

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
27 July
Week 2 Term 3
2020

Principal's Message

R-E-S-P-E-C-T

In her hit song *Respect*, Aretha Franklin may have been singing specifically about relational fidelity, but the notion that "All I'm askin'/ Is for a little respect..." can be easily generalised to cover any aspect of a healthy relationship. While this week's podcast dovetailed with last week's in that it focused on respect, the difference was that this one was a little more universal in its scope.

Respect is a Latin word in origin. It quite literally means to "backwards look." It referred to the act of treating someone with regard or consideration, quite literally looking over the shoulder at that person as you moved on, and *not* walking away without a second thought.

In addition to a sense of admiration – perhaps for another's abilities, qualities or achievements – respect is very much about having due regard for another person's feelings, wishes or rights.

After this fashion, our students were reminded that at Mudgee High, respect is the regard we pay each other in our daily interactions.

Respect is the thank you in response to the person who has held open a door for you, or the acknowledgment of that polite greeting with a return greeting. It is the please that precedes a request. It is the exercise of good manners.

Sometimes we hear that "respect has to be earned." I would argue that in a civil society, respect is what is offered from the beginning. Like trust, however, it is a gift not to be casually discarded. Respect lost, like trust lost, can be difficult to recover. Perversely, there seem to be some who feel disrespect is a great opening gambit in any relationship. I remember many years ago at a new school being delivered the line: "No disrespect, but I don't like you." The speaker was 15 and had known me all of 15 seconds. He was unhappy that I was replacing a teacher he had had for three years. A strange way to begin a relationship that would demand my help to first conquer School Certificate English and later Higher School Certificate English. He was successful in both but when it was all over, I did remind him of the way in which he had introduced himself. I can report that he squirmed.

"No disrespect..." Seriously? A whole lot like beginning an observation: "With all due respect..." a coded caution that what follows will almost certainly be a shocking insolence!

Cheerfully shared with the student body was this observation: the vast majority of MHS students have great manners and daily demonstrate respect in the way they treat others. That reflection speaks volumes about the expectations we have of our students and perhaps a great deal more about the way they were raised.

For those not quite across those expectations, there was the reminder that it is a good thing this place is a school; a place of learning. As such, it is the perfect place to learn about both respect and its subset, manners. Survival in a communal setting demands mutual respect and manners are the respectful grease that keeps the gears turning in this respectful community.

In a nutshell, the kids were reminded that we need to treat others well if we in turn expect to be treated well.

*A Member of the
Cudgegong Learning
Community*

PLEASE SEE OUR WEBSITE
FOR THE COMPLETE
CALENDAR OF EVENTS



COMING EVENTS

- Wednesday 29 July Year 12 Geography on field study
- Friday 31 July junior reports delivered
- Friday 31 July Max Potential showcase (TBC)
- Friday 31 July Year 11 Biology EEC field trip
- Monday 3 August Year 12 Society and Culture Personal Interest Projects due
- Monday 24 August P&C

THIS ISSUE

- Principal's Message
- MHS P&C Meeting
- P&C and SRR Awards
- Writing Friday
- English Advanced - Speculating about our future
- English Tutoring Tuesday
- CAPA student of the week
- MHS takes it ALL!
- HSIE junior assessment schedule
- Year 12 end of year activities information
- Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- ABA
- The Learning Curve
- Advertisements
- Sponsorship

Marvelling at the Mundane

So very much pleasure can come from the staring surprised response of people new to Mudgee High when they encounter what is for them astounding but for those of us here, merely routine. I saw one such moment this week.

In addition to our regular and very much appreciated ensemble of casual supply teachers – those invaluable people who assist in keeping the ship of school afloat when permanent staff are ill or on leave – we have collected Mr Pietrzak, HSIE trained and keen to get involved. Mr Pietrzak made a special detour to my office to tell me just how much he appreciates the Yondr pouch system.

