

MHS Newsletter

Mudgee High School – Locked Bag 2004, MUDGEES NSW 2850
ABN: 18 246 198 266 Telephone: (02) 6372 1533 Facsimile: 6372 6321
Website: www.mudgee-h.schools.nsw.edu.au
Email: mudgee-h.school@det.nsw.edu.au
<https://www.facebook.com/mudgeehighschool/>



Monday
25 May
Week 5 Term 2
2020

Principal's Message

Welcome back everyone!

Indeed a big ngadhu nginyalgir gawaymbanhadhu, yokoso and welcome to all Years returning five days a week.

The return of all students has not been without some provisos, qualifications and outright infectious disease-inspired limitations. Students this week are being reminded that:

- Regular classes are good to go – no more artificial splits.
That said, you will be advised regularly to use hand sanitiser in your classes. Do so... it's about keeping people safe.
- You can attend the library.
That said, in the confined space of the library and with so many students who would not necessarily share any classes coming together in the same venue, it is important that you use the hand sanitiser made available to you as you enter and exit.
- School sporting activities will recommence... but it will occur in stages.
In this first stage, the activities you are permitted to undertake will involve no contact with others.
Activities in which close contact of 2 metres or less occurs as part of the game are not allowed for the time being. So contact sports/ semi-contact sports are out. Contact and semi-contact sports include touch football, soccer, basketball and netball.
That said, drills like "Force 'em Back" for football, and basketball/ netball/ soccer goal shooting practice are all acceptable alternatives to contact and semi-contact activities. It was good to see at lunchtime yesterday that the young blokes out on the school field were complying with this restriction and playing "Force 'em Back."
School sport will occur at school for the time-being and until MWRC is prepared to open up public sporting grounds for school use.
- VET work placement for Year 12 students will commence 1 June 2020 – next Monday. Of course, such work placement will be subject to the availability of placements and appropriate risk assessments.
At this point in time, the state-wide plan is to possibly recommence all other VET work placements from the beginning of Term 3 2020.
- Finally, school based apprenticeships and traineeships – SBATs – can recommence once the relevant workplaces are back in operation.

On the flip side and at this point in time, you need to know the things you cannot do.

- School incursions and excursions are on hold.
No one is going out on site visits and no one is coming in to deliver; no guest presenters on assembly or scripture or town band rehearsal for now.
- Work experience is off for the remainder of this term.
The word from DoE HQ is that this decree will be revisited in time for Term 3, so watch this space...
- Students cannot attend TAFE for study but may continue to learn online.
A moot point right now as TAFE has not reopened and another imposition

*A Member of the
Cudgegong Learning
Community*

PLEASE SEE OUR WEBSITE
FOR THE COMPLETE
CALENDAR OF EVENTS



COMING EVENTS

- 25 May - All students return to school full time
- Online learning provided by MHS concludes

THIS ISSUE

- Principal's Message
- MHS P&C Meeting
- P&C and SRR Awards
- Writing Friday
- Special Religious Education update
- English Faculty News
- Wellbeing
- Nationally Consistent Collection of Data
- The Learning Curve
- HSC and Beyond
- Advertisements
- Sponsorship

where all concerned should continue to “watch this space.”

- No inter-school activities.
Inter-school activities include debating, inter-school sport and the like.
- No in-school activities requiring volunteers.
SRE (aka Scripture) is a no-go, although there is an online alternative available (the details of which appear in this newsletter and which have been sent home today by email), no town band volunteers on site, no cadets... basically no volunteers on deck.
- No school camps... although it would be nice to think that Year 11 will still be able to access Bonding Camp at the end of Term 4.

National Reconciliation Week

While normally recognised through our weekly assembly, this has not been possible this year. Instead, our students have all been reminded of the significance of this week through student notices and will through our virtual assembly.

National Reconciliation Week formally recognises the very real fact that Australia has an Aboriginal history. The first peoples of this island nation have been here for about 60,000 years... and that is an extraordinarily long time by any estimation. Consider this; Western civilisation – the civilisation many of us enjoy in Australia – is less than 3,500 years old.

