

MHS Newsletter

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Monday
March 12
Term 1, Week 7

PRINCIPAL'S MESSAGE

"Doctor, the patient is flatlining!"

Beep... Beep... Beeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeep.

"Defibrillator, stat!"

Last week we heard media commentators excitedly revealing that NAPLAN results had "flatlined." The pedant in me grew interested. This declaration was indeed something for us all to pause and consider.

If the results have "flatlined," literacy and numeracy results across Australia have gone beyond pulseless ventricular tachycardia – the kind of cardiac arrest where the heart beats so quickly it does not fill properly with blood between beats, causing blood flow to drop to dangerous levels. They have moved beyond even ventricular fibrillation – the kind of cardiac arrest where the heart muscle goes into a series of uncontrolled, spasming contractions, seemingly quivering like jelly on a plate, again failing to send blood around the circulatory system. NAPLAN results have gone still further than the pulseless electrical activity cardiac arrest where the heart stops altogether!

If this is true, it is a dire situation. Australia's Literacy and numeracy results are asystole, the worst kind of cardiac arrest. It is the kind of cardiac arrest where there is no detectable electrical activity and almost certainly no chance of coming back... asystole is what it is to be truly flatline (doffs cap as a mark of respect for the dear departed).

But on further reflection, I wondered whether those in the media – commercial and otherwise as the ABC reporting was little better – meant there had been no appreciable growth over the last ten years; no rise from left to right when checking the graphs.

Perhaps the hyperbolic "flatline" term used to make tomorrow's fish wrap more tantalising was merely a reference to the fact that students in 2018 are scoring near identical results to those achieved by people of the same age back in 2009.

More reflection.

The human brain has not changed physiologically for better than 100,000 years. A decline in results would indeed be troubling. An improvement in results would almost certainly say more about the nature of the tests and the preparations being made in schools to meet the demands of the tests than student ability (it's worthwhile remembering that NAPLAN began life as a national diagnostic tool. It has morphed into a high-stakes means by which to rank schools, bestow accolades and conversely hurl bricks).

Careful reflection would suggest then that a "flatline" when comparing the apples of 2018 with the oranges of 2009 seems a reasonable outcome.

The place to look for growth is between the Years. Growth between Years 3 and 5, 5 and 7, and 7 and 9 are reasonable expectations.

The figures released last week demonstrated that Mudgee High is now in its eighth consecutive year of "sustaining and growing" the literacy and numeracy the students in its care in both.

It is worth noting too that unlike some of the schools against which we are compared actively encourage some students NOT to participate in NAPLAN testing. The discouraged are those students with cognitive disabilities or other issues that may affect a particular school's results negatively; one of those problems that can arise when a school is run less

*A Member of the
Cudgong Learning
Community*

PLEASE SEE OUR WEBSITE
FOR THE COMPLETE
CALENDAR OF EVENTS



COMING EVENTS

- Mar 14-15 Business Concierge
- Mar 15 - Parent Teacher evening - Yrs 8, 9 & 10 4pm - 7pm in Gym
- Mar 21 - SRC Welcome Yr 7 School Social 7pm - 10pm in Gym
- Apr 6-13 - Year 12 1/2 yearly exams
- Apr 13 - Last day of Term 1
- Apr 30 - Staff Development Day
- May 1 - All Students return to school
- May 15-17 NAPLAN Testing

THIS ISSUE

- Principal's Message
- P & C Awards
- SRR Award
- Survivor Life Skills Workshop
- Yr 10 Work Experience
- Bawamarra - Nura Gili Winter School
- Languages
- Advertisements
- Sponsorship

like a place of education and more like a business.

The growth figures for Mudgee High's Year 9 of 2017, released last week, reveal the following improvement figures against those achieved by all NSW schools and NSW government schools (DoE):

Year 9 results	All NSW schools	NSW DoE schools	Mudgee High School
Reading	38.6	37.1	43.2
Writing	46.5	42.3	25.2
Spelling	36	34.9	35.6
Grammar and Punctuation	34.8	33.9	34.7
Numeracy	52.4	50.7	61.1

I have shaded our results green where we are ahead of DoE schools and indeed in the areas of Reading and Numeracy, ahead of all schools.

I have only included the Year 9 results because looking at the Year 7 results may be a little unfair, given they are more a reflection of the work students have put in during their final primary school years and not something for which we can take a lot of credit.

They are good results and reflect the growth trend the school has been on since NAPLAN testing began. The writing is cause for concern. While it is a measure of growth, not decline, it is below the state average. As a diagnostic tool, the NAPLAN writing results tell us that writing is something upon which we need to focus more attention.

The big question:

Are results flatlining at Mudgee High? Here is an emphatic answer: No!