Mr Pietrzak spoke of other schools where he had worked where there was no system in place to curb the use and misuse of mobile technology. He said that by far the greatest discipline challenge he had encountered in those schools related directly to mobile phones. Away from the classroom, he also commented on how good it was to see and hear students talking to each other in breaks, playing games like handball and generally being quite social; no rows of silent students scrolling mindlessly through devices, never looking up.

What has become the commonplace experience for the kids in our care is by no means what is commonplace everywhere, it would seem. We knew we were onto a good thing. Fresh eyes have confirmed just that!

Federal Felicitations

On Tuesday 28 July, the Member for Calare – our local Federal Member of Parliament, the Hon Andrew Gee MP – made a visit to Mudgee High School. He was here to catch up with three of our gun athletes; Kasey Hayes from Year 10, Charlotte Roberts from Year 9 and Ella Murnane from Year 8.

These three young women are all state representatives.

Kasey and Charlotte are footballers – they play that game many Australians and Americans call soccer but which is known to the rest of the world as football, perhaps because it is played almost entirely with the feet. They play it very well.

Ella is a runner; a distance runner. A very good distance runner.

The thing that is seldom appreciated in capital cities but all too well known to the parents and carers of kids in the country is the tyranny of distance. Parents and carers, the great heroes of country sport, are the ferrymen of kids with any reasonable sum of sporting ability. Parents and carers are the ones who give up their weekends (and some week days) to get their kids to far-flung places so that those kids can access what is often taken for granted in capital cities and larger centres like Newcastle and Wollongong.

The SPORTAUS Local Sporting Champions grants are a way in which the Federal government recognises the fiscal sacrifice involved for parents and carers when they seek to support their children to pursue particular sporting opportunities.

In a year that has brought us plenty to lament, Mr Gee's visit and congratulations were much appreciated. A real "good news" story.

Until next week...

Wayne Eade
Principal

Ella Murnane, Kasey Hayes,
Charlotte Roberts and the
Hon Andrew Gee MP



MUDGEES HIGH SCHOOL P&C

The next meeting of the Mudgee High School P&C will be held on Monday 24 August 2020 at 7pm in the school library.

Entry via Horatio Street.

All welcome.

Week 1 Term 3 Awards

P&C Awards: Year 7 - Zoe Couch; Year 8 - Trinity Elvy; Year 9 - Alanah Stow; Year 10 - Ebonie Wright; Year 11 - Destiny Wrage; Year 12 - Fabian Hill

Writing Friday

Imaginative Writing Task 2: Script



A movie is being filmed which uses the place in this image as a significant location. The movie is a science fiction film about a group of space travellers who discover a mysterious portal while exploring a new, apparently uninhabited planet.

Write the script for a film scene where a group of people discover the portal shown in this picture. Your writing should include at least three characters and should be set out as dialogue with stage directions. You should think carefully about what different people might say in reaction to the discovery.

Your scene is in the middle of the story, so you will need to think about what might happen before and after your scene before you write your section. Think about: who are your characters? How will they react differently? How can you show their response through exciting but authentic dialogue?

Remember to use:

- A scene **orientation**
- **Stage directions**
- Realistic **speech**

Look at the next slide for a scaffold to help you write a script.

Tyler Landow-Sunderland

In the first week of the July break, a car accident claimed the life of Tyler Landow-Sunderland.

Tyler was a Year 9 student at Mudgee High School.

At this time, our thoughts go out to his family, his very many friends and others both within and without the school who have been affected by his passing.

The staff of Mudgee High.

English Advanced - Speculating about our future

As part of their study in English Advanced, Miss Eslick and Ms Tetley's Year 11 classes have been exploring narratives that shape our world.