Those same peoples were compelled by force to share their island home some 230 years ago.

In the course of the past two centuries plus, Australia’s Aboriginal peoples have been subject to some truly terrible acts of racism, much of it institutional; unchecked and unchallenged acts that failed to recognise the inherent value that lies in all human beings.

As a nation, this week we remember and reflect on the fact that generations of indigenous peoples were taken from their families for no other reason than the colour of their skin. We remember and reflect on the hurt that was inflicted on so many of our fellow Australians – a hurt that continues for a great many. We remember and reflect on events and actions that should never be forgotten.

Until next week...

Wayne Eade
Principal

Awaiting a serve, handball in the quad.
Welcome back !



MUDGEES HIGH SCHOOL P&C

Next meeting to be advised.

Week 4 Term 2 Awards

P&C Awards: Year 7 - Flynn McLean; Year 8 - Alyssa Toby Newton; Year 9 - James Wilson-Tuckey;
Year 10 - Thomas Wheeler; Year 11 - Bronte Dickie; Year 12 - April Cain

Writing Friday



Comfort food...

Great descriptive writing can make our bodies react as though we ourselves are the people in a story.

Write a description of the best feast you can imagine. Make sure you include lots of adjectives to make your audience drool!

You should use:

- First person
- Past tense
- Descriptive language
- Two similes

Online access to Special Religious Education (SRE) for Term 2 2020

During the remainder of Term 2, SRE will not run in its previous format.

Christian SRE is hosting a platform of resources that are available to the various Christian faith groups for parents to access during the at home learning period. <https://www.christiansre.com.au/learningfromhome>.

Of these options, MHS students have been following the Combined Christian SRE syllabus for Years 7/8 (Think Faith): <https://thinkfaith.com.au/>.

Face-to-face SRE teaching will be reinstated once schools resume normal operations.

English Faculty News

What follows is a piece of writing by a Year 7 student in response to a Writing Friday task.

This is Madalyn Bourke's work.

As I walked through an abandoned forest, the icy air jabbed into my face like one hundred needles jabbing into my face. Birds were chirping. The sky was gloomy and grey. I was approaching a grassy hill at the borderline of the forest, it was so strange as if there was a door. An oak wood, large door. As I got closer and closer I could see all the little details, like the grey small pebbles surrounding the doorstep. There was a blurred glow coming from the four glass panes. Part of me wanted to go inside, but another part of me was scared.

The cobblestone wall seemed engraved within the hill. A white, wooden frame was around the door, giving off some sort of mysterious vibe. It seemed... welcoming. The sun was setting creating a musky tone. The shadows of the tall pines behind me were looming over the bunker. It was getting darker by the second. The only option I had was to enter a stranded, rejected bunker.

I twisted the handle and opened the door...

A cool rush of air blasted into my face. It was empty, only filled with a cobblestone floor and a small, wooden table shoved off to the side. There was something on the table... a note. It was written on an unevenly ripped yellow envelope. "Run, he's coming!" What could that mean? Who was coming?

I decided to follow my instincts and I ran, I ran out of the bunker leaving the door open behind me. The dust was spraying up at my legs. I had no idea where I was going. I couldn't see anything.

It all happened so fast. First I was in the woods. Then I entered a random bunker in the middle of the woods. Now I'm sprinting through the woods hoping that I can find someone, something. How stupid could I be?



This is the task that Madalyn was answering.

Wellbeing

At Mudgee High, we believe that Wellbeing is important.

It is associated with better student outcomes, across a broad range of domains from academic achievement to mental health and responsible life choices.

There is evidence that students with high levels of wellbeing are more likely to be higher academic achievers, complete Year 12, have better mental health and lead a more pro-social and responsible lifestyle.

Promoting and supporting student wellbeing also acknowledges the pivotal role of education in preparing students for a rewarding life beyond school.

