

MHS Newsletter

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Wednesday
June 20
Term 2, Week 8

PRINCIPAL'S MESSAGE

Technology

This week opened with all Year 8 students attending a workshop and discovery session focused on Aboriginal survival technology. Year 8 is our smallest cohort of students, so it was great to see so many of them present and willing to engage in what was a thought-provoking presentation.

Australia is a beautiful country. It is also an unforgiving country. Next week marks the 157th anniversary of the passing of the explorers Robert O'Hara Burke and William John Wills. Delays, monsoon rains, impenetrable swamps and some poor decision making plagued their ill-fated expedition. The final and fatal abandonment of the Cooper Creek supply depot just hours before the now-diminished party returned was the final straw. To be fair, the supply party team at Cooper Creek's Camp LXIII had been instructed to wait 13 weeks but stayed 18 until their own supplies had withered, forcing them to break camp.

The harsh reality is that Burke and Wills' expedition may have had a more successful resolution if these two gentlemen and their team had been better versed in the production and use of survival technology. Certainly the Yandruwandha people of the Cooper Creek area were!

Keep an eye out for a more detailed report from HSIE in the coming weeks on what the kids experienced on the day.

Debaters

Our junior debaters won their round against Gulgong HS last Friday.

From all reports, they carried themselves well.

The challenge for all debaters, and especially younger ones, is to not deal in absolutes. The "pub test" – the idea of looking at a topic and considering what is reasonable, mindful that what is reasonable is where the flexibility in arguing lies, allowing us all to become on occasion "the devil's advocate" – is the trick that needs to be worked.

And work it is what our students did!

Keep an eye out in coming weeks for a more detailed report from English on what our debaters achieved.



*A Member of the
Cudgegong Learning
Community*

PLEASE SEE OUR WEBSITE
FOR THE COMPLETE
CALENDAR OF EVENTS



COMING EVENTS

- Jun 25 - P&C Meeting 7pm
- Jul 4 - NAIDOC Day
- Jul 6 - Last day of Term 2
Yrs 7-10 Gold, Effort & Achievement Awards & Reports issued
- Jul 23 - Staff Development Day
- Jul 24 - Students return
- Jul 26 - Yr 11 2019 Parent Information evening

THIS ISSUE

- Principal's Message
- MHS P&C Meeting
- Yrs 7-10 Reports & Awards Presentation Information
- P&C Awards
- Writing Friday
- From the Careers Room
- Yr 10 Work Experience
- Wellbeing Resource of the Week - Stop Breathe Think
- Touch Football
- Nominations for State Choir
- Nationally Consistent Collection of Data on Students with Disability
- NAIDOC Day Information
- Library Update
- 2018 Formal Ticket Sales
- Advertisements
- Sponsorship

Hearing

The ABC reported a couple of weeks ago a story linking headphone usage and permanent hearing loss. Leza Weber, one of our Itinerant Support – Hearing teachers has an easy answer: “In a nutshell, the answer is sadly yes.”

Leza reports that it is not so much headphones that are the issue, it is the volume to which many people, most young but many not so young, have them cranked. Her recommendation is that headphones should not be used for more than 90 minutes per day as there is a very real risk of irreversible damage with prolonged, loud usage.

If you would like to know more, take a look at the link below. It will take you to the ABC item:

<http://www.abc.net.au/news/2018-06-06/headphones-could-be-causing-permanent-hearing-damage/9826294>
Until next week...

Wayne Eade
Principal

MUDGEES HIGH SCHOOL P&C

**The next meeting of the Mudgee High School
P&C will be held on Monday June 25th at 7pm in
the school library. Entry via Horatio Street.
All welcome.**

Presentation of Reports & Awards - Friday 6th July

All parents are welcome to join us at the presentation where students will receive their Semester 1 Report as well as Effort & Achievement Awards and Gold Awards that they have attained during term 1 & 2.

Lists of students receiving Effort & Achievement awards will be posted on the Year Adviser Notice Boards the week prior to the Assembly. Please encourage your child to check the board. A list of recipients will also be at the School Office.

Presentations will be held in the Gym.