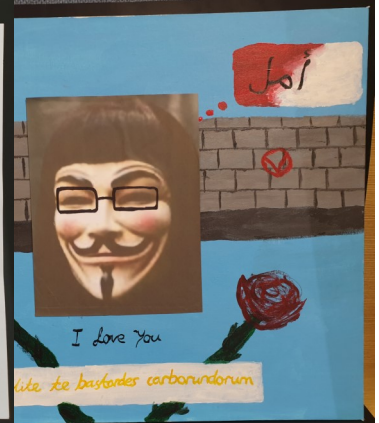
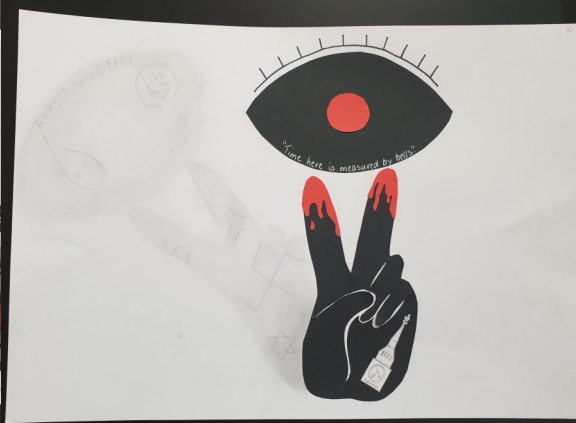
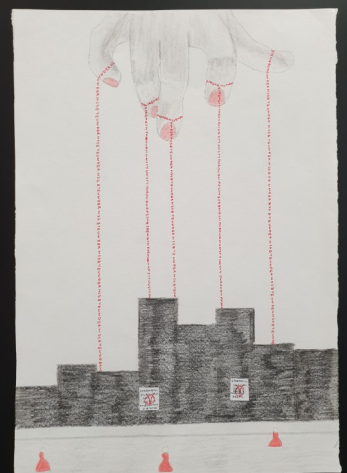
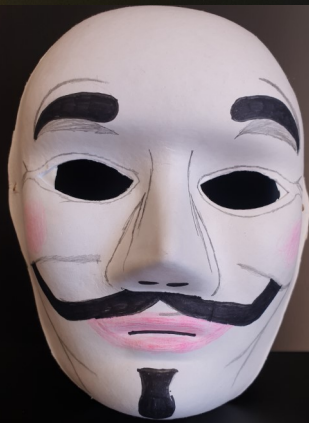
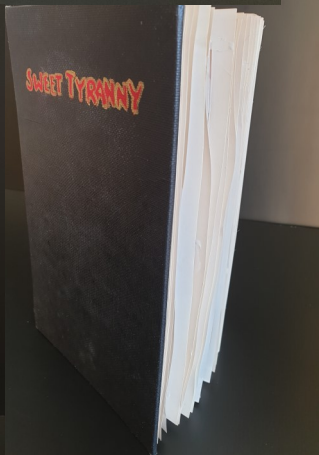
Humans have always shared stories in an effort understand their world. As time progresses, the way these stories are communicated has evolved tremendously. Stories are 'universal, bridging cultural, linguistic and age-related divides. Stories document history, personal narratives, political commentary and evolving cultural norms. People build and communicate their relationships, cultures, and identities through the stories that they tell. Stories are a means of entertainment, education, cultural preservation and instilling moral values' (<https://www.comics-and-health-education.org/en/story-telling/>).

The focus has been on speculative fiction. Students have read Margaret Atwood's *The Handmaid's Tale* and viewed James McTeigue's film adaptation *V for Vendetta*. Both texts are quite befitting in the current situation with the pandemic and the various social and political movements around the world.

Speculative narratives take our existing world and change it by asking 'what if?' Writers use imagined worlds to comment upon and reflect their own contexts. Speculative narratives have the potential to shape our perceptions of our world, and challenge existing structures and practices.

Students were required to create a visual representation based on a theme that is evident in the set texts. Themes of rebellion, and power and authority were often chosen. The images that follow are of a selection of visual representation that students were put together. They demonstrate student understanding of how conventions and language features shape meaning, as well as their use of well-selected and detailed textual references.





English Tutoring Tuesday expansion

As you may be aware, the English Faculty run tutoring sessions on Tuesdays.

Currently this is in K06 from 3:30 to 4:30 pm. The English Faculty is looking to expand the service, making TWO rooms available each week.

K06 – help, homework, etc.

K05 – specific targeted skills development.