During our Covid-19 remote learning period, our wellbeing team ran a very successful Wellbeing Classroom with which many students engaged enthusiastically. There were interactive lunchtime activities, jokes, riddles, music and links to important wellbeing resources. As we move back to full time school, the Wellbeing Classroom will be phased out. The online interactive activities will become face to face once more. Students will be able to join in with the regular lunchtime activities like For Fitness Sake and Crafternoon. Students will also be able to make referrals to see the School Counsellor and Wellbeing Officers.

We would also like to remind students that despite the phasing out of the Wellbeing Classroom, students can still access our Google site, Wellbeing at Mudgee High, which has a range of links to apps (see below), websites, and activities. Students will need to log in using their @mudgeehighschool.net account to access the page.



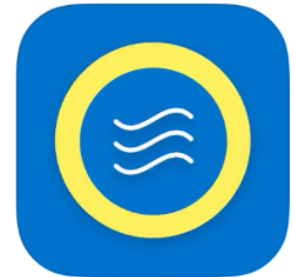
HEADSPACE



CALM



SMILING MIND



REACHOUT BREAT...



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to [What is a reasonable adjustment?](#) below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability. This can include payment of professional learning for staff and building inclusive cultures in schools.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the [Disability Discrimination Act 1992](#).

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

SECONDARY

Parent Newsletter

The Learning Curve™

Wellbeing Reality:

Middle – EXERCISE AND FOOD

Senior – MIND AND BODY WELLBEING

Wellbeing Element:

HEALTH + STRENGTHS

Character Strength:

CURIOSITY

Wellbeing Fitness Challenge:

LOOKING FORWARD

Wellbeing Reality Activities:

Middle: EXERCISE AND FOOD

Senior: MIND AND BODY WELLBEING (see website)

Parent Wellbeing:

Choose a strength you would like to develop in yourself, describe your reason for choosing it and ways to develop it. Then every day set yourself at least one challenge to use it in your life.

Many students need our support and guidance on how they can adopt healthier lifestyles. They make not think so, but the reality is that there is an increasing proportion of them who are not exercising their bodies or minds enough, eating a diet high in processed and takeaway foods, contracting diabetes at an early age, becoming obese and looking on the darker side of life. These are real and unwelcome outcomes for our future generations should we not act decisively now.

Firstly, it is a must for them to actively exercise physically and mentally for an hour every day. There are numerous pulse lifting activities they can participate in with family, friends or on their own, and there are also plenty of non-electronic brain exercises such as crosswords and scrabble which work well.

Secondly, it is important for students to use their strengths to think positively, and look for the good things fills them with optimism and hope for the future.

Thirdly, as adults it is our responsibility to provide students with healthy, fresh and unprocessed foods. Even more importantly, is for us to role model exercising, eating healthy and thinking positively about our lives; they have never failed to imitate us.

Acknowledgement: Hassed & Rath

Wellbeing Measurement Tool: Students, staff and parents can measure the state of their wellbeing by taking the free PERMAH survey at <https://permahsurvey.com>

Acknowledgement and thanks: Dr Peggy Kern & Michelle McQuaid

"There is no chance, only choice." MW



HSC & BEYOND

Virtual Careers Expo

WEDNESDAY 27TH TO SUNDAY 31ST MAY 2020

WEDNESDAY 24TH TO SUNDAY 28TH JUNE 2020

FREE

online events for
Years 10 - 12
students & parents.

WANT HELP WITH
HSC PREPARATION
and
LIFE AFTER SCHOOL?