Year 7 P 5&6 commences 12.40

Year 8 P 3&4 commences 11.15

Year 9 P 1&2 commences 9.40

Year 10 P 7&8 commences 2.30

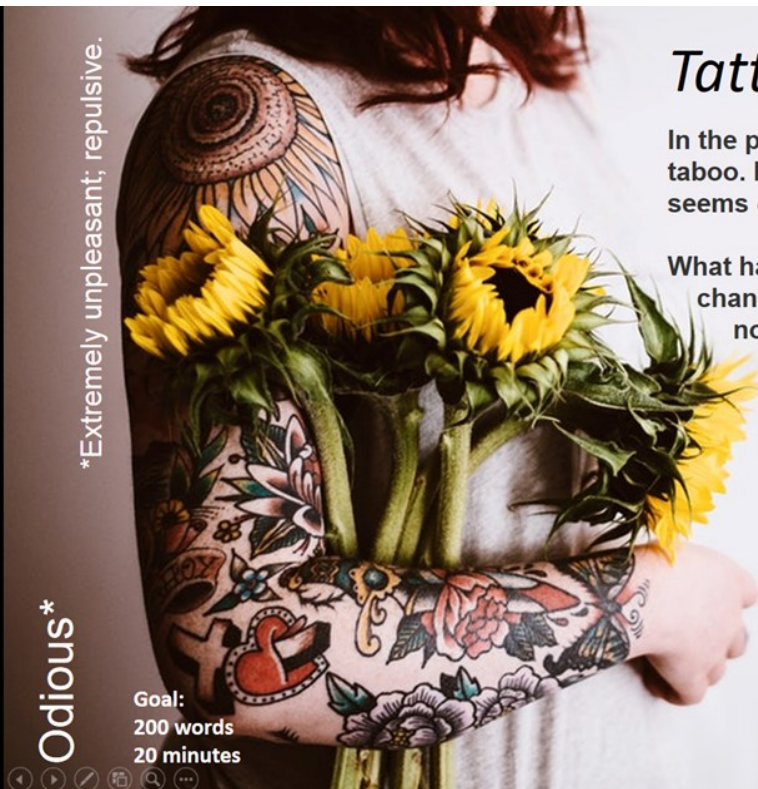
***** Students who are not in attendance at the presentation will not be able to collect their reports until Term 3. Reports will be available for collection from Year Advisers in Term 3. *****

TERM 2 WEEK 7 AWARDS

P & C AWARDS: Joseph Ashton - Yr 7, Monique Tornatola - Yr 8, Aden Gudgeon - Yr 9, Hamish Saint - Yr 10, Nicholas Bennett - Yr 11, Natalie Jeffrey - Yr 12

SRR AWARD: Not awarded Week 7

WRITING FRIDAY



**Extremely unpleasant; repulsive.*

Odious*

Goal:
200 words
20 minutes

Tatt, too?

In the past, tattoos were taboo. But now, it seems *everyone* has one.

What has caused society to change? Why are tattoos now accepted as mainstream?
What do you think about tattoos? Do you like them?
Would you have one?

- Alliteration
- A simile

FROM THE CAREERS ROOM

- Try-A-Trade Tuesday and Wednesday June 26 and 27
- Local apprenticeship and traineeship opportunities. See skillset.com.au
- TAFE/Employment (Skillset) Year 12 Student and Parent evening Tuesday June 19
- University of Newcastle Year 12 excursion Thursday July 5. Attend lectures of choice, tour the campus etc.

Permission notes from Mr Kempton.

Year 12 Interviews with Careers Adviser to discuss post school options and opportunities. (Withdrawal from class for allocated double period between May 30 - June 29).

Details regarding any of the above activities available from Mr Kempton.

YEAR 10 WORK EXPERIENCE

Has your Year 10 son/daughter completed work experience yet? Mudgee High School Year 10 students are expected to complete **at least 1 week** of work experience during 2018. Benefits include:

- Research careers of interest.
- Development of work related skills.
- Increased work place confidence.
- Development of interpersonal skills.
- Contacts for future employment.

Suggestions for placements and support is available.

Please contact the MHS Careers Adviser Mr Kempton for more information.

WELLBEING RESOURCE OF THE WEEK

Contact the School Counselling Service for more details, if required.