Workshops in K05 include:

Week 3 – Thesis statements and topic sentences

Week 4 – Introductions

Week 5 – Body paragraphs

Week 6 – Discursive texts

Week 7 – Show, don't tell

Week 8 – Techniques, techniques, techniques

Week 9 – Parts of speech to strengthen your writing

Week 10 – Building your vocabulary

All students are invited to avail themselves of this service, which is free.

CAPA student of the week

Stella Morgan is the Creative and Performing Arts' student of the week.

She has an enthusiasm for Drama and a desire to constantly improve her practice. She is a strong leader and is often the driving force for any group work in Drama.

Congratulations Stella!



HSIE Junior Assessment Program Semester 2 2020

Students in Year 7 are studying Stage 4 Geography for the whole year. Students in Year 8 are studying Stage 4 History for the whole year. Year 9 are studying History in Semester Two. Year 10 are studying History in Semester Two. Some students in Years 8, 9 and 10 have elected to study either Commerce 08, Commerce 12, and/or Elective History.

The following assessment schedule is a guideline. There may be some minor variations, however, students will be adequately notified of any changes to due dates.

Year and Subject	Assessment Task	Task Weighting	Due Date Please note that the due date for the task falls within the listed week. The exact due date for each task will vary within that week depending on which day the student has that class.
Year 7 Geography	Water in the World assignment Examination Progressive Bookmark Class Participation	40% 30% 20% 10%	Week 9 Term 3 Week 3 Term 4 Ongoing Ongoing
Year 8 History	Medieval Europe assignment Examination Progressive Bookmark Class Participation	40% 30% 20% 10%	Week 8 Term 3 Week 3 Term 4 Ongoing Ongoing
Year 9 History	Movement of Peoples assignment Examination Progressive Bookmark Class Participation	40% 30% 20% 10%	Week 10 Term 3 Week 3 Term 4 Ongoing Ongoing
Year 10 History	Rights and Freedoms – Contested Histories assignment Examination Progressive Bookmark Class Participation	40% 30% 20% 10%	Week 5 Term 3 Week 3 Term 4 Ongoing Ongoing
Commerce 08	Promoting and Selling Research Assignment Examination Progressive Bookmark Class Participation	45% 30% 15% 10%	Week 8 Term 3 Week 4 Term 4 Ongoing Ongoing
Commerce 12	Political Involvement assignment Examination Progressive Bookmark Class Participation	45% 30% 15% 10%	Week 8 Term 3 Week 4 Term 4 Ongoing Ongoing
Elective History	Archaeology and Historiography extended response (in class) Society research task - group presentation Examination Class Participation	20% 40% 30% 10%	Week 5 Term 3 Week 9 Term 3 Week 4 Term 4 Ongoing

Assignments may be submitted in either hand-written or typed form. If students wish to submit their work digitally, this should be done through Google Classroom's Turn In function. This is the preference for digital submissions. Work may be handed in on paper. Please do not assume that everything has to be digital.

If your child is unable to meet the due date for an assessment task, they will need to complete an application for Special Consideration. These forms can be collected from the HSIE staffroom. It is the responsibility of the student to collect this form, complete it and return it to the head teacher of HSIE or their classroom teacher. In the event of a sudden absence, perhaps the result of illness or misadventure, the form can be completed after the due date. In all other circumstances, **application for Special Consideration must be completed in advance of the due date.**

Accessing Google Classrooms

Students should be making the most of the Google Classroom facility for their HSIE studies. To access these classrooms, they will need the following entry codes:

Subject	Entry Code	Subject	Entry Code
Year 7 Geography	6hizzlc	Elective History	cgy4s7p
Year 8 History	cigye5i	Commerce 08	eillvr
Year 9 History	pyez5os	Commerce 12	yojupq
Year 10 History	ifdyn62		

Mudgee High School takes it ALL!