Your school, the school your children attend, is punching above its weight.

That's a good thing.

Until next week...

Wayne Eade
Principal

*Just as an aside, **stat** comes from the Latin *statim* meaning, "immediately or instantly." I guess it's faster to say than its polysyllabic, English alternatives. That may explain its popularity in medical circles.

TERM 1 WEEK 6 AWARDS

P & C AWARDS: Charlotte Roberts - Yr 7, Taleyha Evans - Yr 8, Ella Maynard - Yr 9, Montanna Clarke - Yr 10, Karen Aylett - Yr 11, Renee Bevege - Yr 12

SRR AWARD: Elizabeth Jupp - Yr 8

'SURVIVOR LIFE SKILLS' WORKSHOP'

The Business Concierge Training and Development Company from Sydney will visit Mudgee High school on **Wednesday, Thursday & Friday March 14 - 16**. This organisation presents 'Survivor Life Skills' workshops on topics such as budgeting, goal setting, work rights and responsibilities etc., to secondary students.

The Business Concierge company will provide their expertise to Mudgee High School Years 7, 10 and 11 groups this year.

The workshop topics are:

Year 7 (Wed 14/3) - Financial Literacy, including budgeting and managing money.

Year 10 (Thurs 15/3) - Interview Skills and Techniques.

Year 11 (Thurs 15/3 and Fri 16/3) - Stress and the HSC, Goal setting and Action Plans.

The workshops are practical and interactive, and students have the opportunity to gain valuable skills to assist with future career planning as well as general living skills.

Feedback from students who have participated in these workshops in the past has been positive. The overall cost of the 'Survivor Life skills' program is \$11.00 / student which covers the cost of the presentation, transport, accommodation and workbook. As the program is generously subsidised by local Mudgee businesses and Mudgee High School, the **contribution requested from student's families is only \$4.00 / student.**

The \$4.00 contribution will be payable at the door on the day.

If you have any questions regarding any aspect of the upcoming "Survivor Life skills' workshops, please contact Mr Bill Kempton at the school.

YEAR 10 WORK EXPERIENCE

What is **the** best way to assist a Year 10 student to make an informed decision about a career they may be considering post school? The answer is **work experience**.

Mudgee High School Year 10 students have the opportunity to sample careers of choice first hand through the school's work experience program.

Students are asked to participate in the program for up to 1 week, at some stage during 2018. Students are supported in this process, with the school's Careers Advisor assisting with suggestions for placements, making initial contact with employers, etc..

Besides an authentic experience in a work place, the record of work experience engagement is also a powerful addition to a student's resumé for future job seeking and tertiary training.

Year 10 students at Mudgee High are expected to participate in work experience during 2018 and students and parents are supported in all aspects of arranging and undertaking the placement.

If parents/carers require more information regarding the Mudgee High School Year 10 work experience program, please contact the school's Careers Advisor, Mr Kempton.



Bawamarra

(Relate news, Communicate)



Nura Gili Winter School

Applications for the 2018 UNSW Indigenous Winter School Program are NOW OPEN!

Designed for **Aboriginal and/or Torres Strait Islander students** who are currently in Year 10, 11 and 12, this renowned Winter School program has been running since 2002 and has provided over 1000 Indigenous Australian high school students an opportunity to experience university. Throughout the week-long residential program, participants will be introduced to tertiary studies in the discipline area of their choice, while also experiencing university life with the other 99 Indigenous students.

They will be guided by people who are committed to nurturing their leadership, growth and development with a comprehensive, fun and engaging program of activities. Participants will be mentored by Indigenous students currently studying at UNSW, along with graduates, academics and experts from industry, as well as having the opportunity to meet staff from the university who can help them identify their areas of interest, clarify their subject choices and provide further information on gaining entry into their degree.

Important information about applying:

1. Program Dates: Mon, 9 July to Sat, 14 July 2018.
2. Nura Gili covers all accommodation, travel and food costs for participants to attend.
3. There are only 100 places on offer.
4. You can download the application form at <http://www.nuragili.unsw.edu.au/2018winterschoolapplication>



UNSW
SYDNEY

Nura
Centre for
Indigenous
Programs
Gili



Languages

All classes studying Japanese have made a pleasing start to 2018 and are settling into the task of learning a second language. We particularly welcome all Year 7 students and look forward to seeing their skills develop throughout their year of mandatory study. We have Japanese in the V.I. curriculum with the combined 50 hour and 100 hour module classes Ja05/25 and Ja07/27. We also have a Year 12 combined Continuers and Beginners class.

Japanese Junior Assessment Program ~ Sem 1 2018

The following assessment schedule is a guideline. There may be some minor variations to the timing, however, students will be adequately notified of any changes to due dates. Individual tasks be will communicated via an assessment notification which will highlight outcomes to be assessed, include a task description and where required, provide marking criteria.