STOP BREATHE THINK

Link: <https://www.stopbreathethink.com/>

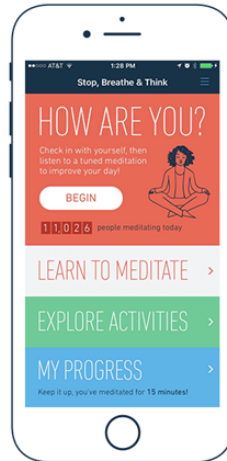
'Stop Think Breathe' is an emotional wellness platform for the "under 25" generation. The Stop, Breathe and Think App is designed to help young people (teens and adults) be more mindful and compassionate using a meditation guide. It allows you to check in with how you are feeling and recommends short activities and guided meditations tuned to those emotions.

The App can be downloaded for free in the App Store or in Google Play. There is also a web-based version of the app available.

AVAILABLE ON:



5 MINUTES TO PEACE



STOP

Stop what you are doing. Check in with what you are thinking, and how you are feeling.



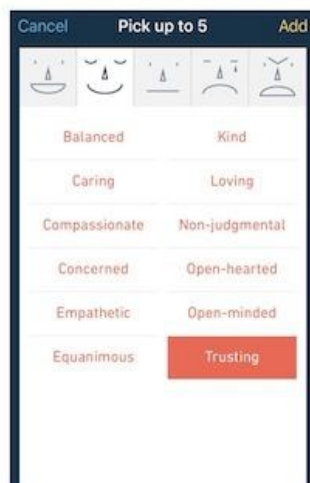
BREATHE

Practice mindful breathing to create space between your thoughts, emotions and reactions.



THINK

Broaden your perspective and strengthen your force field of peace with personalized meditations and activities



YEAR 9/10 ALL SCHOOL TOUCH FOOTBALL

On the last Thursday of Term 1, both the girls' and boys' touch teams travelled to Dubbo to compete in the Year 9/10 ALL SCHOOL touch. Both teams played seven, 20 minute games.

The boys' team came up against some strong opposition throughout the day. The first game was against a very quick Cowra side but the boys dug deep to hold on to the win, 3-2. The second game was against Parkes. The Parkes team were not good enough for our boys losing to us, 2-0. Our third game was against St Matthews. This was an intense game resulting in a draw. The next two games were won convincingly against Dubbo Christian School 8-1, and St John's College 6-3.

For the boys to win the day, they were in the situation where they had to win the last two games of the day. Firstly, Dubbo South and finally Dubbo Delroy. Both games were fast and physical. However, the boys' ability to dig deep and play together as a team proved too much for both of these teams, against which they won 4-3 and 5-3 respectively.

The girls also played seven games against the same schools as the boys. On paper, our team looked very strong with lots of experienced touch players. However, no one could have imagined how much they would actually dominate both in defence and attack on the day. Their defence was so strong that they actually conceded no tries to their opponents and scored a total of 50 tries on the day.

Success didn't come without effort. Both teams had been training religiously including some 8 am trainings, which we know they love, as well as some pretty hot lunch time runs.

As a result of taking out this carnival, both teams travelled to Sydney on the 1st June to compete in the All Schools State Final. At this event, the top 16 boys' and girls' teams from across the state competed for an opportunity to play in the National series in Brisbane.

On the day, teams were divided into 4 pools. For two years running, our Mudgee girls have found themselves in a very competitive pool with two of the 6 teams going on to compete in the grand final.

The girls played five games and finished 4th in their pool with 1 win, a draw and three narrow losses to some very tough competition. The boys also found themselves in a hard pool. The boys played five games, with a convincing win in the first round and some close encounters in their other three games, finishing 4th in their pool.

Coaches Miss Messner and Mrs Quinn could not have been prouder of the students' efforts both on the day and in their lead up, especially at trainings.

Team members

Girls

Grace Quinn (Captain), Ruby Forrest, Lucy Burke, Sarah Marshall, Ella Maynard, Natalie Hibberd, Isabella Shearman, Eloise Boland, Abigail Harris, Kasey Hayes, Alexis Gaffney, Isabelle Hauville

Boys

Lincoln Huia (Captain), David West (Co- Captain), Hudson Brown, Perry Golden, Phillip Riley, Guy Rohr, Logan Huia, Zachary Halliday, Logan Jones, Jed Hayes, Andrew Burrows, Alex Sutherland, Reece Pooley

Referee - Drew Cini





Nominations for the 2018 State Choir are now open!

The State Choir brings talented male and female singers from years 8 to 12 from NSW Government schools together to sing challenging repertoire under the direction of some of Australia's leading choral directors.