The winners for the Category One Division (ages 12-16) of the Mid-Western Youth Council Youth Week 2020 Hot Topic Writing Competition were:

1st Prize - *Mental health during the lockdown* by Reuben Cavanagh (8C)

2nd Prize - *How I'm affected by Coronavirus* by Alexxia Wake (7C)

3rd Prize - *The environment* by Charlotte Bush (7C)

These talented students won much sought after Mudgee Money for their fine writing efforts.



Some crucial points from the winning entry:

Mental Health During the Lockdown

“The outbreak of Covid-19 has rocked the world. It has had a big impact on the world in many different ways but one of the main problems is people's mental health.”

“The ABS (Australian Bureau of statistics) has estimated that 600 000-700 000 jobs were lost just in Australia due to Covid-19 related work closures. Jobs can give a sense of purpose and provide income...”

“...parents are either juggling work and educating their kids or losing one income due to Covid-19.”

“Being stuck at home and only interacting with siblings can make the kids' mental health go down due to not seeing other kids his or her own age.”

“A person's mental health can be shaken by what is going on, so we need to look out for those suffering.”





MUDGEE HIGH SCHOOL

Locked Bag 2004, MUDGEE, NSW 2850

Ph: (02) 6372 1533 Fax: (02) 6372 6321

ABN: 18 246 198 266



Year 12 end of year activities 2020

Dear Parents/Carers,

With the end of the school year rapidly approaching for our Year 12, they and many parents/carers will be experiencing a range of emotions, from nostalgia to concerns about what may lie ahead.

While it is hoped that all students will enjoy and always fondly remember these coming weeks, it is perhaps timely to remind students of some of the pitfalls that can affect them at this time. As teachers, parents and carers, we should work in partnership to get them through this period of rapid change.

For the past 18 years, the behaviour of our Year 12 students during the end of school celebrations has been exemplary. The school acknowledges that this should be a time of excitement and joy, and a celebration of achievement and friendships. We strongly encourage a climate where this can happen.

It is equally important that students do not lose sight of the need to remain focused on their studies and to attend all classes. It is expected that all students will attend school up until Friday 25 September. The Post-Trial period is a crucial stage of study. Teachers prepare work designed to fine-tune each student's preparation for the HSC across the range of their courses. Effective use of this time can make all the difference to that final HSC result and/or ATAR score. Many Year 12 teachers also offer optional tutorial lessons during the end of Term 3 holidays and in the early weeks of Term 4. Students are encouraged to make use of these opportunities.

At the end of Year 12 and on rare occasions, excitement takes over and usually sensible people suddenly find themselves involved in activities in which they would not normally participate. Since the inception of Rainbow Day in 2002, such occurrences have thankfully become rare at Mudgee High. That said, the possibility of reckless or inappropriate behaviour is a potential concern with each successive cohort. The consequences for individuals and entire communities can be devastating. I want to make it perfectly clear that the school will not tolerate acts of vandalism, violence or any actions involving drugs or alcohol, at any time. If a student involves him or herself in anti-school or anti-social activities related to the school, that student should expect serious consequences.

I have a high regard for our Year 12 group; the class of 2020. This group has endured a year like few others. I want all of them to complete this year with both strength and style. The school has served them well and I think it only fair that they will reciprocate that service.

I seek the support of every Year 12 student and their parents/carers to ensure that their final days of school are positive, enjoyable and a time of which the entire school community can be justifiably proud.