BE HSC READY

- Daily talks by HSC markers
- Insider study tips
- Get motivated
- Inspirational speakers
- Download study guides, cheat sheets, e-books and more

BE CAREER READY

- Exhibitors: Universities, TAFE, UAC, NESA and more
- Course information
- Visit "virtual booths"
- Schedule online meetings
- Live chat

REGISTER AT
inspired.edu.au/hscbeyond/

MEET YOUR FUTURE

InspirED

Inspired.edu.au | 1300 677 336 | info@inspired.edu.au

Advertisements

Mudgee High School Canteen – Price List 2020

Hot Food

Chicken and corn roll	2.00
Pizza rounds	3.00
Beef traveller pie	4.00
Curry chicken pie	4.50
Potato pie	4.50
Beef and gravy roll	5.00
Hot dog	3.50
Hot dog with cheese	4.00
Beef pie (gluten free) order only	4.50
Mayonnaise/sauce portions	0.30

Rolls and Sandwiches

Can be made on gluten free rolls by request – order only.

Ham and salad	5.00
Egg and salad	5.00
Cheese and salad	5.00
Chicken, mayo and shallots	5.00
Chicken Caesar	5.00
Sweet chilli chicken and avocado	5.00
Salami, cheese and tomato	5.00

Snack Food

Red Rock Deli chips	1.50
Grain Waves	1.50
Chip Roll	2.70
Choc Chip Muffin	1.50
Pear and raspberry bread	2.00
Blueberry Muffin	1.50
Watermelon tubs	2.50
Trail mix pots	2.50
Seasonal fruit	1.00

Milk and Dairy

300ml Big M flavoured milk	2.50
500ml Dairy Farmer's Classic flavoured milk	4.00
600ml plain milk	2.00
500ml Dare flavoured milk	4.00
375ml Nippy's flavoured milk	3.50
Yoghurt – thick and creamy	2.50

Cold Drinks

750ml Cool Ridge Spring Water	4.00
600ml Spring water	2.00
Assorted juice	3.50
600ml G2Gatorade (Citrus Blast or Raspberry)	4.00
600ml Pepsi Max	4.00
375ml Coke No Sugar	2.50
375ml Sprite No Sugar	2.50
500ml Chilli Aqua flavoured mineral water (no sugar)	4.00

Ice Creams

Paddle Pop (chocolate, banana, rainbow)	1.60
Bulla frozen yoghurt (mango, strawberry)	2.50
Twisted frozen yoghurt (choc/van, Straw/van, mango/watermelon)	2.50
Lemonade Twist	1.20
Quech Icy Tubes	0.60
Mini Callipos	2.00

Salad of the Day

Availability varies day-to-day

Curried chicken potato salad	7.50
Mexican chicken and guacamole salad	7.50
Greek salad	6.00
Pasta salad	6.00
Sushi	5.00
Fresh fruit salad	5.00
Garden salad	6.00
Chicken Caesar salad	6.00
Buddha bowl	7.50

Nuts may be used in salads. If you have an allergy, check with canteen staff before ordering.

Everyday Daily Specials

Monday

Sweet chilli wrap (order only)	5.00
Garlic bread	2.00

Tuesday

Pizza sub	2.50
-----------	------

Wednesday

Oven baked spiced potato wedges	2.50
Sour cream/Sweet chilli sauce	0.50

Thursday

Chicken burger (gluten free available – order only)	4.00
---	------

Friday

Thai chicken roll/bowl (order only)	6.00
-------------------------------------	------

Nuts may be used in some specials. If you have an allergy, check with canteen staff before ordering.

Changing Daily Specials

Check our daily menu board or student notices for other specials which may include:

Soup – Pasta – Focaccia – Turkish melts – Curries – Sliders



UNSW
SYDNEY



UNSWfromhome Conversation Series - Growing Up Digitally – A Guide for Parents

With approximately 85% of Australian children currently learning remotely, the impact of children’s significant access to digital technologies is a key concern for both parents and educators. What does the research tell us, and how can we best educate our children from home?

Join [Dr Amy Graham](#), a Gonski Institute for Education Research Fellow, in an online conversation as she explains the findings of the [Growing Up Digital Australia](#) report and provides practical advice to establishing healthy digital habits for our children.

When: Thursday, 28 May 2020

Time: 12.00 pm - 1.00 pm

[To find out more and register, click here](#)

Sponsorship

Mudgee High School - LINK Program

Proudly supported by

GLENCORE

Ulan Coal Mine