Every year the Choir rehearses for two days before performing on stage at the Sydney Opera House as part of the Department of Education Festival of Choral Music.

For more information about this amazing opportunity please visit the State Choir website:

<https://www.artsunit.nsw.edu.au/music/music-ensembles/state-choirs>

Please note that a subsidy is available for students from non-metropolitan and rural and remote schools.

Applications close: Tuesday 31 July 2018



Education

Nationally Consistent Collection of Data on School Students with Disability

Notification for Parents and Carers

All Government and non-Government schools across Australia are required to participate annually in the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

All Australian schools will collect data on their students who are receiving adjustments to meet additional learning and support needs in accordance with their obligations under the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*. This data will be provided to the Australian Government to assist in the development of a consistent, national picture of the education needs of students with disability.

The data provided to the Australian Government by the NSW Department of Education is provided in such a way that it cannot be used to identify any individual student or school.

General information about the national data collection can be found on the Australian Government Department of Education and Training [website](https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability) at <https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability>

Privacy Protection

The NSW Department of Education follows the requirements of the *Privacy and Personal Information Protection Act 1998* and the *Health Records and Information Privacy Act 2002*. Schools will collect, record, store and use data about individual students in line with these requirements. Data security and protection is a priority and students' personal details will be kept confidential.

Under Clause 52 of the Commonwealth *Australian Education Regulation 2013*, data collected by the NSW Department of Education for the NCCD must be provided to the Australian Government Department of Education and Training. This includes the number of students at each level of education, the number in each category of disability and the number at each level of adjustment. The information is provided to the Commonwealth as a series of number sets that cannot be used to identify any individual student or school.

The Australian Government Department of Education and Training follows the requirements of the Commonwealth *Privacy Act 1988* when handling any data provided by NSW Department of Education in connection with the national data collection. A public information notice has been developed to by the Australian Government to provide students, parents and carers with important privacy information in relation to the data collection. This notice is available on the department's [website](https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability) at <https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability>

If you have any questions about the data collection please do not hesitate to contact Karen Quinn at Mudgee High School on 6372 1533.



**Nationally Consistent
Collection of Data**
School Students with Disability



Last updated April 2018

Information notice

Background

All Education Ministers from Commonwealth, state and territory governments endorsed the implementation of a Nationally Consistent Collection of Data on School Students with Disability (NCCD) in all Australian schools (government, independent and Catholic).

The nationally consistent approach to data collection provides all Australian schools, education authorities and the community with a clear picture of the number of students receiving adjustments because of disability in schools, and the adjustments they are provided to enable them to participate in education on the same basis as other students.

Authority for the national data collection

The Australian Education Regulation 2013 requires the operators of all government and non-government schools that receive Australian Government funding (approved authorities) to provide information to the Australian Government Department of Education and Training (the Department) for the purposes of the national data collection.

The [Australian Education Regulation 2013](http://www.legislation.gov.au/Details/F2016C00958) (www.legislation.gov.au/Details/F2016C00958) is on the Federal Register of Legislation website.

The information that approved authorities must give to the Department is set out at section 58A of the Australian Education Regulation. This includes, in relation to each student with a disability at a school operated by the approved authority:

- the student's year of schooling
- the student's category of disability (physical, cognitive, sensory or social/emotional)
- the student's level of adjustment (support provided within quality differentiated teaching practice, supplementary, substantial or extensive adjustment).

Other details about the information to be collected, and the format in which the information is to be provided to the Department, are contained in guidelines approved by the Education Council (the committee of the Council of Australian Governments comprising the Commonwealth and state and territory Ministers responsible for education). [Guidelines for the national data collection](http://www.education.gov.au/node/50091) (www.education.gov.au/node/50091) are available on the Department's website.

The information **will not explicitly identify individual students** (subsection 58A(3) of the Regulation); no information that could reasonably enable the Department to identify individual students will be provided by approved authorities to the Department.

Collection, use and disclosure of information from the national data collection

The information collected by schools for the purposes of the 2018 national data collection will ultimately be provided to the Department. In some cases, this will involve the school passing the information directly to the Department, and in other cases the school will provide the information to its state or territory government agency (or other relevant body) in the first instance, depending on the school's particular arrangements. In such circumstances, that state or territory government agency, or other relevant body, will then provide the information to the Department.