Yours,

Wayne Eade
Principal

Over Page: Calendar of important end of year dates for Year 12 2020

EMAIL: Mudgee-h.school.det.nsw.edu.au
WEB: www.mudgee-h.schools.nsw.edu.au

FACEBOOK: <https://www.facebook.com/mudgeehighschool/>



Year 12 2020 Important HSC information and end-of-year dates

Aug 3	Society & Culture due
Aug 13 – 21	HSC Trial dates
Aug 21	English Extension 2 Major Works due
Aug 27	Industrial Technology projects including portfolio due for lockup by 3pm
Aug 28	Drama Projects due
Aug 28 – Sept 4	Drama Performance Examinations
Aug 31	Textiles & Design Major Projects and portfolios due for lockup today. Project needs to be packed in a box and handed in during class time.
Sept 7	Music submitted works due
Sept 7 – 18	Music Performance Examinations
Sept 10	Design & Technology Major Projects due
Sept 14	Visual Arts Body of Works due for lockup at 3pm
Sept 23*	Assembly Rehearsal Periods 1 and 2
	Toolbox talk – Those students who plan to work at the roadside collection points MUST attend – Period 4
	Centrelink visit – Senior Area Periods 5 and 6 – bring Medicare card
Sept 24*	Soccer Match - Teachers vs Students - Year 12 Farewell Social – Periods 7 and 8 Rainbow Day – all Year 12 students will participate in fundraising activities throughout the day for their designated charity, NSW Rural Fire Services to finish the term on a positive note.
Sept 25*	Presentation Assembly 10.45am Student seating 11am Guest seating 11.00am – 12.20pm Assembly (Full uniform required)
Sept 26 – Oct 18	Study Vacation
Oct 19 – Nov 11	Higher School Certificate Examinations Examinations up until and including Friday 11 November will be held at Baptist Church Hall, 70 Bruce Road, Mudgee. Students must be in full school uniform and bring their student ID cards to every exam. The Music 1 Aural Skills Exam will be confirmed closer to the date. Further information will be available to students before the end of Term 3. Any student or parent who has concerns about transport to the location on any day should contact the Principal as soon as possible.
Nov 9 – Nov 13	HSC Exhibition – Performance Centre Opening on Monday 9 November at 6.30pm. Art Students displaying their major work must meet at school at 9.30am (student cars may be needed to help transport artworks) on Monday 9 November and ALL exhibited works must be collected from the Performance Centre on Friday 13 November between 12.00pm and 3.00pm.
Nov 11 and 18	Sign out morning. Sign out will occur between 10am-12 noon. This will include the return of book deposits for all eligible students.
Nov 12*	Year 12 Formal – Australian Recreational Education Centre (AREC) 7-10pm Additional information relating to this event as attached. Students: Please meet at AREC from 5.30pm for photos.
Dec 2	HSC Assessment Ranks available from www.educationstandards.nsw.edu.au (NESA) student number and PIN required.
Dec 18	HSC results available on-line from NSW Education Standards Australia (NESA) Website and telephone service (NESA PIN number required). HSC results will be available via Students Online, and sent by email and SMS from 6.00am on Tuesday 18 December. https://studentsonline.nesa.nsw.edu.au/
Dec 18	ATARs available on-line from UAC website and 'Infoline' (UAC PIN number required). Year 12 Celebration BBQ. Senior Lawn from 12-2pm Collect your FREE Mirri.

Subject to
COVID advice
closer to the
day

Subject to
COVID advice
closer to the
day

***Events tabled as occurring on dates marked may be subject to change given the fluidity of the COVI-19 situation.**

Year 12 Farewell information 2020

On behalf of the school community of Mudgee High School, I have much pleasure in inviting all Year 12 students and their parents/caregivers, to the Year 12 Farewell, **on Thursday November 12 at the Australian Recreational Education Centre (AREC), Mudgee.**

The Year 12 Farewell is one of the most significant occasions on our school calendar, celebrating the final step in the school education of Year 12 students. It is one to be shared by the students, their parents and loved ones.

The organisation of the evening and ticket purchasing is outlined below:

