAFE qualification Courses, need to provide a USI before they are able to enroll in these course.

A number of students have been given forms to complete, they will need to provide Identification such as a Birth Certificate or Medicare Card and return them to the Careers Office.

Once these are returned, they can obtain their USI number, which is then recorded for school purposes and all future Vocational training courses,

Whitecard Courses

This course is compulsory for all students who want to do Work Experience or obtain a trade in the Construction Industry and for those who have chosen to study Construction in Year 11.

We held a Whitecard course on the 26th of February and all students who attended were successful in gaining their Workplace Health and Safety Whitecard. There is 3 more courses booked for 2020. The next course will be run on Wednesday 29th May.



Whitecard

CAREERS

YR 11 TVET

A number of Yr11 students have commenced TVET courses at TAFE including Electrotechnology, Animal studies, Health services, Early Childhood Education and Tourism Travel and Events.

Participating students have expressed their enjoyment in learning in an Adult education environment.

Students who successfully complete the course will gain a Certificate Two or statement of attainment from TAFE. The credentials will enhance their future employment opportunities.



YEAR 12

UNIVERSITIES ADMISSIONS CENTRE (UAC)

The Universities Admissions Centre (UAC) processes applications for admission to most undergraduate courses at participating institutions (mainly located in NSW and the ACT).

They also:

- Process applications for admission to many postgraduate courses
- calculate and provide the Australian Tertiary Admission Rank (ATAR) to NSW HSC students
- process applications for Educational Access Schemes (EAS)
- process applications for some Equity Scholarships (ES)
- process applications for some Schools Recommendation Schemes (SRS).



UAC KEY DATES FOR 2020

1st April	UAC pins emailed to students Applications open for 2020-21 admissions, SRS, EAS & ES*
20th September	SRS application closing date (for other early entry programs, please refer to each specific uni for dates)
30th September	Early bird closing date
8th November	SRS close of preference
12th November	First SRS offer round
20th November	EAS closing date for December Round 2 offers
15th December	ATAR released by UAC at 1 pm
17th December	Closing date of changes of preference for December Round 2
21st December	December Round 2 offers released
25th December	EAS closing date for January Round 1 offers
3rd January	Closing date of changes of preference for January Round 1
8th January	January Round 1 offers released

WORK EXPERIENCE

Work experience is a great opportunity to gain Industry experience and see what particular industries are all about. We encourage all of our Year 10 students to complete at least one work experience placement during the year. Gorokan High allocates weeks 8 and 9 of term 4 for work experience. Students are encouraged to seek their own placements, and assistance can be sort from the Careers Adviser.

Recently Ethan Barrett in Year 11 completed work experience with The Australian Reptile Park. This is a highly sort after work experience opportunity with limits placed on numbers. Ethan had applied for this experience during year 10. Ethan worked with both Reptiles and Mammals and learnt about dietary requirements, hygiene, identification of illness and diseases, and animal handling techniques. Ethan was also involved in food preparation, feeding animals, cleaning of enclosures, animal interactions and presentations.

Ethan loved his work experience and gained extensive skills and knowledge in caring for Reptiles and Mammals.

Well done Ethan.

Mr Stephen Robertson
Relieving Careers Adviser





OPEN BOYS SOCCER

The Opens Boys Soccer team travelled down the M1 to take on Terrigal High School in Woy Woy. Unfortunately the team went down 4-2, however, the skills they displayed were exceptional. The boys are to be commended for their outstanding efforts and the respect they displayed throughout the game.

MVP: Caleb N.

ZONE SWIMMING CARNIVAL

We had 36 students represent GHS at the Zone Swimming Carnival in Week 5. All competitors swam extremely well in their races. 4 swimmers progressed to the Sydney North Swimming Carnival on the 24th March (Caitlin M, Alisha C, Julia V and Eliza O). **A special congratulations to Caitlin M who finished as the 16 years age champion, winning every race in her age group!!!**



OUTDOOR EDUCATION

We have been fortunate to be able to complete our initial rock climbing sessions at Lake Haven Rec Centre over the last few weeks. However we have had to postpone our Pulse climbing session at Adamstown until we are able to run excursions again. This will involve students from both the stage 5 and 6 classes.



The year 12 Outdoor Recreation class has been practising their abseiling rigging at school before we venture into the great outdoors to do it for real. Again, the timing for this trip will be dependent on our clearance to operate excursions again.



DUKE OF EDINBURGH AWARD

Our participants were due to complete their bronze qualifying adventurous journey in Barrington Tops National Park during week 10. However due to the current issues surrounding Covid-19 we have had to postpone until we are given the all clear for excursions again.

Please follow the link below if you have any concerns for your child completing the award.

<https://dukeofed.com.au/delivering-the-award-during-the-covid-19-virus-outbreak/>

Mr Ben Dreincourt
Outdoor Education

GHS SRC NEWS

A new year and lots of plans for the SRC! We held our annual conference, with a sleep over at the school. A productive meeting, with elections held for positions for 2020. Pizza for dinner with snacks and lots of fun was had by our attendees.

Plans that we had for a whole school luncheon have been delayed, but will be held as soon as we have clearance to go ahead.

Meetings are held every second Wednesday Week A in Y2.02. Applications for SRC are open and forms can be obtained from Mrs Wallwork in the Science staffroom.



Mrs Karen Wallwork
GHS SRC co-ordinator



Could \$500 help you with school costs?

Join Saver Plus and we'll match your savings, dollar for dollar, up to \$500 for school costs.

-  laptops & tablets
-  lessons & activities
-  uniforms & shoes
-  books & supplies
-  sports fees & gear
-  camps & excursions

To join Saver Plus, you must be at least 18 years or over, have a child at school or attend vocational education yourself, have regular income from paid employment (you or your partner), have a current Health Care or Pensioner Concession Card and be in receipt of an eligible Commonwealth social security benefit, allowance or payment*



Contact
your local Saver Plus Coordinator

Phone or SMS
your name and postcode to 1300 610 355

Email
CentralCoastSP@thesmithfamily.com.au

Online
saverplus.org.au

Find us on Facebook 



* many Centrelink payments are eligible, please contact your local Coordinator for more information.

Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to www.dss.gov.au for more information.