The Department, on behalf of the Joint Working Group, will use information from the national data collection for the purposes of preparing reports for and briefing the Australian Education Senior Officials Committee and the Education Council in relation to the national data collection.

When providing these reports or briefing material, the Department will ensure that the information remains de-identified.

In December 2016, the Education Council released the report *Improving educational outcomes: Emergent data on students with disability in Australian schools*. The report provides high-level data from the 2015 national data collection and was the first public release of data from the national collection.

This report was followed in May 2017 by the release of the report *2016 emergent data on students in Australian schools receiving adjustments for disability*, which contains data from the 2016 national data collection.

These reports are published on the [Reports and Publications page of the Education Council website](http://www.educationcouncil.edu.au/EC-Reports-and-Publications.aspx) (www.educationcouncil.edu.au/EC-Reports-and-Publications.aspx).

Information from the national data collection will also be used for policy development undertaken by the Department, including informing funding considerations relating to students with disability, and other policy development as agreed by the Education Council.

From 2018, the Commonwealth's student with disability funding loading for schools is based on the national data collection.

The document [Fairer funding for students with disability](http://www.docs.education.gov.au/node/43566) (www.docs.education.gov.au/node/43566), on the Department's website, provides more information.

Contact

For further information about the collection, use or disclosure of information for the national data collection, please contact: SWDPolicyTeam@education.gov.au.

Any questions parents/carers or schools have about the completion of the 2018 national data collection may be directed to:

the relevant education authority contact listed in the [Contacts page of the Guidelines](http://docs.education.gov.au/node/50091) (docs.education.gov.au/node/50091) on the Department's website or

the [Contacts page of the national professional learning website](http://www.schooldisabilitydatapl.edu.au/other-pages/contact-us) (www.schooldisabilitydatapl.edu.au/other-pages/contact-us) developed by Education Services Australia.



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(www.creativecommons.org/licenses/by/4.0/legalcode).

The document must be attributed as the *Frequently Asked Questions for Schools* on Nationally Consistent Collection of Data – Students with Disability.

In the event that NCCD information provided by an approved authority to the Department does inadvertently and indirectly enable the Department to reasonably identify an individual, the disclosure of that information by the approved authority, and the collection of that information by the Department, are both authorised by law for the purposes of the *Privacy Act 1988* (Cth). Nevertheless, the Department will seek to further de-identify such NCCD information.

[Further information on the Department's Privacy Policy](http://www.education.gov.au/privacy-policy) (www.education.gov.au/privacy-policy) is available on the website.

The Joint Working Group to Provide Advice on Reform for Students with Disability comprises representative members from all state and territory government educational authorities, Independent Schools Council of Australia, the National Catholic Education Commission, the Australian Curriculum, Assessment and Reporting Authority, and the Australian Government.

The Education Council is primarily supported by a group of senior officials with responsibility for school education, early childhood and higher education who meet as the Australian Education Senior Officials Committee. The Committee is directly responsible to Council for the execution of Education Council decisions. For more information about the [Australian Education Senior Officials Committee](#) visit

LIBRARY UPDATE

What is literacy?

Literacy is one of the big 'catch cries' of the education sector for obvious reasons and there is no shortage of experts 'reinventing' what literacy actually is. In a nutshell, traditional literacy (reading, writing, spelling) has expanded to include mathematics (often referred to as numeracy) and what we now refer to as 'digital literacy'. At its extreme, there is also 'Transliteracy'. In simple terms, Transliteracy is the ability for people to interpret, analyse and create from any source, visual, written, verbal and non-verbal within their world. This might include, but is not limited to, an understanding of sign language, mobile phone 'slang' and even body language.

The fact is 'being literate' for students has changed in response to our modern world. The 'value' in reading, writing, interpreting what we see, doing mathematics and understanding principles of science is unquestionable. However, 'digital literacy' and 'digital citizenship' are legitimate areas we need to address for young people. In terms of 'digital literacy', a good place to start is Google. Understanding what it is and how it works.

Google is the number 1 search engine amongst 100's. It handles 5.5 billion searches per day.

Google is not the internet. It is a business. It sells advertising and collects information about us.

Google has several versions and uses a 'best guess' system based on a mathematical formula.

Google is popular because 'you always get a result' regardless of thought or effort.