- Meet at AREC for photos from 5.30pm.
- The Farewell commences at 7.00pm and concludes at approximately 10.00pm. Please note that the doors will close at 7.15pm and reopen after the formal introduction of students (7.45pm).
- Dress is ladies "after 5" and gents "tie".
- The Year 12 Farewell is an **ALCOHOL FREE EVENT**. Anyone bringing alcohol onto the premises will be asked to leave the function.
- **With regard to seating. Private arrangements between ticket bearers CANNOT be accommodated without prior arrangement (4 weeks notice) with the Year Adviser.**
- **Tickets** may be purchased from the main administrative office at the school, at a cost of **\$85 per person**. This year, the following procedures will apply:
 - Each student is initially allocated four (4) tickets, 1 student ticket and 3 guest tickets.
 - Part payments (deposits) for tickets will not be accepted. However, students may purchase 1 ticket at a time.
 - Sales for **allocated** tickets will commence on 2/9/2020 and **must** be purchased by 3.30pm on 11/9/2020. **Please note that Farewell tickets are non-refundable.**
 - **If there are any remaining tickets**, they will be available for sale from 15/10/2020 on a first come-first served basis.
 - **Ticket sales close at 2.08pm on Thursday 29/10/2020.** Additional tickets will not be available after this date as we need to finalise numbers for catering.
 - **Tickets will be given to students in a Year Meeting following the final sale date. Please store them safely as entry is by ticket only.**

On behalf of the school, I look forward to seeing you at the Farewell.



Mr Wayne Eade
Principal

Year 12 sign-out procedures 2020

DATE: November 11 and 18

TIME: Between 10.00am - 12 noon

Follow the steps below:

- Pay any school contributions that remain outstanding at the front office. The sign out cannot be completed if contributions remain unpaid. Student Assistance is available where students have difficulty meeting their financial obligations. **Please apply prior to this date.**
- Collect a personalised, pre-printed leaver's form from the front office.
- Return all textbooks, library books and other school property to faculties. Some text books and resources may have already been returned and the partially completed leavers form will be held by the office.
- Return the completed leavers form to the office.

HSC assessment ranks can be obtained by visiting the Students Online page of the NSW Education Standards site (NESA) www.educationstandards.nsw.edu.au from 2 December. **You will need to use your student number and the PIN number issued to you in a letter sent from NESA.** If you have any questions about your rankings or if you believe any are incorrect, an appeal must be lodged with the school by 18 November.

All students who have paid the \$50 textbook deposit, returned all texts, paid all contributions and completed an "Application for Year 12 Book Deposit Refund 2020" form by the 13 November will receive a refund into their nominated bank account.

Note: These transfers are processed by DOE State Office.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)



Dear parents, guardians and carers,

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- Formally recognise the supports and adjustments provided to students with disability in schools.
- Consider how they can strengthen the support of students with disability in schools.
- Develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact the school.

Kind regards

Wayne Eade
Principal

Supported by the Australian Government Department of Education, Skills and Employment. © 2020 Education Services Australia Ltd, unless otherwise indicated. [Creative Commons BY 4.0](https://creativecommons.org/licenses/by/4.0/), unless otherwise indicated.



Anti-bullying Alliance



Did you know people who see bullying have a special superpower?

They can help stop bullying.

Bullying is when someone uses 'power' they have over someone else to try to hurt or upset them again and again.

The people who see bullying are called bystanders. Anyone can be a bystander – children, parents, teachers and other people around.

Some bystanders do things that make the bullying continue. They might join in or cheer someone on. Or they might do nothing and just watch.

Supportive bystanders use their power to try and stop the bullying. That could be defending or helping the person being bullied.

Most people don't like to see bullying happening. But you might feel worried about what you can do.

- You can be worried that you might make it worse. Or maybe you think someone else should do something. Maybe you just don't know what to do. Maybe you're afraid about getting hurt yourself or being the next person to get bullied.
- You do need to stay safe. The best way to be safe is being part of a group. Together, the group can make it clear that the bullying is not okay. That's really powerful!
- Bystanders always have ways to use their power for good. If you feel safe to do so, you can stand up to the bullying.
- You can say 'just stop it' in a cool and casual way.
- You can say something to distract everyone, like 'hey, don't we have to go practise for the game?'
- You can reduce the tension, saying something general like, 'let's try to keep things friendly here hey? No one likes that.'
- You can challenge the bullying by saying something like 'this isn't fair, let's all leave.' (and make sure you take the person being bullied along with you).

If you don't feel safe to stand up to the bullying, you can still help.

- You can walk away, leave the space or chatroom. That way you don't provide an audience for the person doing the bullying. Definitely don't join in.
- You can tell an adult.
- Report it to the site owner or the social media service.
- You can support the person being bullied at the time or talk to them later.