Year/Class	Assessment Task	Due Date
		<i>Please note that the due date for the task falls within the listed week. The exact due date will vary within that week depending on which day the student has that class.</i>
Year 7 Japanese	About Japan – Culture Test “Aisatsu” Greetings – Listening and Speaking Test Numbers – Reading and Writing Test	Week 5 Term 1 Week 10 Term 1 Week 4 Term 2
Year 9 Japanese (Ja05/25)	Dates – Reading and Writing Test Hobbies – Listening and Speaking Test Weekend Activities – Listening and Speaking Test Weekend Activities – Reading and Writing Test	Week 6 Term 1 Week 10 Term 1 Week 3 Term 2 Week 3 Term 2
Year 10 Japanese (Ja07/27)	ひっこし！ - Listening and Speaking Test あたらしい学校 - Culture Task きせつ - Reading and Writing Test	Week 5 Term 1 Week 2 Term 2 Week 3 Term 2

Lateness/Non-Completion of tasks (as per the Junior Assessment Policy)

Assessment tasks will be deemed late if they are submitted after the date and time designated by the teacher unless satisfactory prior arrangements are made or an acceptable reason is provided to the teacher or Head Teacher indicating why the work is late. A note from home is sufficient for Stage 4 (Years 7&8), but students in Stage 5 (Years 9&10) should complete an Application for Special Consideration to avoid a late penalty.

Late penalties are 10% of the available marks for Stage 4 and 20% of available marks for Stage 5 per day.

All assessment tasks should be completed. If a student fails to complete a task, they will be allocated a zero grade for that task unless adequate reason is supplied to the teacher and Head Teacher using the *Application for special considerations* form. Documentary evidence may be required. An N determination warning may be generated.

It is the student's responsibility to notify their teacher of their expected absence on the day an assessment task is to be submitted or completed. In the case of unexpected absence, the student must approach their teacher on the day of their return, and make arrangements for the completion of the missed task.

Google Classrooms

Students are encouraged to make the most of their Google Classroom facility for their Japanese studies. Students have been invited to join their 'class group' by their teacher.

They can access this through their (**username**)@**mudgeehighschool.net** Or they can access their classroom with the following codes:

Class	Entry Code
Yr 10 – Ja07/27	d7uncsn
Yr 9 – Ja05/25	pl2d6u
7Jap B	zrinna
7Jap C	kdz00lb
7 Jap G	378sbtv
7 Jap M	wa7a6du
7 Jap T	hf6eya
7 Jap W	lvnk02g

Japanese Culture

Year 7 students this year will be exposed to many typical Japanese cultural practices. In particular, they will study a major festival every month. Classes have already learned about Setsubun and are currently learning about Hinamatsuri. Ask your child what they know about these interesting rituals.

Setsubun takes place on February 3rd, one day before the start of spring according to the Japanese lunar calendar. For many centuries, the people of Japan have been performing rituals with the purpose of chasing away evil spirits at the start of spring. In modern days, common practice is to scatter roasted soya beans around one's house, and at temples and shrines across the country. When throwing the beans, you are supposed to shout "Oni wa soto! Fuku wa uchi!", which means "Ogres out! Happiness in!"

In honour of Setsubun, students made their own 'oni' masks in class.



Oni Masks



9 – 12pm - Saturday 17th March 2018

EASTER COOKING CLASS

Who doesn't love Easter and the treats that go with it?? We are getting into the spirit this month with local chocolate, spices and healthy alternatives.

Recipes will be fun, hands on and easy to put together... students even get to take home the end result!

MENU

Choc Chip Hot Cross Buns

Healthy Chocolate Fudge





Father Chris Riley's **youth off the streets®**

5 weeks to go!

Help a young person you know follow their dreams with a \$6,000 scholarship

NOMINATIONS CLOSE 6 APRIL 2018

Youth Off The Streets is a non-denominational community organisation working for young people who are facing challenges of homelessness, drug and alcohol dependency, exclusion from school, neglect and abuse. We provide a range of services to support these young people as they work to turn their lives around.

It is our belief that education is the key to breaking the cycle of disadvantage and poverty that traps so many of the young people we work with. Our National Scholarship Program is a way in which we offer young people in Australia an opportunity to achieve their best.

National Scholarship Program

The National Scholarship Program celebrates the talents and strengths of young people in Australia who exhibit extraordinary promise but lack the personal support networks and resources that will allow them to fulfil their potential.

Every year over 20 young people throughout Australia are awarded scholarships valued at \$6,000 to pursue further education or training so they may realise their potential for a positive future. In addition each recipient and their guest will be brought to Sydney to attend a special award ceremony in October 2018 to be formally acknowledged of their achievement.