Google regularly changes how it 'evaluates' and 'prioritises' search results based on use/misuse.

Google knows over 85% of people do not go past the first page of search results and 'shapes' searches 'guessing the intelligence of users' based on previous websites accessed through individual isp addresses.

Google has its own group of 'testers' who rate how good a website is. There are no 'outside' judgements made as to whether a site is **factual**, **accurate** or **deliberately misleading**...

Google gives priority to websites in which it has a financial interest. For example, YouTube and Wikipedia.

For more information on Google and getting the best search results from it, the school Library has produced a 'Fact Sheet' that assists student research. This is available in the Library from the Library staff.

It is also timely to remind students that Mudgee High has a free digital version of 'Britannica School Online' for our school community. This is available to use at school and at home.

Britannica School Online works like a 'search engine' for finding information and provides that information as text, videos and images. It also allows students to choose between three different levels of information. It is much more than just an encyclopaedia but based on its origins and reputation as one of the most reputable encyclopaedias in the world.

Britannica School Online can be accessed by students through a link on our school website www.mudgee-h.schools.nsw.edu.au/ or by accessing it directly at <http://school.eb.com.au/> on the internet. It is also easily located on all school computers as a saved 'shortcut'.

Once on the site, students will be prompted for a username (logon) and password. The logon details can also be obtained from Library staff at any time.

YEAR 12

FORMAL TICKETS 2018

\$80.00

Round 1 - Maximum of 6 tickets

(1 student ticket and 5 guest tickets)

May be purchased from

Mon 30th July – Fri 10th August 3.30pm

Round 2 – Maximum of 1 ticket

May be purchased from

Mon 13th August – Friday 17th August 3.30pm

Round 3 – Any remaining tickets are for sale. May be purchased from Mon 20th – Fri 24th August 3.30pm

FORMAL TO BE HELD FRIDAY 28th September 2018, 7pm
Australian Rural Education Centre AREC



Because of Her We Can!

NAIDOC WEEK 2018

Mudgee High School is Celebrating NAIDOC Day on Wednesday 4th July

Parents, carers and community are welcome to join us in our celebration of NAIDOC Day.

11:30am – Whole School Assembly in the gym	Welcome to Country; student presentation of what NAIDOC is about; other presentations by students.
12:18 to 1:34pm – Aboriginal Astronomy session in the Library	Presented by William Stevens, a Muruwari man “ <i>For me, it’s about teaching culture,</i> ” he explains. “ <i>I love to share my knowledge with my community.</i> ” (https://cosmosmagazine.com/space/the-passions-of-aboriginal-astronomy-guide-willy-stevens)
1:34 to 2:08pm – Whole school BBQ lunch.	
2:08 to 3:25 – Weaving workshop in the Library or the Senior Area (depending on the weather)	Aboriginal and Torres Strait Islanders make a variety of objects from animal and plant fibres. Their skills in basket weaving, knotting and utilising animal skins are evidenced in everyday tools such as baskets for collecting food, nets for fishing and skin cloaks for warmth. They also make ceremonial items such as headgear. Michele McFarlane will provide guidance and instruction to teach us to do some simple weaving.

All students need to register with Miss Windeyer in the HSIE staffroom if you wish to be involved in the workshops.

All parents, carers, community members will need to sign in at the Front Office as a visitor to the school on the day.

If you have any further questions please contact Claire Windeyer in the HSIE faculty.



BECAUSE OF HER, WE CAN!

8-15 JULY 2018

ADVERTISEMENTS

INVITATION TO ATTEND INFORMATION EVENING

FILL IN THE GAP with SKILLS

"I need employability skills for immediate employment after I complete my HSC"

"I need skills to work while I continue my studies"



THEN WE HAVE THE PERFECT COURSE FOR YOU!

Please join us for Course Information, Canapés and Drinks

Thursday, 21 June, 2018

5.30 - 7.00pm

Hospitality Restaurant

Ulan Road Mudgee

RSVP via Email:

YEAR 12 GAP YEAR

susan.greer@tafensw.edu.au

damien.beard7@tafensw.edu.au

(Include your name, school and additional guests for catering)

For more information contact:

Sue Greer: 02 6883 3600

Or Damien Beard: 02 6378 2643



SPONSORSHIP

Mudgee High School - LINK Program

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SENIOR AREA FROM THE AIR. WHAT'S MISSING?