When bystanders stand up to bullying together it's more likely to stop. So, supportive bystanders really do have a special superpower.

How will you use yours?



Wellbeing Reality:

Middle – FEEDBACK AND EMPATHY
 Senior – GRATEFUL FOR FEEDBACK

Wellbeing Element:

RELATIONSHIPS + EMPATHY

Character Strength:

HOPE

Strengths Booster:

WORKING STRENGTHS

Wellbeing Reality Activities:

Middle: FEEDBACK AND EMPATHY

Senior: GRATEFUL FOR FEEDBACK (see website)

Parent Wellbeing:

Grit is your long-term passion, persistence and self-regulation to accomplish something you set out to do. It is more important than intelligence and natural talent. Describe times you have shown grit to accomplish something.

Acknowledgement: Angela Duckworth

Learning how to give and receive feedback is an essential lifelong skill for students to develop. They don't know what they don't know and developmental feedback enables them to consider other perspectives. Quality feedback builds social connectedness by others feeling they matter, and broadens and builds students' engagement with others and themselves. When giving or receiving feedback, students are forced to slow down their thinking, to be in the moment and think hard to consider, compare, evaluate and analyse what is being said.

Positive learning and teaching communities rely on feedback to build open, trusting and respectful communication lines, which in turn strengthen the wellbeing of everyone. The key is to welcome feedback as positive encouragement rather than negative criticism, even if it is advice we don't want to hear.

The purposes of feedback include listening to ideas and concerns to improve a situation, suggesting alternative approaches and strategies, monitoring attitudes, behaviours and performance.

When having conversations, it is apparent when others aren't listening with their eyes, their ears and their hearts. Is it that they are not interested or that they have never been taught how to mindfully listen? Empathetic and attentive listening needs to be role modelled; respectful relationships rely on it.

Acknowledgement: Ericsson & Anderson

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

"A wise person hears one word and understands two." Proverb

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
Quelch 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



FAST FORWARD PROGRAM

An early-offer to university for standout Year 11 students

At the University of Canberra, we believe being passionate about your community and going above and beyond in all aspects of life is what really sets you apart.

Fast Forward is UC's exclusive club designed for students who want to prepare for university life with a boost.

As a member you'll receive a range of benefits including UC gym membership, a study grant in your first year and an early unconditional offer to a UC degree of your choice.*
See how Fast Forward can benefit your future.

Canberra.edu.au/fastforward

*Degrees included in the Fast Forward Program early entry only.

From anxious to...



A group for teenagers in Mudgee to help them learn how to deal with anxiety

Dates: Monday 4:30 – 5:30 starting 10 August for 7 weeks

Location: Mudgee Therapy Room corner of Denison and Lewis St

Refreshments will be provided.

Presenters: Joanne Cotterill, Accredited Mental Health Social Worker and Lone Ashlin, previous youth worker for Barnardos.

For more information contact: groups@chooseyourfuture.me

Phone: 0468343305

Register at: <https://counselling.chooseyourfuture.me/groups>

Cost: \$50 per session but a Medicare rebate for this group is possible. With a Medicare rebate the final cost is \$30 per session.

***Note that a discounted \$30 session is available for those with a health care card. With a Medicare rebate, the cost will be \$10 a session.*

Joanne Cotterill

[Accredited Mental Health Social Worker](#)

<http://chooseyourfuture.me/>

CLEANERS REQUIRED

Joss Facility Management are looking for cleaning staff to work at local Government sites across regional NSW.

PPE, Training and Uniforms provided.

Applicants need to provide a valid Working With Children Check upon application and successful applicants will be required to undertake a pre-employment medical prior to commencement.

Please contact Joss Facility Management via email on careers@jossgroup.com.au



Check us out on Facebook [Joss Cleaning](#)

or visit our webpage
www.jossgroup.com.au



Sponsorship

Mudgee High School - LINK Program

Proudly supported by

GLENCORE

Ulan Coal Mine