Who can be nominated?

Nominations are invited from young people aged 16 to 21 inclusive with genuine talent, ability and determination in any education or training course, including (but not limited to): academic skills; visual or performing arts; sport; trade skills; and music.

Nominations must be made by the young person themselves; however assistance in completing the nomination is encouraged and is your opportunity to help a young person follow their dreams.

Please visit www.youthoffthestreets.com.au/programs/scholarship for further information, read the Nomination Guidelines & Conditions, download and complete a 2018 National Scholarship Program Nomination Form or to complete the form online.

Nominations close on Friday, 6 April 2018 at 4pm. No late applications will be accepted.

Please forward this email to your relevant networks to ensure all eligible young people have a chance to apply for this great opportunity.

For further information please contact the scholarships team at scholarships@youthoffthestreets.com.au or phone (02) 9330 3537.

Kind regards,

Youth Off The Streets

LDC Regional Seminar: Orange, 7 April 2018

Seminar One

Language Friendly Classrooms

Presented by Dr Julia Starling, Speech-Language Pathologist;
Adjunct Lecturer, University of Sydney

Seminar Two

Behaviour Management Strategies

Presented by Andrew Greenfield, Child and Educational
Psychologist

VENUE Orange City Bowling Club,
Skylight Room,
61-89 Warrendine St, Orange, NSW

DATE

Saturday 7th April 2018

TIME

Registration 10am

Seminar One: 10.30am to 12.45pm

Break for Lunch: 12.45pm to 2.15pm

Seminar Two: 2.15pm to 4.15pm

PARKING

Free parking at the club

COST (includes both seminars)

Seminar Payment Only

\$70 Seminar - LDC Member

\$140 Seminar - Non LDC member

Seminar & NEW Membership Offer

\$90 Seminar entry & NEW Individual
membership (until 31 May 2019)

\$120 Seminar entry & NEW School
membership (until 31 May 2019)

WEBSITE: www.ldc.org.au

Seminar One: Language Friendly Classrooms

Many students with language-based learning difficulties face challenges to their learning in language and literacy rich classrooms. Dr Julia Starling, a speech-language pathologist, will present a model of collaborative support where teachers, other professionals and parents can work together to support children and adolescents with learning difficulties. A wealth of practical strategies will be presented, based on Julia's extensive experience in this field.

Seminar Two: Behaviour Management Strategies

In this seminar Andrew will discuss specific, practical and common sense strategies to assist parents and teachers with behaviour management. These strategies will be useful for managing every day struggles for parents of children and adolescents with behavioural issues. Andrew will also present classroom strategies to assist teachers who have students with behaviour problems associated with learning and developmental issues such as intellectual disability, ASD and ADHD. Andrew enjoys answering questions from parents and teachers and will endeavour to make the seminar as interactive as possible.

2 registrants @ member rates per Individual Membership (Member + guest)

6 staff @ member rates per School/Organisation Membership

Register online @ www.ldc.org.au OR send completed form with payment to the LDC.

REGISTRATION & PAYMENT must be received by Friday 30th March 2018

(Please note: LMBR/ EdConnect payments accepted late)

Name: _____ School Name (if applicable): _____

Address: _____ Suburb: _____ Post Code: _____

Ph: _____ Email (PRINT CLEARLY): _____

Payment type (please tick)

GST FREE

TAX INVOICE

ABN 93 046 401 929

☐ Paypal OR credit card (go to www.ldc.org.au)

☐ Cheque (Made out to "Learning Difficulties Coalition") Post to: LDC Office, PO Box 140, Westmead, 2145

☐ Direct Deposit (St George Bank, BSB 112 879, A/C No: 044 050 245 Please insert your surname as the reference to verify payment)

Payment amount (please tick)

Seminar Payment

☐ \$70 Seminar entry LDC Member

☐ \$140 Seminar entry Non LDC Member

Seminar & NEW Membership Offer

☐ \$90 Seminar entry & NEW individual membership (until May 31, 2019)

☐ \$120 Seminar entry & NEW school membership (until May 31, 2019)

Refund of fees, less 30% administration, will be available up to 14 days prior to conference commencement. No cancellations accepted later than 14 days to conference. Substitute delegates welcomed at no extra charge.

Telephone
helpline for
parents, teachers
& health
professionals



Open
school
days during
school
hours

Info on:
assessments,
support, resources,
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fact sheets, and
more.

02 9806 9960

www ldc.org.au

info@ldc.org.au

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Esteem

Literacy
&
Numeracy

Anxiety &
Depression

Learning
Difficulties

ADD &
ADHD

Speech &
Language

Bullying

Dyslexia &
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